

Exploring Diversity & Global Justice through the Arts

- An educational resource for second level schools





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Introduction to resource

This resource aims to support second level teachers to bring a justice perspective into their classroom using active learning and arts methodologies. We hope that this resource will prepare teachers and learners to explore global development and social justice issues using other development education resources and Transition Year modules.

How to use this pack

This pack contains activities up to 15 classes. It is divided into 7 units, laid out sequentially. Each unit has its own aims, learning outcomes and learning methodologies. Together these units form a complete learning programme on diversity and global justice. Units can also be carried out on their own. Each unit contains information and reflection activities for teachers, followed by activities to carry out with learners. The information and reflection activities aim to prepare teachers for the issues raised by the activities.

There is a CD to accompany this resource.

The information on the CD is also on the Development Education Resources page of our website <http://www.comhlamh.org>

There is information on the key terms used to discuss diversity and global development issues on pages 13 and 35 of this resource and on the CD.

Comhlámh offers ongoing support and organises training on how to effectively use this resource. Please call **01 4783490** or email info@comhlamh.org to discuss any of the issues or activities.

Visit our website at <http://www.comhlamh.org> for more information.

Objectives of this pack

Comhlámh hopes that this resource will assist teachers:

- * to explore identity, challenge discrimination and promote justice locally and globally;
- * to prepare learners for living in a diverse and complex world;
- * to create a school culture that celebrates diversity and engagement with social justice issues.

This resource pack contains

- 1. Guidelines** for the effective use of interactive methodologies common to development education resources in a classroom setting.
- 2. Background information and Reflection Activities** to prepare teachers to explore justice issues with learners.
- 3. Activities, worksheets, audio tapes, images, videos and website links** that teachers can use with their learners to deepen understanding of culture and identity, and how they impact on people's understandings of development.

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Possible ways to link to the curriculum

The curriculum links below suggest how the activities in this resource could support curricular areas and concepts, and how they could support a cross-curricular approach. You could work with another teacher who focuses on a different subject.

Key

Unit 1	1	Unit 5	5
Unit 2	2	Unit 6	6
Unit 3	3	Unit 7	7
Unit 4	4		

Junior Cert links	
Art - Craft	1 6
Art - Design	2 3
Music	5 7
English - Personal literacy	1 4 7
English - Social literacy	2 4 7
SPHE – Differences and similarities, Belonging and integrating,	3
SPHE - Communication skills	4 7
Business – Economic framework	4 6
Geography – Section C - Economic Inequality: the Earth's resources - who benefits?	4 7
Religion	2 3 5 7

CSPE concept	
Interdependence	4 7
Development	3 5 6 7
Stewardship	4 6
Rights & Responsibilities	4 7
Human dignity	1 3 4 5 7
Democracy	1 2

Senior Cert links	
Art - Craftwork	1 6
Music in the economy and society	5 7
English – Comprehension	4 7
English – Composition	4 7
Geography – Unit 6 - Global interdependence	4 5 6
Geography – Unit 8 - Culture & identity	3 4 5
Business – Social and ethical responsibilities of business	4 5 6
History – Later modern Europe (economic consequences of the process of decolonization, trade, aid and famine in post-colonial Africa)	4 5
Economics – Developing countries and development, Sustainable economic growth	4 6
Biology - Human impact on the environment	4 5 6
Religion	2 3 5 7

Northern Ireland links	
The Arts	1 2 3 4 5 6 7
English	1 2 4 7
Environment and society	4 5 6 7
Science and technology	4 5 6
Religious education	2 3 5 7

Northern Ireland key elements	
Personal understanding	1 3
Mutual understanding	1 3
Cultural understanding	2 3 4 5 6 7
Development	4 6
Education for sustainable development	5 6
Economic awareness	4
Ethical awareness	4 6
Citizenship	6 7
Media Awareness	2 4 7

Global Dimension concepts*	
Diversity	1 2 3
Values and perceptions	2 3
Conflict resolution	1 4
Interdependence	4 5
Sustainable development	4 5 6
Global citizenship	4 6 7
Social justice	4 7
Human rights	7

* The 8 global dimension concepts provide a framework that can be used to educate about global issues. The concepts can be used to look at issues in a range of ways. For example during units you can encourage learners to ask 'Is this fair?' (social justice concept) and highlight how Ireland depends upon other countries (interdependence concept). For more on the concepts download the Developing the global dimension in the school curriculum booklet at www.globaldimension.org.uk/resourcesearch/details.aspx?id=1135

Learning outcomes

Learning outcomes for teachers:

- * Effectively used arts and participatory methodologies to educate about diversity and global issues;
- * Identified ways to create an inclusive, globally aware classroom;
- * Gained tools to encourage critical thinking and cooperative learning;
- * Effectively used language, images and case studies to explore discrimination and global inequality;
- * Deepened their understanding of culture, stereotypes, discrimination, racism and global inequality, and how these issues are connected.

Learning outcomes for learners:

- * Practiced active listening skills and group work;
- * Discussed the dangers of stereotypes;
- * Identified methods used to reinforce discrimination and stereotypes;
- * Developed tools to challenge discrimination;
- * Examined the link between culture, identity and worldview;
- * Discussed the importance of respecting people's identity and cultural background;
- * Developed a personal understanding of the concepts of culture and development;
- * Discussed the impact of people's culture on their views of development;
- * Contrasted development concepts;
- * Analysed the role of the media in development;
- * Explored ways to live sustainably;
- * Practiced skills to raise awareness.

Teacher's Notes

What is a justice perspective?

Global justice and development issues are not just about what is happening in far away countries. The issues you will discuss are relevant in Ireland and in learners' everyday lives. Learners live in a multicultural, interdependent, and fast changing world. They need to develop the knowledge, attitudes and skills to live as responsible local and global citizens.

How can we bring a justice perspective into our classroom?

Bringing a justice perspective into our work is not just about the content of an activity but about how we approach it. We can encourage learners to look at issues from other people's point of view. We can ask them to consider questions such as: Is this fair? Is everyone being listened to and treated with respect?

One way we can prepare for these discussions is to consider our own values. Values are subjective and vary across people and cultures. Values may be ethical, political, religious, social or aesthetic. Our personal values influence our decisions, since each option has related values.

Teacher Reflection Activity on values:



1. What are your core personal values?
2. How do they influence how you teach?

How does diversity relate to global justice?

Through our workshops with teachers and students we have found that people who have learnt to deal with their emotions and deepened their understanding of their own identity and culture, are better able to relate to people with different cultural backgrounds. This in turn enables them to understand the causes of injustice, the impact injustice has on people and the planet, and the factors to consider when seeking solutions, planning action and creating change.

There are many ways to explore global issues with learners. In our workshops we have found that people's initial response when they hear that others are struggling with injustice and poverty is to want to help. However a knee jerk reaction, although well meant, may do more harm than good and may even disempower learners.

One key aim of our education work is to encourage learners to react to these issues not just with charity but also from the point of view of what is fair. This can change the way they discuss issues and what they decide to do about them.

Understanding that they are part of and benefit from the world being unfair, while also being harmed by this injustice, can support learners in feeling a sense of solidarity with those who are suffering. This can encourage them to make a long term commitment to live in a way that promotes equality and justice.

The following activity provides a useful way for teachers to reflect on the differences between a charity and a justice approach to learning about global issues.

Teacher Reflection Activity on solidarity:



"When I give food to the poor they call me a saint, when I ask why the poor have no food they call me a communist."
Think about this quote by Don Helder Camara, the Archbishop of Recife, Brazil.

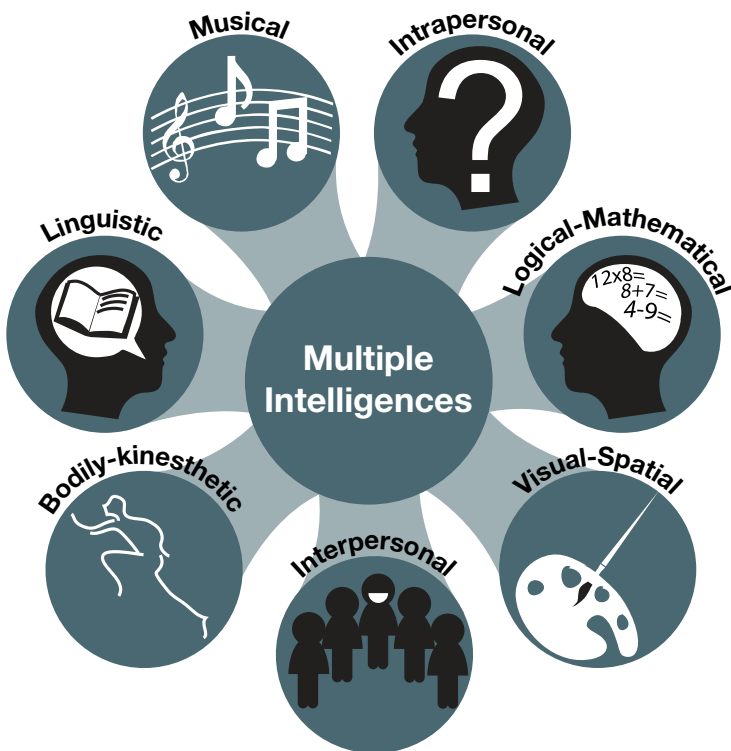
1. What does he mean?
2. Who is he referring to when he says 'they'?
3. Why might it be necessary to understand why certain things happen before taking action?

Using arts methodologies

The arts provide an ideal way for learners to express and celebrate their own ideas, values, and feelings. Learners can develop their imagination, empathy, and ability to identify alternatives.

- * They provide an accessible way to start exploring complex, difficult and sensitive issues with nuance.
- * They enable learners to respond to diversity and injustice and to explore them in a way that identifies subtle differences and opens up possibilities.
- * They acknowledge learners' multiples intelligences, tap into learners' creativity, and appeal to those who learn better through movement and interacting with others.
- * They empower learners to develop their own voice and to share their opinions with others through the creation of art, music and drama.

Many of the activities in this resource engage learners in analytical and evaluative levels of learning (Bloom's taxonomy) and in experiential learning (Kolb). They also engage learners' multiple intelligences (Gardner):



Activity suggestion: Encourage students to take a quiz that identifies their intelligences. This will make them aware that everyone is intelligent in some way and that they are intelligent in more than one way. You can find a quiz online that students can take and that will calculate their results, for example at

<http://literacyworks.org/mi/assessment/findyourstrengths.html>

Drama and storytelling provide great ways for people to learn through experience and reflection. Learners can gain a great deal of understanding and compassion through identifying with a person's story before learning about the facts and statistics of an issue.

Educational drama differs from performance drama in that the focus is on the process and on reflecting on our own response, rather than on the end product.

It involves active learning. Learners are involved in creating the drama, in deciding what happens next, and in solving problems. They also learn to analyse and evaluate actions, relationships, motivations and feelings.

Music reflects societies' values. The way we talk about and judge others' music can reflect our prejudices. Understanding and appreciating others' music is an act of embracing others. The music, dances and instruments of a people reflect their history and heritage. Songs have been written on issues such as apartheid, racism, poverty, and AIDS. Lyrics communicate experiences and information in ways that allow learners to empathise with the songwriter.

Art begins with the learner's own experience, imagination, and observation. Creating art allows learners to expand their imagination and their emotional development. This develops learners' sense of identity and their self-esteem. Responding to art encourages learners to identify a personal connection and emotional response to another person's viewpoint. The various ways art can be used and different art styles in other cultures provide opportunities to explore and celebrate the normality of diversity.

Developing the participatory classroom

Activities that involve participatory and arts methodologies can sometimes be a bit noisy and messy. One way to deal with these challenges is to use the group agreement to create boundaries. Below are some possible rules you could use. If learners don't suggest them you can introduce them for discussion. (see group agreement activity on page 11).

- * Don't make so much noise that we disturb other classes;
- * Respect that some people learn best in a quiet and calm environment;
- * Respect people's personal space;
- * Take care not to accidentally hurt others during activities and games;
- * Respect other people's opinions;
- * Value everyone's artwork and contributions;
- * Allow people to finish their thoughts;
- * Share the floor – don't dominate discussions;
- * Involve everyone but don't force people to take part.

Getting the most out of arts methodologies:

Things to consider

The first unit of this resource includes activities designed to build the group and develop learners' ability to work cooperatively. They aim to create a space in which learners can take ownership of the classroom and feel safe to engage in discussion and debate. These activities lay a useful groundwork to prepare learners to undertake other, more challenging activities.

Observing learners' responses to the activities in unit one will enable you to gauge how well they will respond to the various kinds of activities in this resource pack. You will also be able to tell if they feel safe enough with each other to carry out certain activities and discussions.

If you are concerned about order keep tasks short, groups small, and instead of holding open discussions, require learners to fill in a handout or complete a specific task. Only do an activity if you feel that learners will be able to manage the activity.

Your own level of comfort will affect learners. While it can be useful to stretch ourselves sometimes by using a methodology we don't usually use, if we are not comfortable to pretend, draw or make noise then this may affect our learners' willingness to take part. Remind learners that everyone is creative. Creativity is a skill that we need to practice to develop. It is not about the end product but about the process.

How to debrief and de-role

Debriefing

In any activities or discussions where learners have identified with another person's story it can be useful to follow these steps:

1. Encourage them to empathise with the other person.
2. Get them to identify how that person might feel and why. (It is important to note here that they are using their imagination and they can never fully understand another person's feelings).
3. Discuss how the learners themselves feel and what causes these feelings.
4. Share ideas of how learners can improve this situation in their own lives. This will empower learners. Agree on steps learners will take, note down these action points, and revisit them in future classes.

Debriefing in character

Immediately after a drama activity it is useful to discuss the issue while learners are still in their role. This will enable them to really explore how their role feels and to identify why they feel that way. In this way they will deepen their understanding of their role's life experience. However it is then vital to get learners to derole. During activities they may act out a conflict or disagreement with other learners so they may feel a bit angry or upset at this point.

How to de-role & debrief learners

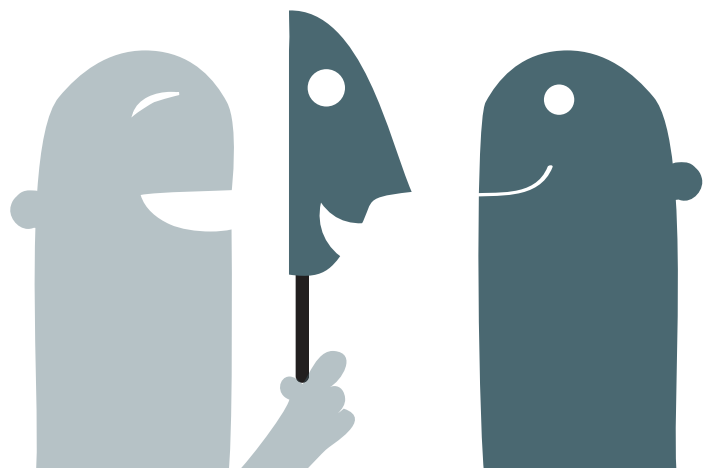
Before they can objectively discuss the issue they need to step out of their role. You can do this in a variety of ways. It is useful to get learners to do something symbolic or physical e.g. give back or rip up their role card, take off a prop they were using, shake, turn around, take a big step to the side, and so on. This action reinforces them giving up their role and becoming themselves again. If discussion has been heated you could do a quick icebreaker or get learners to shake each other's hands. They are then able to discuss the issue from their own point of view. This is an important step because it enables them to identify their own feelings and deepen their understanding of why they feel this way.

Useful resources:

The Arts: the global dimension, DEA,
www.globaldimension.org.uk/docs/dea_arts_gd.pdf

Through Other Eyes offers a free online study programme for educators highlighting indigenous perspectives of the development agenda www.throughothereyes.org.uk

The Open Spaces for Dialogue and Enquiry methodology offers a way to teach about global issues and perspectives focusing on interdependence
www.osdemethodology.org.uk





Using a Learning Journal*

While carrying out the activities in this resource both learners and teachers could keep a learning journal. In this journal they could record their individual thoughts and feelings about the activities they carry out and the issues they explore during class.

Why use a journal:

- * A learning journal can create a useful, personal space for teachers and learners to reflect on and record the learning and skills they are gaining, as well as any changes in attitude or behaviour.
- * It could also be used to record different tasks that have been undertaken, such as information that has been researched, useful websites, draft presentations and handouts.
- * You could invite learners to share their entries with others or facilitate a more general group discussion.
- * It provides a grounding activity to return the group to their seats and encourages reflection on the previous activity, making it a useful behaviour management tool.

What to do:

- * Explain the idea of a learning journal and how it will be used. They will use it to record their own individual feelings and reactions to activities. It will help them reflect on what they have learned and how they have been affected by the issues explored.
- * Learners may not be used to reflection. Explain that they can fill it in with text or images, that there are no wrong responses, and that with practice reflection gets easier.
- * Point out that it is a judgement free zone and will not be marked. It is private and that while they may be invited to share it with others, they do not have to. Perhaps share that you will keep a learning journal also.
- * Encourage learners to use a copybook as their learning journal.
- * If possible provide time in the class for learners to fill in their learning journal and perhaps keep them in the classroom so they are available when needed.
- * Use prompt questions, such as those provided on this page, to guide learners' reflections. Consider playing background music to encourage quiet reflection.

Prompt Questions

Before activities:

Before undertaking a group of activities or any individual activities invite learners to record their hopes or expectations using prompt sentences such as:

- * I would like to learn about...
- * I hope to find out...
- * I would like to create...

After activities:

After any activity or group of activities you could provide time for learners to reflect on their learning in their learning journal using three or four prompt questions such as:

- * The main thing I will take away from today is...
- * The most interesting thing was...
- * My biggest challenge was...
- * I worked with others by...
- * I contributed to the discussion/activity by...
- * One thing I learnt about myself is...
- * One thing I learnt about others is...

At the end:

When you have finished a course / module exploring diversity and global justice issues suggest that learners fill in a final reflection in their learning journal.

1. Ask them to read over their first learning journal entry. Were their hopes and expectations met?
2. Ask them to read over their other learning journal entries.
3. Ask them to reflect on all of the activities they have completed and fill in a final learning journal entry using three or four prompts such as:
 - * The most important things I've learned...
 - * My thinking has changed about...
 - * My behaviour has changed in that I ...
 - * I was challenged to change when...
 - * The main skills I've developed...
 - * Somethings I've learned about myself...
 - * Some things I've learned about other people...
 - * Something that will be useful to me in the future is...
 - * I will share my learning with others by...

Unit 1

Becoming a group

This unit aims to:

- Prepare learners to explore diversity and global justice issues.

It includes teacher's guidelines and activities to:

- Create a safe learning environment with a global aspect;

- Build a trusting relationship with and between learners.

Teacher's Notes:

1. How to educate about global injustice
2. How to support critical thinking
3. Guidelines for cooperative learning and effective group work
4. Encouraging a positive learning environment checklist
5. Teacher Reflection Activity on diversity

You could do all of the activities in this unit in the order shown or you could choose a few of the activities. All activities would take two 40 minute classes. You could give learners the handout from Activity F to fill in before the second class.

Activity name	Type of activity	Time needed*
A. Sounds in the rainforest	Warm up	5 – 10 minutes
B. Name in rhythm	Warm up and learn names	5 – 10 minutes
C. Three legged race	Build trust and cooperation	10 minutes
D. Group Statement	Group activity to create a safe classroom environment	15 minutes
E. Group Agreement	Group activity to create a safe classroom environment	15 minutes
F. About Me	Art activity to create visual poem books	30 minutes

* All times in this resource are approximate.

Teacher's Notes

1. How to educate about global injustice

"Avoid trying to cover everything – because that is what you may end up doing and learners don't discover anything for themselves."

The lost key

He was found looking for it under a light. He looked and looked and couldn't find it. Finally someone asked where he had lost the key. He answered, "Well, I did in fact lose it over there." When asked why he didn't look for it over there, he said, "Well, it's dark over there, but here there is light for me to look." – Sufi story.

Looking in the light means looking for easy answers, doing what we are told to do and behaving as we are expected to behave. As teachers we should help break through illusions, however comfortable, and work with learners in accepting the need to confront uncertainty.

"The problems of today cannot be solved with the same thinking that gave us the problems in the first place."

– Albert Einstein.

Challenges of thinking critically about global issues:

Some of the difficulties in encouraging people to think critically are that it involves:

- * leaving a safety zone;
- * not knowing the answer;
- * being seen as stupid or idealistic if you keep asking questions;
- * challenging what is tradition, what is an accepted norm, and people's expectations;
- * You will come up against the fact that some people don't see the need for change. They think that things are quite good and could be worse.

2. How to support critical thinking:

We can attempt to overcome these difficulties in the following ways:

- * **Develop learners' emotional intelligence** – encourage them to have an emotional response. Learners are better able to understand an issue if they can engage with it emotionally. Encourage them to empathise with others by pausing during activities to ask them to reflect on how they feel and how they think the people they are discussing might feel.

- * **Empower them** - to believe that their actions do make a difference. For them to believe this they need to feel respected and to have a voice. Help them to take more ownership of the way classroom learning is organised. Carrying out action projects and developing action skills will also empower them.
- * **Move from being competitive to working cooperatively** – explain that this class is not about putting them on the spot or grading their performance. The focus is not on academic achievement or the end product. It is about the process of working together to help each other's learning. This requires an approach to teaching and learning that builds trust and relationships, and that moves learners from a group of individuals to a collective.

3. Guidelines for cooperative learning and effective group work:

- * **Preparation:** You will need to prepare materials and the questions you will ask them to consider. You may need to organise the groups in advance to ensure the right mix.
- * **Encourage co-operative behaviour:** For example, asking questions, listening to each other, explaining reasons, and speaking clearly.
- * **Assign roles:** Give each learner a role to fulfil in the task to make sure everyone takes part and to encourage cooperation. This promotes effective learning and inclusion. The roles should allow everyone to feel included and valued while not restricting or limiting the group. You could make role cards that you hand out before group work and rotate them between learners. You could hang up a poster in the classroom, with the roles on it. You could refer to it during activities and use it to assign roles to learners.
- * **Teacher's role:** Observe and monitor students working. Set the task, keep learners focused on the task, support those who are stuck on the task and give positive feedback.

Ways to group learners

There are many ways to randomly group learners that also break the ice, encourage them to get to know each other, and act as a warmup. For example ask them to organise themselves in a line in order of the month they were born in or alphabetically by first name, surname or nickname.

Alternatively you could ask learners to group themselves by finding people who share their starsign, favourite food or way they travel to school, and so on. To make it harder you could tell them that they can't talk, and see how long it takes them to realise that you didn't say they couldn't write or act it out.



Group work roles*

READER

Your task is to read the text for your group. Be sure to read slowly and ensure that everyone is listening before you start.



RECORDER

Your task is to record the key points or answers that the group has agreed. Be sure to write them neatly so that they can be read by your Reporter and by the teacher.



REPORTER

Your task is to report back from your group to the whole class and to the teacher. You must listen carefully and work closely with the Recorder in order to do a good job.



CHAIR

Your job is to keep an eye on the time and make sure that the group does not spend too long on one task and not have enough time to complete their work. You may also need to let them know when they are straying away from the task.



CHECKER

Your task is to make sure that everyone understands the questions and can explain the group's answers. Check that everyone is 'on board' and sometimes ask someone to summarise what has been agreed. When any member of the group is lost ask if another member can explain things to help them out.



4. Encouraging a positive learning environment checklist:

- ✓ **Start with looking at our own attitudes** – we create the atmosphere. Create an environment that fosters positive self-esteem and inclusion, where it is 'safe' for learners to express their ideas and to explore new ones. Teachers may unintentionally promote discrimination by not learning how to correctly pronounce certain names, not knowing how to refer to certain ethnic groups, or unconsciously holding ideas of 'normal' food, hairstyles, etc.
- ✓ **Value all learners and their efforts equally.** This should not be an academic, results driven classroom, but one that focuses on inclusion, cooperation and the learning process.
- ✓ **Negotiate a group agreement** for acceptable behaviour with the learners. Support them to figure out their own rules and strategies for creating an inclusive classroom. (See activity D and E in this unit)
- ✓ **Emphasise dialogue** over lecture and try to let go of the role of the teacher as expert. Try to start discussions with what they know and think. Ask questions to draw out their ideas. Encourage them to talk, to question each other, and to come to their own understanding. Make issues relevant by connecting topics to learners' lives.
- ✓ **Expect disagreements.** Don't diminish authentic differences in an attempt to avoid conflict. Refer back to the group agreement. Learning to deal with conflict and emotions is an essential life skill. Do not be afraid to engage learners with challenging issues.
- ✓ **Respond to insensitivity when it occurs.** Challenge the ideas, not the person. This is not about assigning blame, but about learning. Help learners to relate to how it feels to be discriminated against, and to identify why difference can make them uncomfortable.
- ✓ **Bring the world into the classroom.** Use visual aids to remind learners about the world around them. For example you could hang a Peters Projection Map on the wall (www.petersmap.com). See checklists in Unit 2 on pages 14 and 18 for more suggestions.

Useful resource: NCCA, Intercultural Education in the Post-Primary School available online at:

http://ncca.biz/ICG_PP/

Teacher Reflection Activity:

1. Think of a time when you did or said something insensitive. How did you realise you had been insensitive? How did it make you feel?
2. Think of a time when a student said something hurtful or insensitive to another student in your classroom. How did you respond? What might be a better way to respond?



Activities

A. Sounds in the rainforest

Time: 5 - 10 minutes

Aim: To warm-up and to create music as a group.

Steps

- * Ask learners to sit in a circle, with their feet on the ground and their hands free.
- * Explain that as a group you are going to make a continuous sound.
- * Explain that you will start with a sound that will be passed around the group. Each person should copy the person to their right, changing the sound they are making when the person to their right changes, and should continue to make the sound until the person to their right stops.
- * The actions are as follows:

Rub hands together - Click fingers - Clap - Pat thighs - Pat thighs and stomp feet - Stomp feet only - Clap - Click fingers - Rub hands together - Sigh

B. Name in Rhythm

Time: 5 - 10 minutes

Aim: To warm-up and learn names. This is particularly useful if the group don't usually work together.

You will need: A metronome or a beat from a computer to keep the beat.

Steps

- * Together create a rhythmic pulse by clicking fingers, patting thighs or clapping.
- * Ask learners, in turn, to say their name to the beat.
- * Make it harder by including their second name, surname and by increasing the tempo.

C. Three legged race

Time: 10 minutes

Aim: To learn about cooperating and trust.

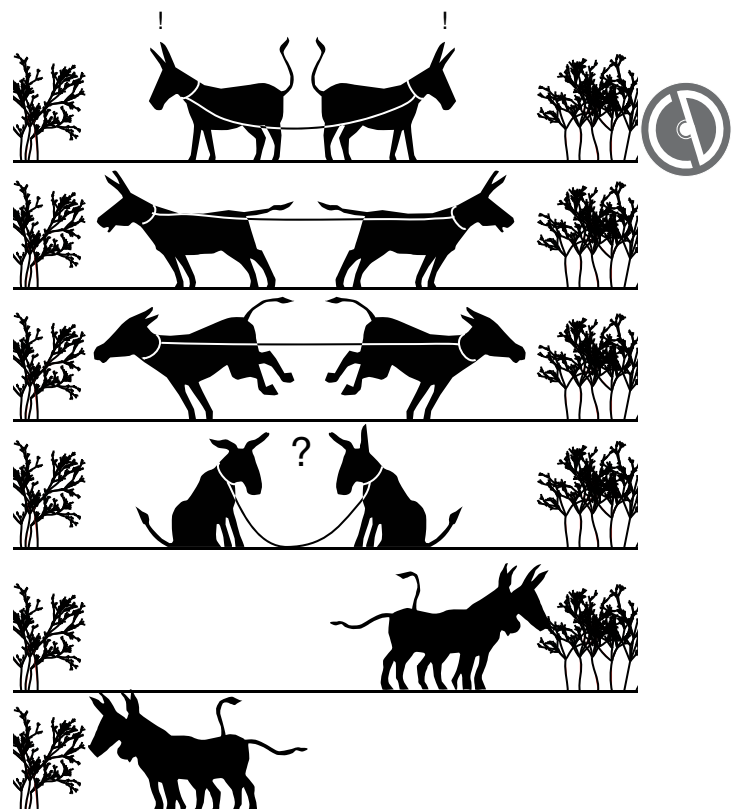
You will need: Ties, donkey image, space

Note: If you don't have space for learners to move around you could do this activity by showing the donkey image. Ask learners to describe what they see and then finish with the last three bullet points.

Steps

- * Ask learners to get into pairs and tie themselves together by their left ankle each facing a different direction (if you are worried about safety you can get them to link arms instead).

- * Tell them they have to first walk left, then right, and finally forwards. Wait until they realise that the only way to achieve this task is to take turns and cooperate.
- * Ask them what they think the point of the activity was.
- * Show them the donkey image.
- * Explain that this class is a not about academic achievement and competition, but about cooperation and learning from each other. As in the image we will find answers to our questions by working together. When both learners try to walk forwards they go around in circles however if they take it in turns they can both achieve their goal. Similarly we will not always be in agreement and so we have to work together and compromise.
- * Explain that in this classroom the teacher is not the only expert. The kinds of issues under discussion are ones that affect everyday life. Whether they know it or not they are all already experts, because we are the all experts of our own lives. At the same time there are issues that we will continue to learn about throughout our lives, because there are no easy answers and because the questions are always changing.
- * If you are planning to use a learning journal with the group this provides a good opportunity to introduce the learning journal and ask learners to write their first entry. (Go to page 6 and follow the steps in the Learning Journal 'What to do' and 'Prompt Questions'). You will need 10 minutes.



D. Group Statement

Time: 15 minutes

Aims: To support learners to figure out their own rules and strategies for creating an inclusive and positive learning environment.

Steps

- * Ask learners to write a paragraph describing the perfect classroom, keeping in mind how they would like to be treated. Point out that they should describe a real classroom.
- * Arrange learners into groups of four.
- * Ask them to individually underline the most important words or phrases in their description.
- * Then ask them to pass their description around the group. Each learner should continue passing descriptions and underlining important words until the original writer has their paper back.
- * Ask each group to use the underlined words and phrases to decide on five words or phrases to share with the full class.
- * Use this list to write a Group Statement that will be posted on the wall for all to see. When things are not going “perfectly” the group can review the Group Statement.

E. Group Agreement

Time: 15 minutes

Aims: To support learners to figure out their own rules and strategies for creating an inclusive and positive learning environment.

- * In groups of four ask learners to discuss the following questions:
 1. How do you want the teacher to treat you?
 2. How do you want to treat each other?
 3. How do you think the teacher wants to be treated?
 4. How should we treat one another when there's a conflict?
- * Ask each group to feedback and collect responses, marking ones that are repeated with a star or underline.
- * If responses are unclear ask them to give an example of what the rule would 'look like'.
- * Discuss if some agreements should be deleted or rephrased, or if some could be combined.
- * Once they are agreed make a poster of the Group Agreement that everyone signs (including the teacher) and display it in the classroom. You could also ask learners to write or type and print off the Statement and Agreement and put them into their learning journal copybook.

- * You can refer to the Group Agreement at the start of each class, during conflicts, or after a break. Each time check if there are rules could be added or deleted.

F. About me

Time: 30 minutes

Aims: To get to know each other and themselves, to practice active listening skills, to identify issues for further exploration

You will need: Copies of the handouts on page 12 for each learner, paper, crayons or paints, scissors, glue, thin cardboard e.g. from cereal boxes.

Note: Learners responses to this activity could raise personal issues. A school counsellor could help with issues raised.

Preparation: Before this class you could give learners the 'About me' part. Ask them individually to complete the sentences. Explain that these sentences will be shared with the group.

Steps

- * Give learners the 'About me' hand-out. Ask them individually to complete the sentences. Explain that these sentences will be shared with the group.
- * Show them how to fold the paper using a sample.
- * Ask them to draw their completed sentences from the 'About Me' handout, one on each page.
- * In pairs ask them to share their drawings and feedback to the group on their partner's responses.
- * Compile the drawings into a book. Each learner can make their own book or they can work in groups with each group making one book.

For more on how to make books and bookmaking around the world: www.makingbooks.com/teachersresources.shtml

The activity is not about artistic skill. Watercolour paints or crayons that blend into each other can be useful for this activity because they take the focus away from the learners' ability. Learners can also represent their responses using abstract images.

Record the items that learners are interested in. Some of them may be useful as a starting point for exploring diversity and justice issues. Starting where they are at means you can make the class relevant to them, draw links between their lives and global issues, and involve them in the decision making process. You can look at most issues from a justice and diversity perspective by using the global perspective 'lenses' described on page 2

NOTE
TO FINISH



'About Me' Hand-out

I feel happy when...

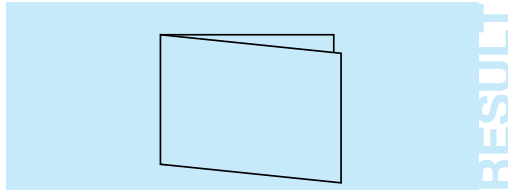
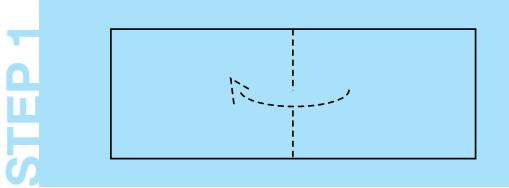
I feel valued when...

I am interested in ...

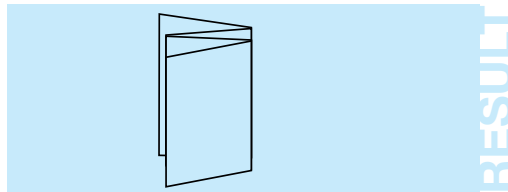
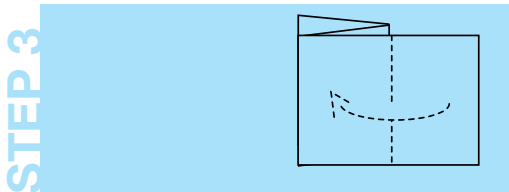
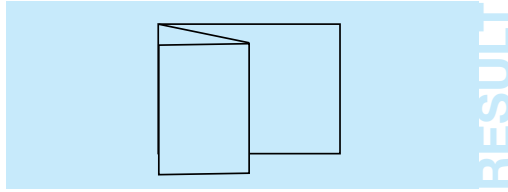
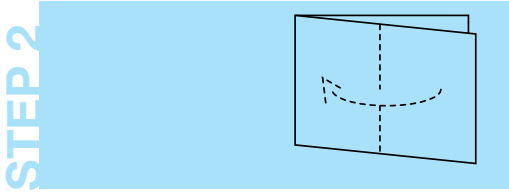
I am good at...

Preparing the pages:

1. Use a long, narrow piece of paper, such as half of an A4 sheet. Fold the paper in half.



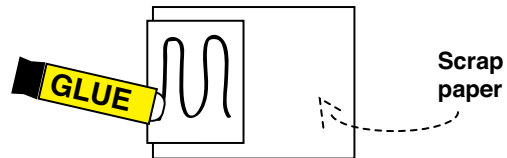
2. Fold the both edges back to meet the middle, and crease.



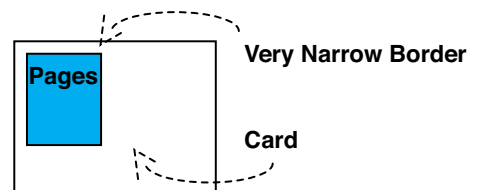
Making a book

1. If you want to put a few stories together in a book put glue on the outside pages of each story and stick the stories together.

2. Put glue on the two outside pages and stick them onto cardboard, leave a narrow border around the edges and in the middle between the front and back pages.



3. Complete the cover by trimming the cardboard so that there is an even narrow border all around.



Unit 2

What's in a word?

This unit aims to:

- Explore the use of language and images in key institutions such as schools and the media;
- Find out how this use of language and images influences our values and the way we think;
- Develop positive ways to use language and images.

Teacher's Notes:

1. Key global development terms
2. Teacher reflection activity on language
3. Checklist for using images and case studies
4. Teacher reflection activity on images

The planning part of Activity A will take one class, however more time will be needed within and between classes to carry out the action plan. Activity B will take two classes, ideally spread out over a few weeks. Part 1 is designed to be carried out at the start of a few classes exploring global justice issues, and Part 2 is designed to be carried out at the end of a course of activities looking at global justice issues.

Activity name	Type of activity	Time needed
A. Our school culture	Discussion, role play and making posters	30 minutes
B. Words, words, words,	Group collage	30 minutes
C. Learning Journal	Individual reflection	10 minutes

Teacher's Notes

1. Key global development terms

There are many terms used to refer to rich and poor countries and all of them are problematic! None of them fully describe the diversity within our global society, and they tend to ignore the inequalities within countries. However they are a necessary short hand for us to be able to talk about global issues. Make learners aware of the various terms and encourage the learners to reflect on the implications of using each of them to describe ourselves and others.

The Global South – this describes most countries in the continents of Africa, Asia and Latin America.

The Global North – this describes most countries in the continents of Europe, North America, and Australia, however it also includes other countries such as Japan. These terms don't imply that some countries are superior to others, but they can be misleading.

The Majority world – some feel this is more accurate and descriptive way to refer to the countries that represent the majority of humankind.

The Minority world – in terms of population, rich countries represent the minority of humankind.

Another way we name countries is to say that they are **developed**, **developing**, or **underdeveloped**. This usually refers to economic development and a countries' gross national product. Over the last 20 years many countries have become poorer; arguably they are not developing economically at all.

First, Second and Third world - these terms were developed during the Cold War. The First World referred to capitalist countries. The Second World referred to communist countries. The Third World referred to all other countries. Some think these terms are out dated, and that the term Third World is insulting. Others use the term to remind us that in the global race some countries are being firmly kept in third, that is to say last, place.

Rich and Poor countries - this ignores the fact that many poor countries are rich in resources. Also that many people living in poor countries have relatively high living standards. Just as many people in rich countries are in fact poor.

Poverty is not the same everywhere because each society's standard of living is different.

Absolute poverty refers to those who live without proper housing, clothing or medical care, who struggle to stay alive.

Relative poverty is when your income and resources aren't enough for you to have a standard of living that is seen as acceptable and normal by your society.

2. Teacher reflection activity on language:

1. Think of a time when you were aware of the power of language – was it a positive or a negative power?
2. How might describing people as 'developing' affect how they see themselves?
3. How does describing ourselves as 'developed' influence how we see ourselves?



3. Using images and case studies:

Images and case studies are two of the most direct ways of introducing the world into the classroom, however they are complex and there is a danger of reinforcing negative stereotypes. When using case studies or images to learn about global injustice issues, it is important to be aware that while we must accurately represent the extreme levels of distress caused by poverty, we also have a responsibility to uphold the values of human dignity, respect and equality to represent people as more than just poor or suffering.

Checklist:



- ✓ Do they convey a message that can be clearly understood by learners? (If the message is complex, ensure that you provide time to discuss it in class).
- ✓ Are they of sufficient quality and clarity?
- ✓ Are their subjects presented in a dignified manner?
- ✓ Are they authentic or have they been cropped or edited in a way that distorts the actual facts?
- ✓ Do they present a balance of ethnicities and role models?
- ✓ Do they show the diverse realities of everyday life and challenge prevailing expectations?
- ✓ Do they promote the understanding that all people are interdependent? (It is important to encourage a sense of solidarity with people in other countries).

(Adapted from Comhlámh's 'Images of the Global South' guidelines available to download at <http://www.comhlamh.org/development-education.html> or to order from 01 4783490).

When choosing images or case studies it is advisable to base your choices on respect for the dignity of the people concerned, belief in the equality of all people, and acceptance of the need to promote fairness, solidarity, and justice. A useful resource is the Dóchas Code of Conduct on Images and Messages available at www.dochas.ie/Code/Default.aspx

Similarly resources must be chosen carefully. Some still portray people in stereotypical, tokenistic, or even inaccurate ways. They may portray particular places as exclusively rural (e.g. Africa as one enormous savannah) or present exceptional images as the norm (e.g. Native Americans wearing ceremonial outfits) or use out of date images (e.g. Inuit communities with igloos and dogsleds). They may present one person as typical of an entire country, culture or even continent.

4. Teacher Reflection Activity on images:

Imagine an teacher from China is visiting your school. They want to take photos and use them in China* to raise awareness about poverty and education in Ireland. What kinds of images would you want them to use? How would you want them to use them? What images would you not want them to use?



Photo: Bangladesh.

Children playing badminton in a Dhaka slum.

© G.M.B Akash/Panos Pictures

This photo shows how cropping an image can distort it.

Activities

A. Our School Culture

Aim: To develop an action plan to create a more inclusive school.

Time: 40 minutes. Extra time will be needed to carry out their action plan.

Preparation: Read the 'School Environment Review Checklist' on page 30 of the NCCA's Intercultural Education in the Post-Primary School available online at http://ncca.biz/ICG_PP/ and on the CD.

Steps

Ideas for action

- * Ask learners if there are students from other cultural backgrounds in their school. What languages do students in their school speak?
- * Do they think their school is inclusive? Does it treat all students, teachers and parents the same way? You may need to point out ways your school is not inclusive (e.g. by holding classes in English).
- * Ask them to discuss why this happens (e.g. English is Ireland's main spoken language).
- * Who does this benefit? Who this might affect negatively and in what ways?
- * Can they think of any ways to make the school more inclusive? (e.g. making signs in other languages, displaying diverse images, marking holidays, learning key phrases in other languages).
- * List their ideas and agree on an action plan.

Agree an action plan

- * For each idea, identify who needs to act to make the idea possible (e.g. individual students, the class, the school).
- * Write up the impact matrix and rank the ideas in it.
- * Give each learner three stickers and ask them to put their stickers beside their preferred ideas.
- * When they have agreed on what to do identify the steps they need to take. Agree who will be responsible, and a timeline for achieving these tasks and feedback back to the group.

Taking action

- * What would they need to do before carrying out these tasks? (e.g. find out the languages of all students in the school. They might need to get permission).
- * Discuss how they could do this. (Who should they ask? Do they need to send an email, make a phone call, or set up a meeting? Could they ask other students?)
- * If they decide to survey other students they will need to think about the information they want to find out, if they should ask open or closed questions, and what they will do with the information.

- * Ask them in groups of three to decide what they will say to explain what they are doing and why they are doing it. Ask them to role play this discussion a few times, each having a chance to play the students, other students and a school administrator.



Impact Matrix

	Low impact	Medium impact	High impact
Low effort			
Medium effort			
High effort			

B. Words, words, words

This activity is in two parts **Part 1** is designed to be carried out at the start of a few classes exploring global justice issues. **Part 2** is designed to be carried out at the end of a course of activities looking at global justice issues.

Part 1

Aim: To gain an understanding of the importance of language we use, and how our attitude towards other countries is shaped by media, and that media does not present the 'truth'.

Time: Part 1 will take two 40 minute classes or one double period.

You will need: A1 sheets of paper, A4 pieces of unlined paper, colours, markers, glue, pencils, tape, scissors, space

Preparation: Bring in and ask learners to bring in a variety of world affairs sections of magazines and newspapers.

Note: The relay race activity is optional. You can also start the activity with the discussion just below it. The relay race activity uses the heading 'Ireland and developing countries' however it will work best if you use a heading that you feel your group of learners will best respond to and understand.

Steps

Relay Race (10 minutes)

- * Write 'Ireland and developing countries' at the top of two large pieces of paper e.g. A1 sheet of paper. Place one page at each end of the room.
- * Divide learners into two groups and stand one group at each end of the room.

- * Explain that their page is the one furthest away from them.
- * Explain that they are to write down words that relate to heading at the top of the page going from A to Z.
- * Each group gets one marker to pass between them like a baton in a relay race. One person at a time runs to the paper at the far side of the room to write a word starting with the letter A.
- * Then they run back and give it to the next person, who writes a word starting with next letter of the alphabet, and so on. The winner is the first group to reach the letter Z.
- * They can think of positive and negative words.

Identifying words and phrases (20 minutes)

- * Identify learners' views on developing countries and their relationship to Ireland. Ask them to discuss question such as 'what are developing countries?', 'how does Ireland treat developing countries?', 'what would it be like to live in a developing country?' etc.
- * Start a list of words and phrases mentioned during the discussion. Ask them to read over those words and to add more words and symbols to the list that could be used to describe developing countries and their relationship with Ireland.
- * Ask them to choose words and images to draw on separate pieces of paper. Encourage them to draw in different sizes, colours and shapes, and to copy styles from the magazines, from adverts and from graffiti.
- * Ask them to cut out words and images used to describe developing countries, and people from these countries, and minorities in Ireland from the magazines and newspapers. Keep these cuttings separate from the group's drawings.

C. Learning Journal

Time: 10 minutes

If you are ending a class at this point you could ask learners to fill in their learning journal using some of the 'Prompt Questions' on page 6.

Creating the collages (30 minutes)

- * Divide them into two groups. Give each group a few A1 sheets of paper on which to make their collages. Give half the group the cuttings from the media to use for the media collage. Give the other half the classes drawings for the group's collage.
- * Ask each group to think of a title for their collages. The title should explain that one group of collages represents the media's view and the other represents the group's view. This could go on the top or in the middle of their collages.

- * Tell them to arrange their cuttings and drawings on the A1 sheets before sticking them and to play around with different arrangements.
- * Once they have decided on an arrangement they can use pencil marks to show where each piece should go, and then stick them on.

Discuss

- * Ask them to compare the two groups of collages.
- * Do they notice any similarities or differences? (They may be similar because our opinions about Ireland and developing countries are informed by the media).
- * Discuss any differences they identify. Do these differences tell us anything?
- * You could stick the sheets of paper together and display them. If you have to store them number them in their order on the back. If you display them make sure there aren't any words or images that might be upsetting to anyone else who will use the room.

B. Words, words, words

Part 2

Aim: To consolidate learners' understanding of how they can use language to challenge or reinforce discrimination.

Time: 40 minutes.

You will need: A1 sheets of paper, A4 pieces of unlined paper, colours, markers, glue, pencils, tape, scissors, space

Preparation: Bring in and ask learners to bring in a variety of world affairs sections of magazines and newspapers.

Steps

- * Repeat the steps from **Identifying words and phrases**, and **Creating the collages**, however this time when looking through the magazines and newspapers ask learners to only choose the words and images they agree with.
- * Ask them to compare the collages they made in Part 1 with their new collages.
- * Discuss any differences they identify. Do these differences tell us anything?
- * Note down the words they mention when discussing the differences, in particular any learning they identify.
- * Take these words, draw them onto pieces of paper. And put them on or around the collage. You could make them a separate colour or give them a particular shape or outline (for example an arrow) to show that they indicate changes in thinking and the learning of the group.
- * Are there any words on the first collages that they would like to get rid of? Why? Record the reasons they want to get rid of these words, draw them onto a piece of paper, and stick them over the words they want to hide.

Unit 3

Stereotypes and Culture

This unit aims to:

- Explore stereotypes and culture
- Empower learners to challenge and question discrimination.

The activities will take 2 – 3 classes. Activities C and D are designed to compliment each other but would need to be done over two classes. The other activities support the group to deepen their understanding about stereotypes and culture.

Teacher's Notes:

1. What is culture?
2. How to communicate with other cultures
3. Teacher Reflection Activity on diversity
4. Checklist for educating about other cultures
5. What are stereotypes?
6. Checklist for tackling stereotypes

Activity name	Type of activity	Time needed
A. What's in a name	Group discussion to learn about names	10 minutes
B. Superpower Sweep	Warm up	10 minutes
C. Exploring Irish Culture	Poster making and discussion in group	30 minutes
D. Exploring Hidden Culture	Ranking activity and role play	20 minutes
E. Crazy Cushions	Group communication activity	10 minutes
F. What is Culture?	Group discussion	15 minutes
G. Learning Journal	Individual Reflection	10 minutes

Teacher's Notes

1. What is Culture?

Culture can be understood as “Knowing the rules of the game”. It refers to the concepts, values, and assumptions about life that guide behaviour and are widely shared by people. These are transmitted generation to generation, rarely with explicit instructions, by parents and other respected elders . They include ways of thinking, language, spirituality, the arts and sciences, social activity and interaction. Each culture is usually defined by its dominant and most visible elements.

Ethnocentrism is the belief that our culture is superior and the tendency to judge others by our standards. It excludes other points of view and blocks the exchange of ideas and skills. It can lead us to view others in a derogatory and racist way.

2. How to communicate with other cultures:

To do this we do not need to learn the norms* of all cultures. We do need to develop strategies to overcome common barriers to intercultural communication, such as misunderstandings and judgements. When we communicate with another culture we are trying to negotiate a shared common meaning.

The key word here is ‘negotiate’.

Differences in how language is used (for example some cultures avoid questions or answers, or using the word ‘no’) and in the interpretation of non-verbal communication (for example eye contact) can lead to misunderstandings. If we are patient, positive, willing to investigate misunderstandings and to suspend judgement, we can overcome our differences.

*Cultural norms are the collective expectations of what constitutes proper or improper behaviour in a given situation². These include body language, hand signals, using first names, attitude towards children or old people, physical proximity and so on.

3. Teacher Reflection Activity on diversity and culture:



Imagine the learners in your classroom, and make a note of the diversities in the room.

List some mainstream Irish cultural norms, and consider what kinds of misunderstandings could take place with people from different cultural backgrounds (see the Hidden Culture cards on page 21):



2. Checklist for educating about other cultures:

In addressing cultural issues with learners, we should be conscious of our own cultural perspective and biases and how these express themselves.

Difference

- ✓ Who is considered 'different'?
- ✓ Are differences recognised as something that we all share (we are different from each other, i.e. the normality of difference) or something that marginalises one group at the expense of another ('they' are different, 'we' are normal).
- ✓ Do we avoid making comparisons (our culture is not better, it is different)?

Ethnicity

- ✓ Are we conscious that every one of us has an ethnicity?
- ✓ Do we recognise white people as the world's ethnic minority?

Tokenism

- ✓ Is diversity an aspect of our practice year-round, and reflected throughout the curriculum, or an occasional project?
- ✓ Are we careful to avoid singling any learner out to be a spokesperson for their culture?
- ✓ Have we considered what it suggests to learners if we promote the notion that a single person can adequately represent a culture or country?

Celebrations

- ✓ Whose culture and festivals are presented as a part of 'normal' life and celebrated routinely? Whose are 'exotic' and approached as a special (short-lived) theme?
- ✓ Are we clear that when approaching religious celebrations, the aim is for learners to learn about and appreciate the religious beliefs and practices of others as well as their own and not just to enact rituals?

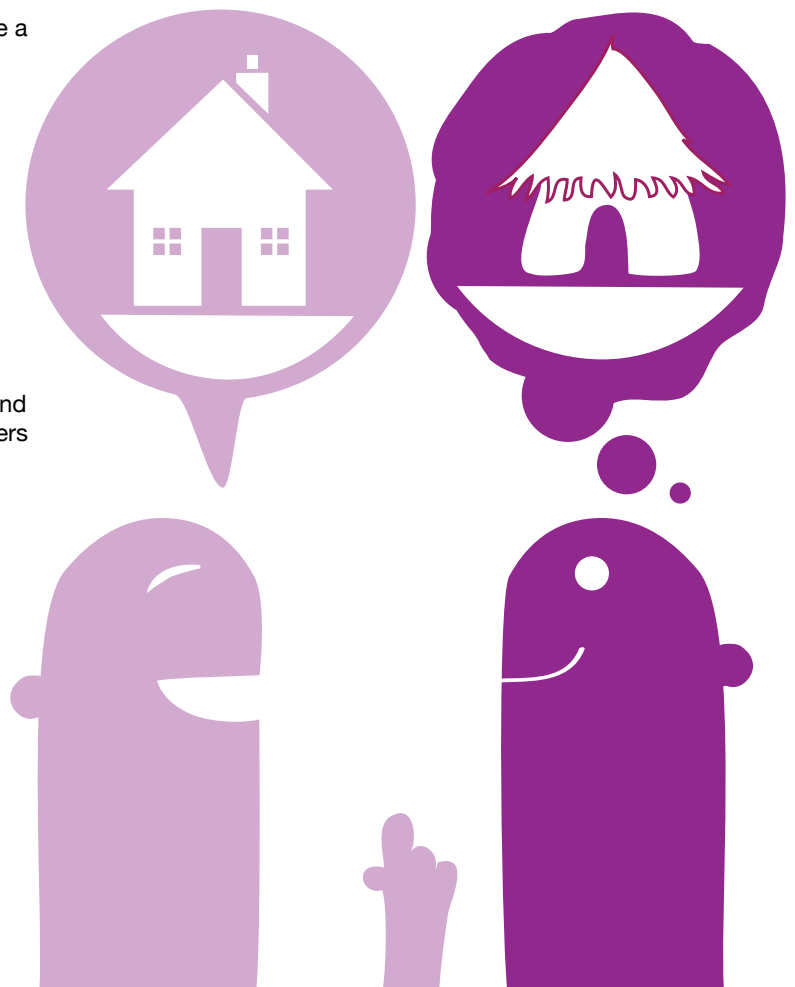
Cultural Lenses

- ✓ Do we avoid 'studying' other cultures and instead deepen understanding about all cultures, including our own?
- ✓ Do we encourage learners to understand how our behaviour is influenced by our values (and these values are influenced by our cultural background, in ways that may not be obvious to others or even to ourselves)?
- ✓ Are we aware that we can never fully understand another culture because we will always be looking at it through our own 'cultural lens'?

5. What are Stereotypes?

To help us understand the world around us, it is human nature to divide it up, categorising things and people that have characteristics in common. We then create simplified versions of these categories - stereotypes. These are ideas held by individuals about members of particular groups, based solely on their membership of that group. Common stereotypes include a variety of beliefs about groups based on age, ethnicity, gender, sexual orientation, nationality, or religious belief, along with profession and social class. Stereotypes can also be based on an individual's characteristics.

Stereotypes can be complimentary or insulting images of people, but will always be partial and simplified. They are often used in a negative or prejudicial sense, and are frequently used to justify certain discriminatory behaviours.



6. Checklist for tackling stereotypes

- ✓ Create an environment that fosters the development of empathy as this will help to counter prejudice.
- ✓ Encourage learners to think critically about images and to identify and challenge their assumptions.
- ✓ They may have already absorbed quite strong stereotypes. Identify these ideas - such as that everyone in Africa is poor - and challenge learners to question them.
- ✓ Focus on people and their everyday experiences, rather than 'touristy' or 'exotic' snapshots of a place.
- ✓ Use authentic depictions of other cultures rather than exotic ones such as traditional costumes or festivals. Culture is best explored by examining the informal aspects of daily life rather than the artifacts.
- ✓ Use authentic representations of other ethnic groups by using materials where members of the group portray themselves rather than one's in which they are described by outsiders.
- ✓ Represent and explore positive role models from different communities/countries.
- ✓ Raise awareness of the normality of diversity... life is diverse!
- ✓ Don't generalise: every country contains enormous diversity of faiths, classes, landscapes, and so on.
- ✓ Promote the understanding that "...people who are different (from you) are not necessarily the same (as each other)."
- ✓ Encourage learners to become aware that every individual has a different view of the world.
- ✓ Acknowledge and promote respect for multiple identities.
- ✓ Challenge the idea that the Global South survives on charitable hand-outs from the North.
- ✓ Point out the ways that Ireland benefits from other lands and peoples, (including the food we eat, the fuel that runs our cars and heats our homes, the manufacturing that provide our clothing). Point out that although the Global North provides aid to the Global South, it takes more money out of the Global South through trade and tax rules, debt repayments, and so on.
- ✓ Talk about these unfair rules that hurt Southern countries and people. Highlight alternatives and encourage thinking about how we can create more just systems.

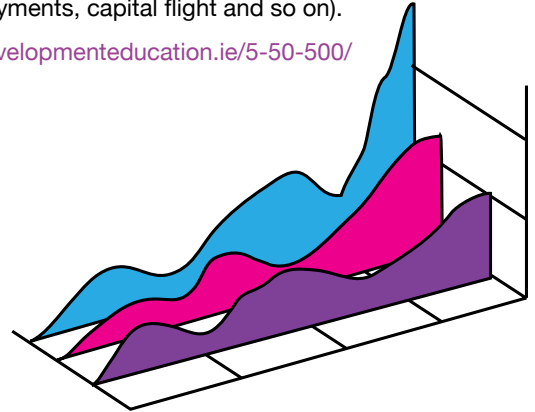
5:50:500

\$ 5 billion – the amount non-governmental organisations in the developed world give to the developing world.

\$ 50 billion – the amount governments in the developed world give to the developing world.

\$ 500 billion – the amount the developing world loses to the developed world. This is because of the current unjust international economic system (unfair trade and tax rules, debt repayments, capital flight and so on).

* www.developmenteducation.ie/5-50-500/



Be aware of the 'hidden curriculum'

Diversity and justice are not just issues to discuss in the classroom. They can either be recognised or ignored through the 'hidden curriculum' – the images, messages, and values that are conveyed throughout an organisation or group. Having a wide variety of resources, pictures, literature on display and available in the class affirms and values diversity. It is also an opportunity for learners to recognise diversity, and to realise that it is normal and should be celebrated, not ignored or compartmentalised.

Remember what is absent can have an effect as much as what is present. If a learner is 'invisible', and cannot see themselves and their life reflected in school, they will not feel welcome or entitled to be there, as this story vividly illustrates:

"...an Irish Traveller preschool learner came home excited and told his mother, 'I was at school today!' The mother replied that, of course, she knew that. The boy, however, kept insisting and saying, 'No, I was really at school!' The next day, the mother mentions this to the kindergarten teacher. The teacher explained to her that the day before she had given the learners a new puzzle, which had a picture of a Traveller community with its trailers." (Vandenbroeck 1999).

Similarly learners who are expected to think about fairness and act based on their own decisions, may be confused and disempowered if this is contradicted or suppressed by the wider school and community.

Activities

A. What's in a name?*

Time: 10 minutes

Aims: To get to know each other better, to understand how our culture affects our names, to understand the importance of naming people as they wish to be named.

Steps

- * Ask learners in pairs to share the story behind their name. Why was it chosen? What does it mean? Do they like it? Are they named after anyone?
- * Ask them to choose what name they would like to be called by the group. They may say their full name, nickname, or something else entirely.
- * Go around the group with the following question: So now who are you?

B. Superpower Sweep

Aim: To warm-up, to learn about how people use and remember information

Time: 10 minutes

Steps

- * Ask each learner to think of an unusual superpower they would like to have.
- * Tell them to walk around the room and tell their superpower to someone, then remember the superpower the other person told them and pass it along to the next person, and so on.
- * After a few minutes stop them and ask them to say which superpower they now have.
- * Ask them do they notice anything?

Discuss:

Explain that usually there are only half of the superpowers left at the end. One reason is that certain gifts are more valued, more memorable. However the main reason is that this is a natural phenomenon that occurs. It is a useful way to show how people's minds work, or don't work, and how we filter information.

- * If you are continuing on to the next activity you could ask them to group themselves roughly according to which superpower they would most like to have, ensuring there are 4 or 5 in each group.



C. Exploring Irish Culture

Time: 30 minutes

Aims: To understand that cultures are complex, to define stereotypes and understand their limitations.

You will need: Paper, crayons or markers, bluetack.

Note: This activity includes the option to finish the discussion with a short drama activity. You might want to read the 'Getting the most out of arts methodologies' on page 5.

Steps

- * In their groups ask learners to pretend they are from Mars and they have just spent a week in Ireland on holiday. Ask them to create a poster to show Marsians what people in Ireland are like and what they like to do.
- * Tell them to brainstorm images and words individually and then in their groups decide which ones to use for their group's poster. (They may think of Guinness, the Irish flag, the GAA, and so on).
- * To help them decide give each person three votes. They vote by putting a sticker or a mark on the words and images they like the best.
- * Ask learners to look at all of the posters. Then to pick a place to stand in the room.
- * Explain that if they feel a poster completely describes them they might choose to stand right beside it. If none represent them at all they might stand in the middle of the room.
- * You may find that learners from other countries stand closer to the posters than some of the Irish learners.
- * Ask them to explain why they are standing where they are. You may need to ask them first to share with the people near them and then with the wider group.

Discuss:

The posters demonstrate the obvious aspects of mainstream Irish culture, a stereotype of what it is to be Irish, but do not represent the complex identities of the people in the room.

- * Ask them to consider how they would feel if when people looked at them all they saw was the aspects represented in the posters.
- * Ask them to say a word that describes this feeling.
- * Point out how emotions are connected e.g. something that makes you sad or confused can also make you angry.

Optional:

- * Then ask them to pose in a way that reflects this emotion. Countdown, 3, 2, 1 for them to strike their pose.
- * Point out that people react differently. Some people would get upset while others wouldn't mind. Ask them to consider why this might be?

D. Exploring Hidden Culture

Note: This activity is designed to be carried out after the previous activity.

Time: 20 minutes

Aims: To identify how culture influences behaviour.

You will need: Hidden Culture cards, (optional: Culture Iceberg image from CD)

- * Split them into groups of 4 or 6.
- * Give them the Hidden Culture cards. Explain these cards are ways we behave without really knowing why. They are aspects of our culture that a Martian would be unlikely to understand or even to notice.
- * Ask them to discuss the cards: Do they agree with them? If not, how would they change them?
- * Can they come up with other examples of hidden culture?
- * Ask them to rank the cards from most to least obvious.
- * Ask them in pairs to choose one of these examples and to prepare to act out a short scene that illustrates what this cultural rule or norm is and how it could be confusing, with one person playing the Irish role and the other person playing the foreigner who breaks the invisible cultural rule.

- * Give them a minute to decide what they will do and then countdown 3, 2, 1 and tell them all to act it out at the same time.
- * Ask them how the activity made them feel.

Discuss:

- * Explain that all cultures have less obvious unspoken rules that people follow without even being aware of them. A way of behaving that is obvious to us may seem strange or even rude to someone with a different cultural background.
- * Ask them to consider how this could affect: the way they would behave in another country; their understanding of how people from other cultures behave.
- * Have there been any times when they have experienced a cultural misunderstanding?
- * Explain there is a link between how people behave and their values. For example some people value individualism, self-reliance and freedom, while some believe that being part of a community and supporting others is more important.

Optional:

- * One image used to demonstrate cultural understanding is the iceberg. The 1/9 of the iceberg that is above the water represents what is obvious, while the 8/9 below the water represents the less obvious aspects of a culture. Closest to the water are the ways of behaving that are influenced by 'unspoken rules'. As you go further down the 'rules' are unconscious.
- * Show the iceberg image from the CD or draw an iceberg. This shows how difficult it is for us to understand why people live the way they do. And even why we live the way we live. Stress the importance of respecting other people's behaviour.



Hidden culture cards



Baby girls are dressed in pink and baby boys are dressed in blue.	It is polite to look people in the eye.	People like their individual achievements to be noted.	It is rude to stand too close to another person or to shake hands for more than 2 seconds.
When people greet each other they shake hands.	People are expected to work hard and to compete with each other.	Religion has a central place in everyday life.	People are expected to hide their emotions in public.

E. Crazy cushions

Aim: To learn how to negotiate cultural misunderstandings.

Time: 10 minutes

You will need: Cushions (or multiple items such as shoes, chairs, etc.), Space, Cards

Phrases for cards

Arrange in a pile close to the door

Arrange in a pile close to a wall

Arrange in a pile in the middle of the room

Steps

- * Divide the learners into three groups.
- * Explain that the aim of the game is to move the items but there should be no talking throughout the task.
- * Give each group a task card which they should read in silence before commencing. When handing out the tasks make it seem that all the instructions are the same.
- * Allow time for the groups to attempt their task
- * It might be useful to refer to the Group Agreement (see page 11) before beginning, so that safety and discipline are respected.

Discuss:

- * How did you work as a team (or not)?
- * How could this activity have been completed without any conflict or misunderstandings? (All 3 teams can achieve their goal, by co-operating, compromising, and putting the items equal distance from the door, wall and middle of the room. You may need to explain to learners that in compromising although they may not feel they have 'fully' achieved their task all groups have actually all been able to do what is written on their cards. When working with people who see and do things differently sometimes we have to be willing to change and adapt our views and our way of doing things.)
- * What does this activity tell us about the importance of (non-verbal) communication?
- * What can we learn about how to interact with other cultures?

G. Learning Journal

Following these activities you could give learners ten minutes to fill in their learning journal using the 'Prompt Questions' on page 6.

F. What is Culture?

Time: 15 minutes

Aim: To define and deepen learners' understanding of the term culture.

You will need: Statements on culture

Preparation: Print out the statements below and hang them on the wall around the room.

Steps

- * Ask learners to read them all.
- * Ask them to choose the one they find most interesting and to identify key words or phrases.
- * Ask them to talk to others who chose the same statement. Why did they choose it? What key words or phrases did they pick?
- * Ask each group to feedback to the full group. Did the statements raise any questions for them?

Discuss:

- * For each statement ask learners:
 - What is good about this statement?
 - What could be bad about it?

After they have all shared their feedback if these issues haven't been raised you could highlight:

- * The racism and classism of valuing one form of cultural expression over another,
- * That efforts to preserve culture can be harmful if they try to control how people behave.

Statements on culture:

Culture is the traditional food, dances and music from our country. It needs to be respected and protected.

.....
If you are cultured you value and can understand classical music and modern art.

.....
Culture is a group of people's way of living and understanding the world. It is what they think and do. It affects how they understand other people's behaviour. It is always changing.

.....
All cultures face similar problems but all find different solutions.



Unit 4

Fight for land in the Kalahari Desert

This unit aims to:

- Develop empathy and understanding of how culture shapes our own and other's view of the world;
- Explore the concept of development and the impact of people's culture on their understanding of development.
- Encourage learners to consider and respect alternative perspectives to their own.

These activities could be done over two or three classes. The first class provides learners with time to explore their roles and prepare for the role play activity (Activities A and B). The second class includes the role play and the word web (Activities D and E). You could do Activity F after Activity C, D or E.

Activity name	Type of activity	Time needed
A. Researching roles	Group comprehension and research (online option)	20 minutes
B. What is a developed country?	Group ranking activity	20 minutes
C. Whose land is it?	Role play	25 minutes
D. Word Web	Visual way for the group to debrief issues raised during role play	15 minutes
E. Reporting the conflict	Role play	25 minutes
F. Learning Journal	Individual reflection	10 minutes

Teacher's Notes

1. How to educate about Global Issues

"I don't know enough about these issues; I don't have the answers."

Many teachers feel ill equipped to tackle discrimination and injustice. In order to explore these topics we need to be willing to learn as well as to teach. You don't have to be the expert. You can bring in experts from campaigning groups or NGOs. You can bring in expert voices via the internet or magazines.

The teacher's role is to encourage learners to ask questions, to critique the answers that are provided to them, and to recognise that there aren't clear answers to every question. Admitting that we don't have the answers is the first step to empowering learners to come up with their own answers.

The challenges facing today's learners are daunting. While we might be worried about tackling these issues, it is worse not to. Learners need to develop the skills to explore difficult topics, and to question their own and

Teacher's Notes:

1. How to educate about Global Issues
2. Checklist for guest speakers

wider society's assumptions and habits. They live in an uncertain world, with global crises such as climate change and political instability.

Maintaining silence suggests that problems cannot be solved and that ordinary people cannot make a difference. Education can empower learners to believe that they can make a difference. Education can be conservative, maintaining the status quo, or it can be radical, questioning and exploring new ways of thinking and doing.

"Power concedes nothing without a demand. It never did and it never will."

- Frederick Douglass, a former slave who fought to end slavery in the United States.



2. Checklist for guest speakers

- ✓ Why do you want them to speak to the class?
- ✓ Will they just talk about global issues such as hunger or poverty as things that happen in other countries or will they make the connection with people suffering in Ireland?
- ✓ Will they include how Ireland depends upon other countries?
- ✓ Will the speaker tell learners what to think or encourage them to think?
- ✓ Will they tell learners how to 'fix' global problems or will they explore issues, discuss the causes of problems and the structural changes that need to happen?
- ✓ Avoid tokenism... don't expect one speaker to be able to cover all issues and all countries. You may need to explain to learners that the speaker is presenting one point of view out of many.
- ✓ How do they know about an issue? Have they studied it or 'lived' it? Is their expertise based on working in an NGO or living in another country? Remember that just because someone is from another country does not mean they will know how to educate learners about justice issues.
- ✓ Will they ask learners to take a fundraising or a campaigning action? If they do, to what extent do they provide it as one of many possible options and realistically explain what it can and can't achieve. Do they present it as a solution to 'the problem' or as one way people can provide support?
- ✓ Do they have a charity or a justice perspective? While Ireland supports other countries through our overseas development work, we also gain a lot from other countries through the global trading system. (see Note on page 5:50:500 page 19)
- ✓ Following a guest speaker (or after using any kind of external resource e.g. video, newspaper article, this pack) you could use these kinds of questions with learners to encourage them analyse the messages and information they are being given.

What is development? Notes for teacher:

The cards are based on some of the widely held ideas about what it means to be developed. These ideas tend to influence global development efforts.

Wealth: Countries industrialise and develop their economy. This usually means copying and trying to catch up with western industrialised democracies. This is based on the belief that wealth will trickle down from the rich to the poor within a society. (Rostow, Stages of Economic Growth, 1960)

Health & Education: People lead long and healthy lives, are educated, have access to resources needed for a decent standard of living, and can take part in the life of the community. (United Nations Development Programme, Human Development Report, 1990)

Freedom: People should be empowered to take control of their future and choose how they want to live. (Amartya Sen, Development as Freedom, 1999)

Sustainability: Development means meeting the needs of the present without compromising the ability of future generations to meet their own needs. (Brundtland Commission, 1987)

Power: Development is about enabling people to become more conscious, to understand themselves and their context so they are better able to take control of their own futures. (Kaplan, The Developing Of Capacity, 1999)

We can't (Post development theory): Development is an ideology and tool used to dominate the Global South. American and European countries decide that other countries are not developed. Then they tell these countries what they have to do to be 'developed'. We should rethink global relations to make them fair. (Andreotti, 'Notions of culture, development, poverty and cultural supremacy' in Global Dimension Policy, 2008)

Power: 'Development is about working with the poor and oppressed not for them.' (Paulo Friere, Pedagogy of the Oppressed, 1970).

Resources:

80:20, Development in an Unequal World, <http://www.8020.ie>

How do we know a country is developed? cards



Wealth: The country makes a lot of money by developing industries and businesses.

Freedom: People living there can make decisions and live their life as they choose

Health and Education: People living there are healthy, well educated, have a home to live in, and they live for a long time.

We don't know: No one can tell anyone else what it means to be developed.

Sustainability: People living there have everything they need to live there. They make sure that there will be enough water, food, clean air and other resources for future generations.

Power: Power is more equally shared among people

Activities

A. What is a developed country?

Aim: To deepen learners' understanding of 'development' by comparing and contrasting various ideas of 'development'. You do not need to decide on any one definition.

Time: 20 minutes

You will need: *How do we know a country is developed?* Cards for each group (from page 24).

Steps

- * Give each group a copy of the *How do we know a country is developed?* cards.
- * Ask them to discuss in their groups which cards reflect their opinion of what makes a country developed.
- * Encourage them to write extra cards with other ways that a country could be considered 'developed'.
- * Ask them to rank the cards from the ones they most agree with to the ones they least agree with.
- * They don't need to come to an agreement. They can place cards beside each other if they feel they are equally important.

Debrief:

- * Ask them to share the main points from their discussions.
- * What did they write on the blank cards?
- * What did they agree on?
- * What did they find it difficult to agree on?

B. Researching roles

Aim: To explore the impact of people's culture on their understanding of development, and to prepare for the roleplay in Activity C.

Time: 20 minutes

You will need: Scenario and role cards for each group and yourself, *Who is my role?* handout for each group (from page 27).

Note: This activity could also be used as a starting point to explore land rights, the rights of indigenous people, governance, and the role and responsibilities of governments and businesses in development. This activity is based on a current issue in Botswana.

Note on the language: The people described as 'Bushmen' have no agreed name for themselves. They consist of separate but related groups, who speak different languages. We use it because it has become acceptable to many of the people themselves, who see it as meaning 'people of the land', and because it is a well-known term.

Steps

- * Split the class into 6 groups. Each group will portray one of the roles.
- * Give each learner a scenario and a role card. Give each group a *Who is my role?* handout.
- * Read out the scenario.
- * Tell them that there will be a meeting at which they will have a chance to make their argument for why they should have a right to the land. They need to agree on one key person to represent their group but that others can also speak during the discussion.
- * Ask the groups to read through their role card and fill out the handout.
- * Assign them roles using the group work role cards from Unit 1.
- * If they have access to computers they could do more research using the links provided.

C. Whose land is it?

Aim: To explore the impact of people's culture on their understanding of development.

Time: 25 minutes

You will need: *Who is my role?* handout and role and scenario cards for each group. The scenario for yourself (page 27 and 28).

Preparation:

- * Set up the room with 8 chairs in a semi-circle at the top of the room. These are for the teacher and learners playing the roles.

Steps

- * Explain that learners who are not part of the meeting can pass their representatives a note or use the extra chair to enter the discussion, make their point, and leave. They can also agree on ways to show through their body language when they agree or disagree with a point made.
- * Your role is to facilitate the negotiations.
- * In this role welcome them to the meeting, introduce the purpose of the meeting, and ask them to introduce themselves in their roles.
- * Ask the representative of each group to briefly explain why they should have the right to the land.
- * During the discussion note group dynamics and key issues raised.
- * Invite them to respond to each other's points.
- * Once the discussion has shown the differences of opinion between the roles draw it to a close and ask representatives to rejoin their groups. It is unlikely that they will arrive at a solution.

Discuss:

Ask learners to stay in character and discuss:

- * Are they happy with how the discussion went?
- * Do they think they would come to an agreement if they talked for longer?
- * How did they feel during the discussion?
- * What made them feel that way?
- * Ask each learner to say one word to describe how they feel about their role's situation.
- * Then ask them to pose in a position that shows how they are feeling, giving them a countdown to strike their pose.

Ask them to de-role:

Following a role-play it is important to de-role as learners may get emotionally involved. See ways to de-role on page 5.

Discuss:

- * How do they think the land should be used? What is a sustainable way to use the land?
- * Ask them to think about the role they played. What influences their role's opinion? How has the way they live and were brought up influenced their view of the world? (Suggest their culture, their ancestors, their schooling, their job, their self-worth and identity)
- * What does their role value? (They may think of money, family, religion)
- * Give each group a copy of the How do we know a country is developed? cards.
- * Follow the steps in Activity A above, but this time ask them to do this activity from their role's viewpoint.
- * Who does their role represent? To what extent do they really represent these people? How does it feel to be a representative?
- * Do they think this is a realistic situation?
- * Can they think of any similar situations around the world? (They may mention other indigenous groups such as Travellers in Ireland)
- * Are there people in Ireland who don't have a voice?
- * In Ireland who has power? Who doesn't?

During the discussion it may have seemed that the Bushmen were in a hopeless situation. In fact, the Bushmen, Survival International, and Bushmen activist organisations raised international awareness of this issue and money. They went to court against the government of Botswana and in 2006 they won the right to live and hunt on the land.

Since then, the government has continued to prevent the Bushmen from returning home, by banning them from accessing a water borehole. Despite this many Bushmen returned to their homes, surviving off rainwater and melons, and making difficult journeys to fetch water from outside the reserve. In 2011 the Bushmen won the right to use their old borehole and to sink new boreholes.

Support from the international community is vital. This support can come from activists and the media, but also from countries working together in international institutions such as the UN. In 2007 the United Nations adopted the **Declaration on the Rights of Indigenous Peoples**.

www.un.org/News/Press/docs/2007/ga10612.doc.htm

D. Word Web

Aim: This activity is a good follow-up to the previous activity. It aims to identify and make connections between some of the issues that emerged as a result of the role play. It also explores the potential to take action from Ireland.

Time: 15 minutes

You will need: Post Its and Marker, Ball of string

Steps

- * Ask learners to think about what happened in the previous activity
- * Ask them to brainstorm what wider global justice issues emerged (e.g. environment, human rights, consumerism, and so on).
- * As the words are mentioned, write them on a post it. Give the post-it to the person who thought of the word. Invite them to stick it on their chest or forehead.
- * Once 10 or so people have come up with words, arrange them in a circle.
- * You can invite 'everyone else' to create a 'carousel' or 'fishbowl' effect by forming another circle outside the first circle. Explain that their role is to be observers and help to unpack the activity when it is through.
- * Now, with a ball of string, ask people to make connections between their issue and another issue in the circle, e.g. "I am 'animal rights' and I am related to 'environment' because..."). Let this continue until everyone in the circle has at least one connection (the ball can go more than once to each person).

Discuss:

Once everyone is connected, ask everyone in the room:

- * What can we observe in the web we've just created? (e.g. that issues are complicated, and interdependent)
- * What can we do about this from Ireland? (e.g. someone getting engaged could find out where and how their diamonds were extracted, tourists could find out about where they are traveling to and what businesses they are supporting.)



Who is my role? handout

* How does your role want to use the land?

* What does your role think is important?

* What do they not find important?

* How do you think your role feels about the other people who will be at the meeting?

* Decide on three key arguments that you will make at the meeting:

* Agree on an item or symbol that reflects your role.

Role card handouts



Bushmen representative

You are a Bushmen living in Botswana. Bushmen are the indigenous people of southern Africa. There are 100,000 living in Botswana, Namibia, South Africa and Angola. Your people have lived in the Central Kalahari Game Reserve for thousands of years. You think that you should have the right to live off the land, drink the water, and live with and hunt the animals. You don't think that there is anything wrong with your way of life.

In the early 1980s, when diamonds were discovered government ministers told you to leave the reserve. In three big clearances, in 1997, 2002 and 2005, almost all the Bushmen were forced out. The government destroyed your homes and water supply, and closed your school and health post. People were threatened and trucked away.

You now live in resettlement camps outside the reserve. Now when you try to hunt you are arrested and beaten.

This means you have to depend on government hand-outs. Many of your friends and family are bored, depressed, or sick from illnesses such as TB, HIV/AIDS and alcoholism. You want to be able to go back to your land, and to live in the way your people have always lived.

Scenario:

The Central Kalahari Game Reserve is a valuable piece of land in Botswana, Africa. Many plants and wildlife live there. The Bushmen used to live there but were moved off by the government. The government sold a license to Gem Diamonds to mine diamonds. It is also valuable to the tourism industry because of the wild animals and beautiful landscape. Wilderness Safaris show tourists around the Central Kalahari Game Reserve.

The government of Botswana, the diamond company, the safari company, security workers, and the Bushmen all have different ideas of how best to use the land. You are going to attend a meeting to discuss and come to an agreement over who has the right to the land, and you have to prepare your arguments.

Roles: Bushmen representative; CEO of Gem Diamond Company; Security worker; Owner of Safari company, Wilderness Safaris; President of Botswana; Survival International Activist

Sources: www.survival-international.org,
www.wilderness-safaris.com,
www.gemdiamonds.com
www.iwant2gohome.org

Owner of Safari company, Wilderness Safaris

You run environmentally-friendly camps and overland safaris called Explorations for tourists in many countries throughout Southern Africa. In Botswana you run the Kalahari Plains Camp and show tourists around the Central Kalahari Game Reserve.

You offer guests a luxury tourist lodge with a swimming pool and private access to nearly 3 million hectares of southern Africa's finest wildlife. This means that you need to make sure that there will be a lot of wildlife for the tourists to watch. You also want to make sure that only your company is allowed to show people the reserve. You are worried that if the Bushmen have access to the land they will compete with you by offering tours for tourists.

Your company prides itself on its reputation for being environmentally friendly and supporting local communities. It runs the Wilderness Safaris Wildlife Trust, which supports projects such as a programme for local children called Children in the Wilderness. You also run the company in a way that saves energy and is as environmentally friendly as possible. You employ many local people.



Role card handouts



Survival International Activist

You believe that tribal people know what's best for themselves, and that they have the right to choose to live differently. They are not backward, primitive or Stone Age. The idea that they are primitive leads directly to their persecution and the violation of their rights. They have valuable and unique knowledge of their environment, particularly plants and animals.

Tribal people shows us how alternative ways of living can be successful. They have no debt, no bombs, no prisons, no poverty, no homelessness, no junk food and no pollution. In the early 1980s, when diamonds were discovered government ministers forced the Bushmen out of the reserve into resettlement camps.

Now when they try to hunt they are arrested and beaten. They have to depend on government hand-outs, and many are now bored, depressed, or sick from illnesses such as TB, HIV/AIDS and alcoholism. Being forced to 'develop' is almost always disastrous for indigenous peoples, and leads to poverty, alcoholism, prostitution, disease and death.

You raise money and media awareness of the treatment of the Bushmen in Botswana. You ask politicians worldwide, including England, the USA, and Botswana, to support the Bushmen. You ask Wilderness Safari to move its tourist lodge off the reserve. You are at the meeting to support the Bushmen and to make the government of Botswana aware that the international community is watching them.

President of Botswana

You are proud of Botswana because it is a stable democracy with a booming economy, an African success story. Before independence in 1966 it was one of the world's poorest countries. The economy now relies on diamonds, wildlife and tourism. The Central Kalahari Game Reserve is very important to Botswana's economy.

Tourism has created a sustainable industry that employs about half of all the people who live in northern Botswana, while still protecting the environment. Nearly 40% of the country has been set aside as private reserves and national parks. Careful conservation and reducing poaching has hugely increased the amount of wildlife in the country, and saved some types of animals from becoming extinct. You see the reserve as a place for animals to live, not people.

You want to help the Bushmen to escape the hardship of living on the land, and to become part of modern, independent Botswana. You have provided resettlement camps for the Bushmen to live in and government welfare for them to live on. You agree with the previous president, Festus Mogae who said, "How can we have a stone age creature continue to exist in the age of computers? If the Bushmen want to survive, they must change or otherwise, like the Dodo, they will perish."

Security worker

You are a security worker on the Central Kalahari Game Reserve. Your job is to protect the land, plants and the wildlife. You have to make sure that no one trespasses on the reserve, that no one steals the animal's water, and that no poaching is carried out. When the Bushmen poach you arrest them and take their catch.

Conservation is very important in Botswana. It has increased the amount of animals and saved some animals that were close to becoming extinct. Around half of the people living in northern Botswana earn a living from tourism so you hope that the safari company stays in Botswana and that tourists continue to visit.

Botswana is now a modern country and you think it is important to help the Bushmen to adapt to modern life in Botswana because otherwise they will get left behind. You are afraid that tourists will think that all people living in Botswana are backwards and ignorant because the Bushmen live like the animals.

The government has provided the Bushmen with a new place to live in the resettlement camps and with money to live on. However many of the Bushmen living in camps have developed alcohol addictions and illnesses such as TB and HIV/AIDS, and aren't productive members of society.

You are also angry at the government because Botswana is a very unequal country and because the wealth from the diamonds mostly benefits the government ministers and their families.

CEO for Gem Diamond Company

You work for Gem Diamonds Company, a leading global diamond producer with diamond mining operations throughout the world and headquarters in London.

In 2007 Gem Diamonds paid the government of Botswana and De Beers company \$34 million for the license to a major diamond deposit in the Central Kalahari Game Reserve. In 2010 it was estimated that the deposit could earn Gem Diamonds \$3.3 billion.

The government of Botswana is in the process of approving the mine, and has told you that the water boreholes you drill must be only for the use of wildlife, not people, in an effort to support the conservation of animals and to reduce poaching and illegal settlements.

Conservation is very important in Botswana. It increased the amount of animals, and has saved some animals that were close to becoming extinct. The beautiful landscape of the reserve and the high numbers of wild animals are important for Botswana's tourism industry, which employs around half of the people living in northern Botswana.

E. Reporting the conflict

Aim: To understand how the media represents events happening in other countries and why.

Time: 25 minutes at least

You will need: scenario and role cards, paper and pen, you could bring in articles from the Irish Times and the Evening Herald for the 'reporters' to get into their role and to allow the class to compare tabloid and broadsheet journalism.

A reporter is writing an article on the Central Kalahari Game Reserve. They have 20 minutes to interview the group and will then use the interview to write their article.

Steps

- * Split the class into groups of 7 people. Give each person in the group a different role card. Each group should have one of the reporter cards, and one of each of the other role cards.
- * If the groups are smaller than 7 make sure there is a reporter, a Bushmen representative, and a president in each group.
- * Read out the scenario (or ask for a volunteer to read it). Ask everyone to silently read their role card and decide on three points they will make to the reporter. The reporter will think of questions to ask the group. Give this at least 5 minutes.
- * After 5 minutes announce that the reporter has 15 minutes to interview the group.
- * After 15 minutes get each reporter to pitch their story to you (their editor). Record the pitches for each paper separately.

Discuss:

Staying in their roles ask them to consider:

- * Are they happy with the story the reporter will write?
- * Does it represent their point of view correctly?
- * How did they feel during the interview? Were they listened to?
- * Ask them to de-role:
- * Review the pitches.
 - Which one do they think would get printed in each newspaper? Why?
 - Which ones wouldn't?
 - What are the differences and similarities between the chosen pitches for each paper?
 - What do editors look for in a story about a faraway, economically poor country such as Botswana?

- * Media articles don't tend to challenge the idea that there will always be those who have and those who have not. Ask them how could they tell the story in a way that does challenge the relationship between rich and poor?

Roles (use the roles from the previous activity and add the role of the reporter)



Reporter from the Irish Times:

- You have been sent to Botswana to find out what is happening in the Central Kalahari Game Reserve and to report back to your editor with a pitch (one sentence).
- The pitch needs to be snappy and interesting to get your editor to agree to print the story. It also needs to be a story that will interest Irish Times readers. Remember the 5 Ws – who, what, why, when, and where!
- You will meet with a Bushmen representative, the CEO of Gem Diamond Company, a security worker, the owner of the Safari company, Wilderness Safaris, the President of Botswana, and a Survival International Activist. Think of questions to ask them.

Reporter from the Evening Herald:

- You have been sent to Botswana to find out what is happening in the Central Kalahari Game Reserve and to report back to your editor with a pitch (one sentence).
- The pitch needs to be snappy and interesting to get your editor to agree to print the story. It also needs to be a story that will interest Evening Herald readers. Remember the 5 Ws – who, what, why, when, and where!
- You will meet with a Bushmen representative, the CEO of Gem Diamond Company, a security worker, the owner of the Safari company, Wilderness Safaris, the President of Botswana, and a Survival International Activist. Think of questions to ask them.

F. Learning Journal activity

Aim: To individually reflect and deepen understanding of what it means to be developed.

Time: 10 minutes

Ask them to spend the next 10 minutes individually writing their answers to the following questions in their learning journal:

1. What makes a country developed, and why?
2. In what ways do I agree with my role's opinion about what makes a country developed?
3. In what ways do I disagree with my role's opinion?
4. Why do I think differently to my role?

Unit 5

Music & Culture

This unit aims to:

- Discuss discrimination and stereotypes
- Deepen learner's understanding of how these ideas are maintained.
- Examine ways of living sustainably.

Teacher's Notes:

1. You may want to read the teacher's notes on culture and stereotypes in unit 3.

This unit will take 1 class.

Activity name	Type of activity	Time needed
A. Understanding Music	Group moving debate	15 minutes
B. Sounds in the rainforest	Warm-up	5 - 10 minutes
C. The Mongulu Music House	Group discussion using video and worksheet	25 minutes
D. Learning Journal	Individual reflection	10 minutes

Activities

A. Understanding Music

Aim: To learn about the concept of music. To use learners' views on music to explore discrimination and stereotypes.

Time: 15 minutes

You will need: 'I AGREE' / 'I DISAGREE' posters

Preparation: Put up two posters at either end of the room, one with 'I AGREE' and one with 'I DISAGREE'.

Warm up discussion:

- * Ask learners what music they listen to on the radio or on their iPod.
- * Do they know where the musicians are from?
- * Ask them if they notice anything about the music they listen to. (They may find that they listen to a lot of American and English music. They may know that some musicians they listen to are from African, Asian or Latin American countries).

Moving Debate Steps:

- * Explain that you will read out a statement. If they agree they should stand at the 'I Agree' side of the room. If they disagree they should stand at the 'I Disagree' side of the room. If they are undecided or both agree and disagree they can pick somewhere in the middle to stand. During the discussion if they change their mind they should move to show this.

- * Ask them to stand in the middle of the room.
- * Read the first statement to them. Give them time to think about it. You may need to repeat the statement.
- * Once they have moved ask them to share how they chose where to stand. If they find it difficult to decide or to share their views ask them to discuss the statement in pairs first. Then try again with the wider group.
- * Use the information below each statement to prompt discussion.
- * Following the discussion move on to the next statement.
- * Alternatively you could give the statements to learners as a hand-out and ask them in groups of three to decide if each statement is true or false and then discuss their views.



If everyone is in agreement take an opposing view to draw out discussion. Beware of everyone agreeing with you since they may see you as the 'expert'. Make sure you facilitate their discussion and don't tell them what to think. Give people the space to explain their point of view and tease out nuances in the discussion. The aim is to get people to reflect on the statements, to share their views with others, and to have the opportunity to develop their understanding of an issue and strengthen their arguments.

NOTE

Statements for teacher

European music is better than African music

During colonial times it was considered that the music of 'tribal' people was simple and basic, like the people themselves. This is of course untrue, but some still think that European music is somehow the 'best' or 'most sophisticated' type of music. For example, European classical music may have complicated harmonies, but many types of African tribal music have more complicated rhythms.

The increasing popularity of music, which is widespread in our society, poses a tremendous danger

This may not be true in Ireland, but this quote was found on the internet on an Islamic site at www.inter-islam.org/Prohibitions/Mansy_music.htm. In some interpretations of Islam, music is forbidden. According to this website music affects emotions, increases excitement and also leads to various physical changes such as heart beat. They also have a problem with the lyrics, stating that 'the messages of today's music follow a general theme of love, fornication, drugs and freedom'. However this is a radical opinion. People interpret Islam in many different ways. Many Islamic people would disagree with this opinion.

Music affects all people in the same way

Music is a universal language in that people can enjoy and appreciate music of other cultures. However, a European listening to Andean panpipe music is not likely to understand the meaning of the sounds in relation to weather and the potato crop in the same way as an indigenous Andean farmer. Similarly, The Fields of Athenry will be understood differently by an Irish person and a Mongolian.

Music is about entertainment

Music is used in many ways, including for healing, dancing, releasing anger, motivating and funerals. In western societies music is associated more strongly with entertainment than in many others. However it does have other functions, for example we sing lullabies to sooth children to sleep. In many cultures music has a strong religious, spiritual or medicinal function.

B. Sounds in the rainforest

Aim: This activity is also in Unit 1 however here it is used to introduce the Baka people's living environment using sound.

Time: 5 - 10 minutes

Steps

- ★ Ask learners to sit in a circle, with their feet on the ground and their hands free.
- ★ Explain that as a group you are going to make a continuous sound.
- ★ Explain that you will start with a sound that will be passed around the group. Each person should copy the person to their right, changing the sound they are making when the person to their right changes, and should continue to make the sound until the person to their right stops.
- ★ The actions are as follows:

Rub hands together - Click fingers - Clap - Pat thighs - Pat thighs and stomp feet - Stomp feet only - Clap - Click fingers - Rub hands together - Sigh

Discuss:

- ★ Ask them did they concentrate more on looking at what the others were doing or listening to what was happening?
- ★ Ask them did the sound remind them of anything?
- ★ Repeat the activity if necessary encouraging them to listen and without allowing any talking during it. (Explain that it sounds like a rainstorm in a rainforest).
- ★ Ask them to imagine what it would be like to live in a rainforest.
- ★ What are some of the sounds they would hear around them? (They may mention insects, gurgling water, monkey cries, bird song, leaves rustling, people singing, food being pounded and so on).
- ★ Explain that different animals and birds live at different levels of the forest, some on the forest floor and some on the top of the canopies. Ask them to think about if the hunters can see them, and if not, how do they find the animals they are hunting (the answer is by listening).



C. The Mongolu Music House

Aim: To examine ways of living sustainably using a case study.

Time: 20 / 25 minutes

You will need: Baka worksheet, video (6 minutes).

Steps

- * Give learners the Baka worksheet and ask them to fill it in as they watch the video. Read the questions out loud.
- * Show the video: To view the video visit <http://baka.co.uk/baka/>, select Gbine, scroll to the bottom of the page and select Unit 1: the mongolu music house.
- * Ask learners to feedback their responses.
- * Question 2: Ask them to explain how they decided what to give. Do they think the Baka would want their gift? And why? (See Note 1)
- * Question 3: See Note 2.
- * Explain that the way that people use and relate to music can tell us a lot about how they see the world. Ask them: what role does music have in the video and what does it tell us about the Baka people? (See Note 3)

There is no sense of performer and audience. There will be leaders in the music, for example when a story is told in song, but all will join in with the choruses, or with harmonies and with percussion accompaniment. This communal music-making strengthens the bonds between the individuals in the groups.

Their music reflects the sounds of the rainforest, in that often there are lots of sounds in the music at the same time, just as there are lots of sounds in the rainforest at the same time.

Information about the Baka people

This video was made by Martin Cradick & Su Hart who made two albums inspired by and written with the Baka musicians. With the profits they set up a charity, Global Music Exchange. It works to improve the Baka people's status and self-esteem. It educates them and others about their human rights. It has formed an association called Gbiné, meaning help in Baka.

As shown on the video, Gbiné built a music house where the Baka can showcase their music. The Baka now know that their song and dance underpins and unites their culture. It brings them pride and money, the respect of their Cameroonian neighbours and recognition in the wider world. The Baka now have their own school. Hopefully this will enable them to continue with a forest life and keep their forest knowledge and cultural identity. Source: www.baka.co.uk

Resources for further learning:

Listen to yelli, ngombi and water drumming or download the album at www.baka.co.uk/press/albums/forest

Watch a slide show and listen to yelli, ngombi and waterdrumming at www.baka.co.uk/baka/

Buy "The Heart of the Forest" from www.bakabeyond.net/new_heart.html

Buy a DVD of films about the Baka at www.baka.co.uk/store/acatalog/DVDs.html

All profits from purchase of above resources go to the Baka via the charity Global Music Exchange. Global Music Exchange (called One Heart by the Baka women) works with the Baka to improve health, education and to maintain the Baka's rights to access the rainforest. See www.1heart.org

Learn how to sing yelli at www.baka.co.uk/workshop/works3.html

Learn more about the peoples living in the Central African rainforests at www.pygmies.org

Listen to a radio programme on the Baka's music at www.bbc.co.uk/radio3/worldmusic/bakamusic.shtml

D. Learning Journal

Following these activities you could give learners ten minutes to fill in their learning journal using the 'Prompt Questions' on page 6.

Note 1

Learners may choose gifts that they themselves would want to receive. Encourage them to look at their gifts from the Baka people's point of view instead of presuming that the Baka people would want the same things that they want.

A problem with many 'development' projects is that they decide what other people need. Encourage learners to understand that they cannot know what other people need or want. The best way to make sure gifts are used is to ask people to decide what they want or need. The video explains that they provided a music house because this is what the Baka people decided they wanted.

Note 2

The Baka and their culture (and music) may disappear soon if deforestation continues. In 2000 Banana was a tiny village with a few mud huts and Baka mongolus. Now there are several shops and the arrival of Congolese refugees has put extra pressure on the forest. Although both Cameroonian and international law protect the Baka's right to hunt, on the ground they are told that they are not allowed to hunt larger animals and are often intimidated into giving up even small game.

Note 3

Music is central to the Baka people's lives. As soon as a baby is able to clap it is encouraged to participate in all the communal music-making. There is music for ritualistic purposes, for passing on knowledge, stories and the history of the Baka people, and for pure enjoyment.



Ideal Community handout

What kinds of activities will you need to create spaces for? (e.g. for living, making decisions, entertainment, learning, exercising)

What should these spaces look like?

Where will they get their energy and food?

What will they do with their rubbish?

How will people travel?

Can you think of anything else an ideal community might need....?

The Baka worksheet

1. Examples of sustainable lifestyle of the Baka:

2. The organisation featured provided a music house. If you were a development organisation what would you provide for the Baka?

3. How might their way of life be threatened?

4. Can you think of any other societies where similar problems exist?

5. How did you feel while watching this video?

Unit 6

Ideal Community

This unit aims to:

- Explore the concept of development and in particular sustainable development
- Develop learner's ability to imagine and plan ways to live sustainably.

Teacher's Notes:

1. You may want to look at 'How to educate about Global Issues' in unit 4.

This unit will take 2 classes. You will need to allow time to tidy up after the art activity.

Activity name	Type of activity	Time needed
A. What is a developed country?	Group ranking activity	20 minutes
B. Ideal Community	Group craft activity	40 minutes
C. Learning Journal	Individual reflection	10 minutes

A. What is a developed country?

See Activity A in unit 4.

B. Ideal Community

Aim: To explore the concept of sustainability. To identify ways to live sustainably. If your school is involved in the Green Schools Programme you could link the programme to this activity.

Time: 40 minutes

You will need:

- * Ideal community handout from page 33.
- * Recycled materials (cartons, plastic bottles, bottle tops, plastic and so on). Make sure they are well cleaned!
- * Glue guns, staplers, thumbtacks (including the ones with the split bendy backs), and double sided tape will all come in very handy when trying to keep the structure solid and together.
- * A1 or A2 sheets of card, cling film, tinfoil, scissors.
- * Markers, chalk or crayons.
- * Optional materials: Paint and brushes are useful, but add an extra messy element to the process so think about if you can wash paintbrushes and the time to allow the paint to dry.

Preparation: Ask learners to bring well cleaned recycled materials to class. Sort the materials into similar bundles, for example cartons in one pile, paper and card in another, plastics in another and so on. This will make finding the right materials a lot easier.

Steps

- * Discuss the term 'sustainable development'. Explain that if everyone lived as we do in Ireland we would need the resources of more than three planet Earths to survive. What can we do about this? What are we already doing in our school and homes?
- * What values do they think are important? (They may say equality, inclusion, fairness, respect).
- * Divide into groups of 5 or 6. Ask them to discuss and record what they think is an ideal living environment. What practical elements would it include? Give each group a copy of the 'Ideal Community' handout to fill in. You could show them the image of the Ideal City from the CD as inspiration.
- * You can make one community or have each group make their own 'Ideal Community'.
- * To make one community take feedback from each group. Identify the strongest ideas from the discussion by underlining ideas that are repeated or by getting learners to rank or vote on ideas.
- * Focus on these ideas and get the group to give simple examples of how they can use the materials to represent these ideas. E.g. if one idea is clean water, do they build a dam? Do they get rid of urban areas and create a rural environment with lakes and rivers represented with blue plastic?
- * Encourage the group to think practically. How can they visually represent their ideas with the materials?
- * If they are finding it difficult to start, give them a few ideas on how to use the materials, e.g. using tinfoil on the tops of buildings to represent solar panels, using toothpicks for the arms of windmills.

C. Learning Journal

Following these activities you could give learners ten minutes to fill in their learning journal using the 'Prompt Questions' on page 6.



Unit 7

Communicating your response to injustice

This unit aims to:

- Explore how protest songs raise awareness about injustice;
- Develop communication and awareness raising skills.

Teacher's Notes:

1. How to educate about racism
2. Useful definitions
3. Teacher Reflection Activity on discrimination

You may also want to look at 'Key global development terms' in unit 2, 'What is Culture' in unit 3, 'How to educate about Global Issues' in unit 4. Activities will take one class.

Activity name	Type of activity	Time needed
A. Protest Songs	Group discussion	20 minutes
B. Word Web	Group debrief of issues raised in previous activity	15 minutes
C. Rap Response to Injustice	Group music and language composition	20 minutes
D. Learning Journal	Individual reflection	10 minutes

1. How to education about racism

"...a serious impediment to tackling the problem of racism in Europe is the broad denial that racism exists at all."



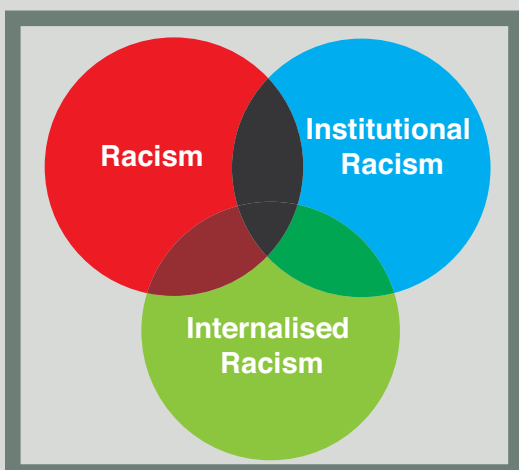
– Mary Robinson, as High Commissioner for Human Rights

2. Useful definitions

Belief that

- * One culture is inferior or superior to another
- * One culture is primitive or lacks value.

RACISM



Accepting other's negative views of their worth

- * Not valuing themselves
- * 'Acting white'
- * Using racial slurs
- * Rejecting their culture
- * Living down to expectations e.g. dropping out of school.

3. Teacher Reflection Activity on discrimination:



1. Think of an example of both individual racism and institutional racism.
2. Think of a time when you experienced racism or were discriminated against. Think of four words that describe how it felt and write them down.
3. Then think about a time when you discriminated against somebody else. Think of four words that describe how it felt and write them down.

Group failure to provide an appropriate service to people because of their ethnic origin

- * Difficult to tackle because there is no one wrongdoer
- * E.g. only providing information in written form in English. This discriminates against people who have low literacy skills or who are not fluent in English.

Useful resources

For more ideas on using music visit Songs for Teaching at www.songsforteaching.com/index.html

Download teaching units on the Andes, Brazil, Cuba, Jewish, South Africa and Zimbabwe at <http://bctf.ca/GlobalEd/music/units.html>

Activities

A. Protest songs

Time: 20 minutes

Aim: To learn about discrimination in Ireland through music.

You will need: Copies of the song lyrics from the next page.

Steps

- * Ask learners to think of minorities and indigenous people living in Ireland.
- * What is the mainstream cultural group in Ireland? (the answer is white, settled, Catholic, Irish)
- * Ask them if this group is the mainstream group in the rest of the world. (The answer is no. The majority of the rest of the world is not Irish, white or Catholic).
- * Ask them to read through the lyrics in pairs – using paired reading.
- * Ask them if they have any questions about the lyrics.
- * Before you answer the questions see if the group can answer them.
- * Is there anything funny or confusing? Do they agree or disagree with the lyrics?
- * Divide class into eight groups and give each group a verse to discuss. Ask them to answer the following three questions:
 1. What does the verse describe?
 2. What images and symbols are mentioned?
 3. What is the singer trying to say?
- * Ask each group to share their answers with another group.
- * Ask each group to feedback. For each of the above questions you could use the following prompts to encourage discussion:
 1. What people and things does it mention? What do they say? Why do they say these things? How do they think they feel when they say these things? How does it feel to hear them?
 2. Why does the singer use these images? What do these images make you think of? What adjectives and verbs are used and why?
 3. What issues does the singer raise? How do they think he feels?

Discuss

- * What is fair and unfair about the situation?
- * Who has power in this situation and who does not?
- * Why do some people have power while others don't?
- * Choose the character of the farmer, policeman or Christian. Read or sing the verse that mentions them.
- * Discuss how this person is feeling and what they are thinking before, during and just after the events described in the verse.
- * Ask learners individually to think of a word or short phrase to describe this person's thoughts and feelings.
- * Line the learners up into two parallel lines. Explain that you will walk between the two rows and as you touch people's arms they are to say their word and to continue saying the word.
- * Encourage them to build it into a crescendo.
- * If you have internet access you could show a video of Christy Moore performing this song (go to YouTube and search for 'Go Move Shift').
- * You could then split the class in two and sing the song, with each half singing alternate verses and singing the chorus together, and see who can sing their verses the best.

Ideas for more song lyrics you can use to discuss global justice issues:

'Hole in the bucket' video and lyrics from the education video section of www.jubileedebtcampaign.co.uk

'Famine' by Sinead O'Connor could be used to discuss hunger and food security

'Why' or 'Talking about a revolution' Tracy Chapman to discuss inequality

'Wavin' Flag' by K'Naan to talk about child soldiers and freedom.

B. Word Web

Aim: To identify and make connections between some of the issues that emerged from the song lyrics, and to explore the potential to take action from Ireland.

Steps

See Unit 4 Activity D on page 26 for how to run this activity.

- * During the debrief when asked what they can do from Ireland learners may suggest challenge people who say insulting things about Travellers in Ireland, find out if local shops and pubs serve Travellers and so on.

C. Rap Response to Injustice*

Time: 20 minutes

Aim: To develop a collective response to an issue and develop skills to raise awareness

Steps

- * Ask learners to brainstorm catchy jingles from adverts on TV or the radio.
- * Ask them why do these tunes stick in our heads? (They may mention repetition, the song sounding like another song, alliteration). Explain that many popular songs and jingles use the same few tunes.
- * Ask them to think of ways in which the radio and TV educate (they may mention to sell goods, road safety, and so on).
- * Divide learners into those who want to write a poem and those who want to do a rap, and form four groups.
- * Ask each group to agree on an issue they feel strongly about. If they find it difficult to choose something you could remind them of topics that have come up during other activities.
- * Once they have decided on an issue ask them to write their issue in a circle in the middle of the page, and to brainstorm phrases related to their issue.
- * They should consider what causes it, what effects it has, how it makes them feel, and write every idea down on the page.
- * Then they should group together the words and phrases that are similar.
- * Choose one of these groups of phrases.
- * Use the phrases to make up a short rap, jingle or poem that shows how you feel about this issue. You could put the lyrics to the tune of a popular song.
- * Learners may be more encouraged to perform their rap if the entire class provides a beat by clapping, stomping, clicking their fingers, or slapping their thighs. If they are willing you could record or film their raps. If they are not comfortable doing this ask them to read it out loud.
- * Poems can be read aloud and put on the walls in the room.

If at this point you have finished exploring global issues you could carry out Unit 2, Activity 2, Part 2.

D. Learning Journal

Ask learners to fill in a final reflection in their learning journal. See the Prompt Questions on page 6.

Go Move Shift by Ewen MacColl

Born in the middle of the afternoon
In a horsedrawn carriage on the old A5
The big twelve wheeler shook my bed,
“You can’t stay here,” the policeman said.

Chorus

You’d better get born in some place else.
So move along, get along, move along, get along,
Go! Move! Shift!

Born in the common by a building site
Where the ground was rutted by the trail of wheels
The local Christian said to me,
“You’ll lower the price of property.”

Chorus

Born at potato picking time
In a noble tent in a tatie field.
The farmer said, “The work’s all done
It’s time that you was moving on.”

Chorus

Born at the back of a hawthorn hedge
Where the black hole frost lay on the ground.
No eastern kings came bearing gifts.
Instead the order came to shift.

Chorus

The eastern sky was full of stars
And one shone brighter than the rest
The wise men came so stern and strict
And brought the orders to evict.

Chorus

Wagon, tent or trailer born,
Last month, last year or in far off days.
Born here or a thousand miles away
There’s always men nearby who’ll say.

Chorus

Six in the morning out in Inchicore
The guards came through the wagon door.
John Maughan was arrested in the cold
A travelling boy just ten years old.

Chorus

Mary Joyce was living at the side of the road
No halting place and no fixed abode.
The vigilantes came to the Darndale site
And they shot her son in the middle of the night.

*Trapeze DIY handbook. <http://trapeze.clearerchannel.org>



Comhlámh, 2nd Floor, Ballast House,
Aston Quay, Dublin 2

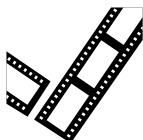
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