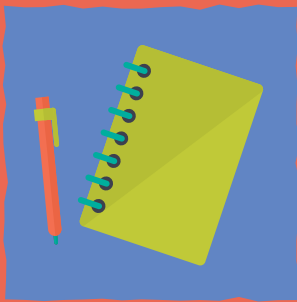
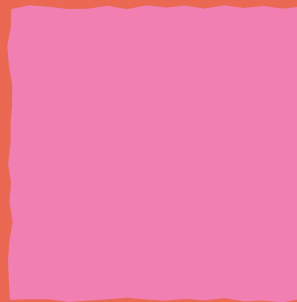
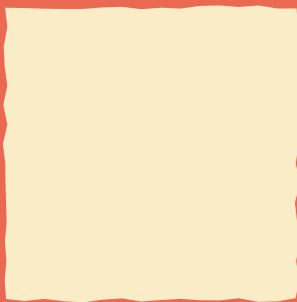
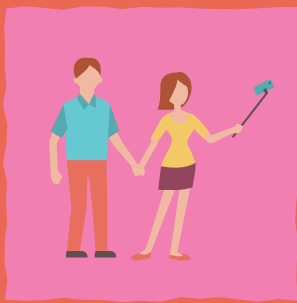


Working for a better life

A junior cycle Civic, Social and Political Education (CSPE) unit
exploring Human Rights and Development



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Background to the Global Learning Project

The Global Learning Project¹ aims to promote understanding of global interdependence and the causes of global poverty and inequality. The Project involves non-governmental organizations (NGOs) and local education authorities in 6 European countries, working to influence curriculum in subject areas such as citizenship education, history, geography and economics. The 6 European countries involved in the project are Italy (lead country), Ireland (A Partnership with Africa, in partnership with the Curriculum Development Unit of the City of Dublin Education and Training Board), Austria, Bulgaria, the Netherlands and the Czech Republic.

In Ireland, activities focus on contributing to strategic initiatives at both policy and practise levels. For example, the Project makes submissions in response to draft specifications developed by the National Council for Curriculum and Assessment. A Partnership with Africa is also engaged with a network of post-primary schools, working with teachers to produce teaching and learning materials.

Acknowledgments:

The authors would like to thank Ms. Moore's Transition Year students in St. Dominic's College, Cabra, for participating in the piloting of this Unit in 2014/15. These students engaged whole-heartedly in all of the activities, gave freely of their opinion and feedback, and their engagement is evident in the quotes sprinkled throughout the Unit. The authors would also like to acknowledge the first year students who participated as learners in the peer teaching aspect of the Unit.

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¹ The official title of the Global Learning Project is EuropeAid/131141/C/ACT/Multi: "Critical review of the historical and social disciplines for a formal education suited to the global society" – Ref 225 DCI-NSAED/2012/280-

TABLE OF CONTENTS

| | |
|--|-----------|
| Introduction | 4 |
| Integrated reflection activity (optional) | 7 |
| Lesson One: Introduction to the Unit | 8 |
| ■ Activity One: What we will learn and do | |
| ■ Activity Two: K-W-L Chart | |
| ■ Activity Three: My learning goals | |
| Lesson Two: Human Rights | 15 |
| ■ Activity One: UDHR | |
| ■ Activity Two: Think-Pair-Share | |
| ■ Integrated reflection activity (optional) | |
| ■ Homework Task | |
| Lesson Three: The Danger of a Single Story | 22 |
| ■ Activity One: Review of Lesson Two | |
| ■ Activity Two: The danger of a single story | |
| ■ Integrated reflection activity (optional) | |
| ■ Homework Task | |
| Lesson Four: Housemaids' Associations in Ethiopia | 31 |
| ■ Activity One: Review of Lesson Three | |
| ■ Activity Two: Let's think about Ethiopia | |
| ■ Activity Three: Housemaids' Associations in Ethiopia | |
| ■ Integrated reflection activity (optional) | |
| ■ Homework Task | |
| Lesson Five: Active Learning Methodologies | 41 |
| ■ Activity One: Review of Lesson Four | |
| ■ Activity Two: Ranking Methodologies | |
| ■ Integrated reflection activity (optional) | |
| ■ Homework Task | |
| Project Brief: Peer Teaching Action | 51 |
| Lesson Six: Evaluation and Reflection | 52 |
| ■ Activity One: Review of peer teaching action | |
| ■ Activity Two: Review of class work | |
| ■ Homework Task (Final Reflection) | |

Introduction

Aim

The aim of this Teaching and Learning Unit is to encourage teachers and junior cycle students to question the sources of generalisations about ‘developing countries,’ and to use a human rights framework when engaging with case studies about people who are working to lift themselves out of situations of poverty and inequality.

Rationale

Despite some positive developments in the portrayal of people living in poverty in developing world contexts, e.g., Dochas Code of Conduct on Images and Messages,¹ the Irish public are often exposed to generalised and even stereotypical information and images on the subject. This resource was developed to support junior cycle students to develop the skills necessary to question the ‘single story’ or perspective which is often presented in the media and elsewhere.

Development Education

This Unit is underpinned by Development Education (DE) content, methodologies and approaches. Development Education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect our lives at personal, community, national and international levels.

Development Education:

- uses methodologies which are learner-centred and participatory
- builds knowledge about how the world works
- cultivates the 8 junior cycle key skills of communicating, being literate, managing myself, staying well, managing information and thinking, being numerate, being creative, and working with others
- encourages values and attitudes like solidarity, respect and empowerment
- facilitates action to bring about positive change to make the world a more equal place for all

Curriculum Links

This Unit is linked to the concepts of Human Rights and Responsibilities and Development (junior cycle Civic, Social and Political Education 70-hour programme), and is designed to meet CSPE short course specification learning outcomes, as follows:

JUNIOR CYCLE CSPE SHORT COURSE

Strand 1: Rights and Responsibilities (Human Rights instruments)

(1.9) identify examples of social, cultural, language, economic, civic, religious, environmental and political rights
(1.11) show an appreciation of their responsibility to promote and defend their individual human rights and those of others

.....
¹ See http://dochas.ie/Shared/Files/5/Images_and_Messages.pdf

Strand 2: Global Citizenship (Local and global development)

(2.5) examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this

Strand 3: Exploring Democracy (The role of the media in a democracy)

(3.11) debate the pros and cons of media freedom

Across strands:

(1.12; 2.12; 3.13) reflect on what has been learned

Unit Structure

The Unit consists of six lessons, or the equivalent of approximately 8.5 hours of class contact time. Although the lessons are mainly structured as double class periods, it is possible to teach the Unit where single periods are timetabled. After Lesson Five students engage in a project, involving independent work and the delivery of a peer teaching session (see page 51).

Each lesson is structured under the following subheadings:

Title - of the lesson

Learning intentions - arising from CSPE short course learning outcomes

Approximate time - the number of class periods required

Materials – titles and page numbers of the teacher resource sheets and student worksheets required for each classroom activity and homework task

Introduction – summary description of what students will be doing in the lesson

Step-by-step instructions – to support you, the teacher, through the activities in the lesson, homework tasks etc.

Quotes from students who participated in the piloting of these materials are sprinkled throughout the resource.

Assessment

In Lesson One students are presented with a simplified version of the learning outcomes of the Unit as a way of developing understanding about Unit content and activities. In Lesson Six they revisit these as a means of evaluating whether or not their participation has enabled the achievement of the learning outcomes.

The optional integrated reflection activity Student Worksheet: Gathering Thoughts (page 7) can be used at the end of Lessons Two, Three, Four and Five to build the skills of reflection, essential for active citizenship. This activity acts as an assessment for learning methodology, because it provides a snapshot of what the students learned during the lesson, what they found most interesting and engaging, and any outstanding questions they have. Asking students to consider, and expand upon, the completed Gathering Thoughts worksheet from the previous lesson is also an effective way of recapping on learning.

Students complete a final reflection on learning related to their classwork and project work. This reflection task can be completed either as a personal reflection exercise, or as a support for students completing either the Report on Action Project (70-hour programme), or the CSPE short course Classroom-Based Assessment (see pages 54, 56-58).

Project Work

Towards the end of the Unit students undertake a peer teaching project. Drawing on learning from this Unit they work in small groups to prepare and teach a group of peers (or younger students) using an active methodology. Peer teaching is a very effective methodology as students must understand a topic in order to teach it. They learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from other young people. They develop skills in information management, organizing and planning learning activities, working collaboratively with others, communication, giving and receiving feedback and evaluating their own learning. Further detail on the organization of the peer teaching project is available on page 51. This project is reliant on the cooperation of other staff members, so you might find it useful to present relevant colleagues with a project outline, and give plenty of notice if you need access to their students.

The peer teaching project can be written up as a Report on Action Project, linked to the concepts of Human Rights and Responsibilities and Development (70-hour CSPE programme), or as the basis of the CSPE Classroom-Based Assessment (CSPE short course).



INTEGRATED REFLECTION ACTIVITY (OPTIONAL)

3 THINGS I FOUND OUT:

- 1.
- 2.
- 3.

1 QUESTION I STILL HAVE:

2 THINGS I FOUND INTERESTING:

- 1.
- 2.

THE ACTIVITY I LIKED BEST WAS...

BECAUSE...

IN THE NEXT CLASS I THINK WE SHOULD...

BECAUSE...

ONE LAST
THOUGHT IS...



LESSON ONE

getting
started



LESSON ONE

INTRODUCTION TO THE UNIT

Approximate time:

Single class period

Learning intentions:

Students will learn to:

- Discuss the learning outcomes for this Unit
- Set personal learning goals
- Identify what they need to do to achieve their learning goals

Materials:

Activity One: What we will learn and do

- Teacher Resource Sheet: Unit Learning Outcomes (page 12)

Activity Two: K-W-L Chart

- Teacher Resource Sheet: K-W-L Chart (page 13)

Activity Three: My learning goals

- Student Worksheet: My Learning Goals (page 14)

Introduction:

In this lesson students participate in a whole class discussion about the Unit learning outcomes. They articulate what they would like to learn, and begin to think about what they can do to reach their personal learning goals.

WHAT I
KNOW

WHAT I
WANT TO
LEARN

WHAT I CAN
DO TO REACH
MY GOALS

STEP-BY-STEP INSTRUCTIONS:

ACTIVITY ONE:

What we will learn and do

1. Display Teacher Resource Sheet: Unit Learning Outcomes (page 12) on the board.
2. Invite volunteers to read each of the learning outcomes aloud.
3. Ask students to identify any words or terms which they do not understand and give explanations as required.
4. Explain that learning outcomes are statements about what learners should be able to know or do, or how they should be able to act once they have completed all of the activities in a unit or subject.
5. Facilitate a whole class discussion using the following questions as prompts:
 - What do you think of each of these learning outcomes?
 - Which one do you like the best, and why?
 - Which one do you like the least, and why?

ACTIVITY TWO:

K-W-L Chart

1. Display Teacher Resource Sheet: K-W-L Chart (page 13) on the board.
2. Invite students to talk about their existing knowledge or experiences relative to each of the learning outcomes in the Unit.
3. Record student responses under the 'K' or 'Know already' column on the board.
4. Invite students to talk about the things they would like to learn or experience as they participate in the Unit, and record their feedback in the 'W' or 'Want to know' column.
5. Explain that the 'L' (Learned) column will be completed at the very end of the Unit.

TEACHER TIP: Depending on your class you might also like to take time to explain the project they will do towards the end of the Unit. They will be divided into small groups, each group will prepare a session based on what they have learned about human rights and development, and they will teach this to a group of peers (or younger students). Reassure students that preparation time will be given during class, and that a teacher will be present in the room while they do their teaching session to give support if they need it.

ACTIVITY THREE: My learning goals

1. Distribute one copy of Student Worksheet: My Learning Goals (page 14) to each student.
2. Explain that each person now has a chance to think about their individual learning goals for the Unit and what they personally need to do to achieve these goals.
3. Ask students to fold their completed Student Worksheet: My Learning Goals in half with their name on the front and hand these up to you (to be returned at the conclusion of the Unit to aid reflection).

MY LEARNING GOALS

“ To have debates in class ”

“ To learn how to get more involved ”

“ To learn about social justice ”

“ To be more aware of things happening in the world ”

“ To be more aware of inequalities ”

STUDENT QUOTES



LESSON ONE: ACTIVITY ONE

This Unit will give you a chance to...

- ✓ identify different types of human rights
- ✓ learn about people living in poverty or experiencing inequality and how they are working to make their lives better
- ✓ debate the pros and cons of media freedom
- ✓ teach others about human rights and development using an active learning methodology
- ✓ reflect on what you learn





LESSON ONE: ACTIVITY TWO

| K Know Already | W Want to Know | L Learned |
|-------------------|-------------------|--------------|
| | | |



LESSON ONE: ACTIVITY THREE

Think about your personal learning goals for this Unit, i.e. the main things that you would like to know, think or be able to do by the time you've finished this Unit.

Write your learning goals into the white spaces in the football.

Now think about what you need to do to make these learning goals happen - maybe it's listening in class, maybe it's asking questions when you don't know, maybe it's being willing to try something new... You decide, but try to challenge yourself a little.

Write these things in the space outside of the football.



LESSON TWO

human
rights

indivisible

freedom



LESSON TWO

HUMAN RIGHTS

Approximate time:

Double class

Learning intentions:

Students will learn to:

- Listen and watch actively to get the gist of an account and take notes based on what they hear and see
- Work together to categorize human rights into social, cultural, language, economic, civic, religious, environmental and political rights
- Respond to the idea that human rights are indivisible

Materials:

Activity One: UDHR

- (Optional) Table Quiz re history/background to the UDHR, available: www.amnesty.ie/sites/default/files/resources/2010/04/Class%20One.pdf

Activity Two: Think-Pair-Share

- Human Rights Action Centre, 'The Universal Declaration of Human Rights', animation (4.31 mins). Available: <https://www.youtube.com/watch?v=hTlrSYbCbHE>
- Student Worksheet: UDHR Keywords (page 19)
- Teacher Resource Sheet: Types of Rights (page 20)

Integrated reflection activity:

- Student Worksheet: Gathering Thoughts (page 7)

Homework Task:

- Teacher Resource Sheet: UDHR (page 21)

Introduction:

In this lesson students are introduced to the Universal Declaration of Human Rights (UDHR), and work together to consider the different types of human rights.



UNIVERSAL
DECLARATION
OF
HUMAN
RIGHTS

STEP-BY-STEP INSTRUCTIONS:

ACTIVITY ONE: UDHR

- 1 Ask students if anyone has ever heard of the Universal Declaration of Human Rights (UDHR)? Do they know why/when/by whom/for whom it was developed?
- 2 Record student responses on the board.

OPTIONAL ACTIVITY: Depending on your class and their level of knowledge about the history and background to the UDHR you may decide to organize a table quiz using the resources available: <http://www.amnesty.ie/sites/default/files/resources/2010/04/Class%20One.pdf> (do not include the last question – No. 15 – which asks students to list 4 rights from the UDHR).

TEACHER TIP: The Table Quiz will take one class period.

ACTIVITY TWO: Think-Pair-Share

- 1 Distribute one copy of Student Worksheet: UDHR Keywords (page 19) to each student.
- 2 Explain to the class that they are going to view a short animation about the UDHR (available: www.youtube.com/watch?v=hTlrSYbCbHE). While watching they should note 5 keywords in the 'keys' on their worksheet, to help them remember 5 of the human rights named in the animation.
- 3 Invite students to pair up, compare their keywords, and in their own words write 5 rights in the space provided at the bottom of their worksheets.
- 4 Invite each pair to join another pair.
- 5 Display Teacher Resource Sheet: Types of Rights (page 20) on the board.
- 6 Explain that each small group should try to categorize their combined lists of human rights according to the headings displayed on the board. They can place the same right in more than one column. If they feel that a right does not belong in one of the first 5 columns it can be included in the 'OTHER' column.
- 7 Invite feedback from each group, recording their responses on the board.

8 Ask students to consider the following statement:

The ideal of free human beings enjoying civil and political freedom and freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his civil and political rights, as well as his social, economic and cultural rights.

International Covenant on Civil and Political Rights and the International Covenant on Economic Social and Cultural Rights, 1966

9 Explain that articles 3-21 of the UDHR cover civil and political rights, while articles 22-28 cover economic, social and cultural rights. The idea that the different types of rights in the UDHR are interdependent or 'indivisible' is based on the idea that different types of rights are connected and can only exist in combination. For example, if the right to a minimum standard of health (social right) is abused or denied, then it can affect other rights like the right to work (economic right), the right to vote (political right) etc.

10 Ask students to come up with additional examples of the interdependent or 'indivisible' nature of different categories of human rights.

Integrated reflection activity:

- Give Student Worksheet: Gathering Thoughts (page 7) to a student and ask them to respond to one of the questions/statements, before passing it onto someone else.

TEACHER TIP: Try to ensure that all students get a chance to respond to the Gathering Thoughts worksheets as the Unit progresses.

- Collect the completed worksheet for use in Lesson Three.

Homework Task:

Display Teacher Resource Sheet: UDHR (page 21) on the board.

Invite each student to choose one human right.

Explain that they should illustrate their understanding of the meaning of their chosen human right using one or more the formats below:

- Story
- Poem
- Poster (free digital poster-maker available – www.postermywall.com)
- Collage of images (free collage maker available – www.canva.com)
- Mindmap (free mindmapping tool available – www.coogole.it)

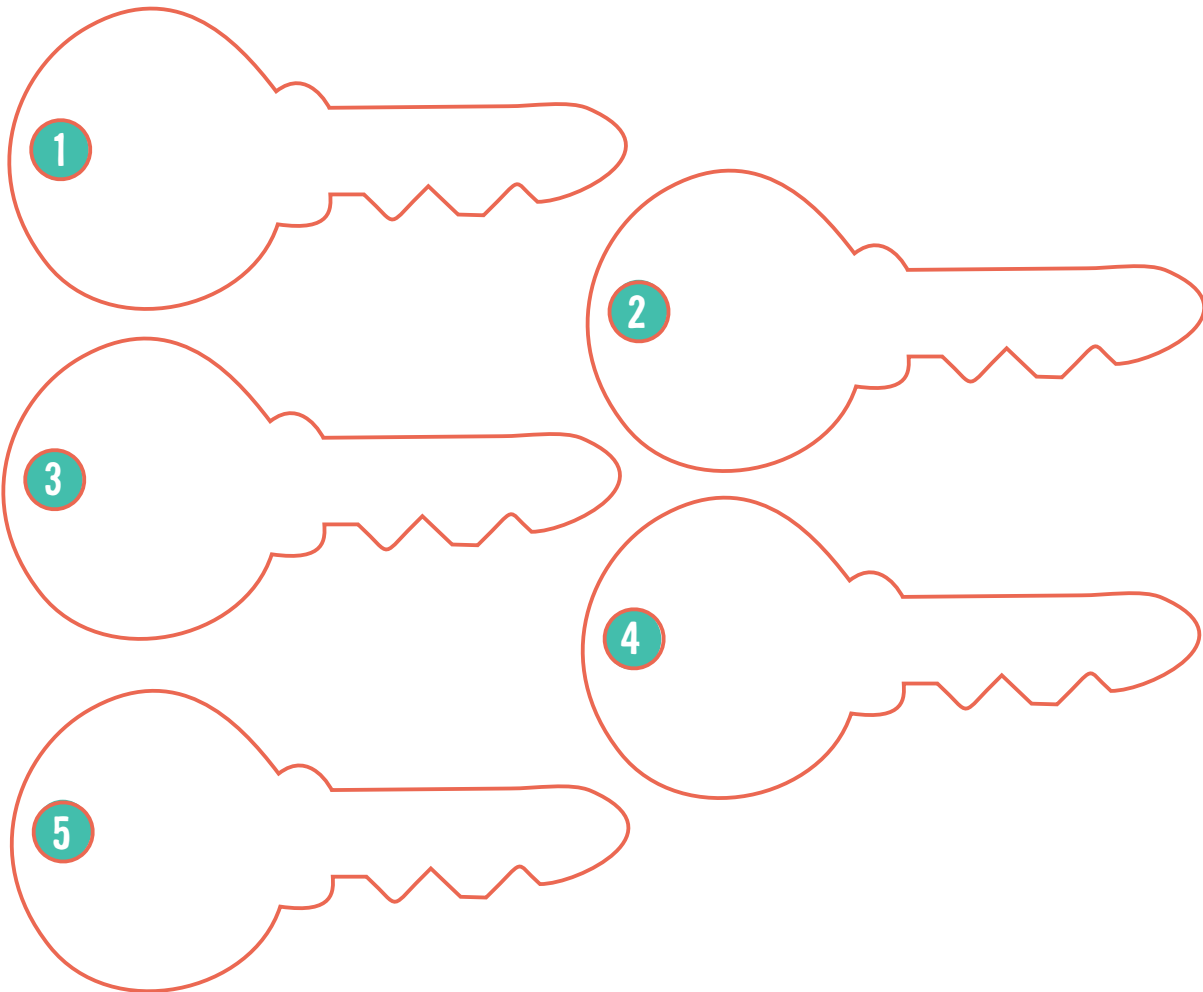
TNOTE: The steps for reviewing this homework task are given at the start of Lesson Three.

How rights
relate

Types of
rights



LESSON TWO: ACTIVITY TWO



Use your own words to list 5 human rights mentioned in the UDHR animation:

1.
2.
3.
4.
5.

LESSON TWO: ACTIVITY THREE

| 1. CIVIC | 2. CULTURAL | 3. ECONOMIC | 4. POLITICAL | 5. SOCIAL | OTHER |
|----------|-------------|-------------|--------------|-----------|-------|
| | | | | | |



LESSON TWO: HOMEWORK TASK

1. Everyone is born free and has dignity because they are human.
2. Everyone has equal rights regardless of differences between people such as gender, colour, religion, language, wealth or political opinion.
3. Everyone has the right to life and the right to live in freedom and safety.
4. No one shall be held in slavery.
5. Everyone has the right not to be hurt, tortured or treated cruelly.
6. Everyone has the right to be treated as a person under the law everywhere.
7. The law is the same for everyone and should protect everyone equally.
8. Everyone has the right to ask for legal help when their basic rights are not respected.
9. No one should be arrested, imprisoned or expelled from their country without good reason.
10. Everyone has the right to a fair trial, if accused of a crime.
11. Everyone has the right to be presumed innocent until proven guilty, if accused of a crime.
12. Everyone has the right to privacy.
13. Everyone has the right to travel within and outside of their own country.
14. Everyone has the right to seek asylum in another country, if they are being persecuted in their own country.
15. Everyone has the right to a nationality.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property on their own or with others. No one should have their property taken from them without good cause.
18. Everyone has the right to their own free thoughts, conscience and religion, including the right to practice their religion privately or in public.
19. Everyone has the right to say what they think and to share their opinion with others.
20. Everyone has the right to meet with others publicly and privately and to freely form and join peaceful associations.
21. Everyone has the right to vote in regular democratic elections and to take part in the government of their country.
22. Every country must do its best to ensure that everyone has enough to live a life of dignity.
23. Everyone has the right to work for a fair wage in a safe environment and also has the right to join a trade union.
24. Everyone has the right to rest and leisure time.
25. Everyone has the right to a home, enough food and healthcare.
26. Everyone has the right to education, and to free primary education.
27. Everyone has the right to take part in the cultural life of their community and the right to benefit from scientific and artistic learning.
28. National and international laws and institutions must make possible the rights and freedoms set out in this declaration.
29. Everyone has the responsibility to respect and uphold the rights of others in their community and the wider world.
30. No one has the right to take away any of the rights in this declaration.

Source: Amnesty International Irish Section/CDET B Curriculum Development Unit, Celebrating the Universal Declaration of Human Rights: A Civic, Social and Political Education (CSPE) Resource Pack.

LESSON THREE



LESSON THREE

DANGER OF A SINGLE STORY

Approximate time:

Double class

Learning intentions:

Students will learn to:

- Consider the implications of abuse or denial of human rights
- Think critically about a title
- Extract information from video footage
- Work collaboratively in a creative process
- Identify some causes and consequences of negative stereotyping

Materials:

Activity One: Review of Lesson Two

- Student Worksheet: Gathering Thoughts (completed at the end of Lesson Two)

Activity Two: The danger of a single story

- Map of the world
- Teacher Resource Sheet: Nigeria – Country Fact File (page 26)
- Teacher Resource Sheet: Chimamanda Adichie (page 27)
- Chimamanda Adichie (2009), 'The danger of a single story,' TEDGlobal Talk, available http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- Student Worksheet: The danger of a single story (page 28) – optional
- Teacher Resource Sheet: Ted Transcripts (page 29)
- Flipchart Sheets
- Markers

Integrated reflection activity:

- Student Worksheet: Gathering Thoughts (page 7)

Homework Task:

- Student Worksheet: Who would you rather spend a day with? (page 30)

Introduction:

In this lesson students review their learning from Lesson Two. They watch a talk by Chimamanda Adichie, a young female writer from Nigeria, about the danger of relying on a single source of information when forming views about people. Chimamanda cites cases where reliance on a single 'story' leads to negative stereotyping, which can, at times, lead to abuse or denial of human rights. Students use their creative talents to represent the feelings of people who are the subject of a single story, and discuss how and why these single stories come about.

STEP-BY-STEP INSTRUCTIONS:

ACTIVITY ONE: Review of Lesson Two

1. Ask for volunteers to present their completed Lesson Two homework task.
2. After each presentation ask the class:
 - Is everyone entitled to this right?
 - What would happen to you if this right was abused or denied? What would your life be like? How would you feel? What would you do?
 - Can you think of any examples where this has happened?
3. Ask if anyone knows what is meant when human rights are said to be 'universal'? Explain that human rights are rights that people possess because they are human, therefore every human being is entitled to human rights. Rights cannot be abused or denied on the basis of race, gender, sexual orientation, religion, age, membership of particular ethnic groups, nationality, disability etc.
4. Display the completed Student Worksheet: Gathering Thoughts from Lesson Two on the board.
5. Ask students to think back to the Lesson Two activities, and to comment on/add to the responses on the board.

ACTIVITY TWO: The danger of a single story

1. Ask for a volunteer to locate Nigeria on a map of the world.
2. Invite students to describe what they think Nigeria is like: the landscape/scenery, the weather, life for children and young people.
3. Ask students where they have gotten their information about Nigeria – i.e. from the media, movies, family or friends etc.
4. Display Teacher Resource Sheet: Nigeria – Country Fact File (page 26) on the board.
5. Introduce Chimamanda Adichie using Teacher Resource Sheet: Chimamanda Adichie (page 27).
6. Explain to the class that they are going to watch a talk by Chimamanda Adichie called 'The danger of a single story'.
7. Invite students to think about this title. What might this talk be about?
8. Explain that Chimamanda is talking about the danger of listening to a single story or one perspective (opinion) about a person, group or a country. The danger lies in the fact that a single story can lead to negative stereotyping, and can, at times, result in abuse or denial of human rights.
9. Show the following clips from Chimamanda Adichie's talk (available: http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)
 - **Clip 1** The single story of Fide as 'poor' (from 2.58 to 4.12 minutes)
 - **Clip 2** The single story of Chimamanda as an African (4.13 to 5.20 minutes)

After each clip give students a few minutes to note their immediate reactions.

TEACHER TIP: If you have enough time you could show the entire talk (18.49 mins). In this case, ask students to complete Student Worksheet: The danger of a single story (page 28) as they watch. Then move onto step 10.

10. Divide the class into six groups.

11. Give three groups the transcript of Clip 1 on Fide, and three groups the transcript of Clip 2 on Chimamanda (Teacher Resource Sheet: Ted Transcripts – page 29).
12. Invite students to devise a way of using freeze frame/mime or art (drawing, illustration, symbol etc.) to represent the effects of the single story on Fide/Chimamanda, and also on the people who have a single story or perspective about Fide/Chimamanda. Encourage students to find a way to communicate the emotions of the people involved.
13. Distribute flipchart sheets and markers as required.
14. Invite each group to present their completed work to the rest of the class.
15. Facilitate a short class discussion, using the following questions as prompts:
 - In Ireland is there any group of people about whom we have a ‘single story’? (e.g., members of the Travelling community, refugees, migrants, older/younger people etc.)
 - What is the source of this single story? (e.g., newspapers, TV, social media, film etc.)
 - What can we do to make sure that we hear more than one story about these people?
16. Conclude by reminding the students that if people are consistently stereotyped in a negative way, their human rights are at risk of being abused or denied.

THE DANGER OF A SINGLE STORY MEANS

“ ...a one-sided story, it’s dangerous as it takes over your mind and makes you think only one thing about a certain group of people. ”

“ ...our minds can be set on one image without actually seeing all sides of people or a place. ”

“ ...when you have opinions on something without knowing the whole truth. ”

STUDENT QUOTES

Integrated reflection activity:

- Give Student Worksheet: Gathering Thoughts (page 7) to a student and ask them to respond to one of the questions/statements, before passing it onto someone else.

TEACHER TIP: Encourage students who haven’t previously responded to the Gathering Thoughts worksheet to have a go.

- Collect the completed worksheet for use in Lesson Four.

Homework Task:


- Distribute one copy of Student Worksheet: Who would you rather spend a day with? (page 30) to each student.
- Read through the worksheet to ensure understanding of terminology and task.
- Invite students to complete the worksheet as a homework task.

NOTE: The steps for reviewing this homework task are given at the start of Lesson Four.



LESSON THREE: ACTIVITY TWO



| | |
|-------------------------|---|
| LOCATION: | West Africa |
| OFFICIAL NAME: | The Federal Republic of Nigeria |
| FLAG: |  |
| POPULATION: | 178.5 million |
| LIFE EXPECTANCY: | 52.8 years |
| CURRENCY: | Nigerian naira (1 naira is worth approx. 0.0044 cent) |
| CAPITAL CITY: | Abuja |
| LARGEST CITY: | Lagos |

LANGUAGES: English (official), Yoruba, Ibo, Hausa

EXPORTS: Petroleum, petroleum products, cocoa, rubber

INTERESTING FACT:

By 2015, 42.7% of Nigerians were online.¹
Mobile phones are commonly used to access the web.
Most internet users are young, educated and urban.

¹ Source: United Nations Human Development Index, Nigeria - Country Profile data.



LESSON THREE: ACTIVITY TWO



| | |
|---------------------|---|
| NAME: | Chimamanda Ngozi Adichie |
| BORN: | 1977 |
| NATIONALITY: | Nigerian |
| FAMILY LIFE: | 5 th of 6 children |
| OCCUPATION: | Writer |
| BOOKS: | Purple Hibiscus (2003), Half a Yellow Sun (2007), Americanah (2013) |



LESSON THREE: ACTIVITY TWO (OPTIONAL)

1. Name 3 things that are the same about Chimamanda’s life in Nigeria and your life, and 3 things that are different:

| THINGS THAT ARE THE SAME ABOUT OUR LIVES | THINGS THAT ARE DIFFERENT ABOUT OUR LIVES |
|--|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

2. What do you think ‘the danger of a single story’ means?

.....

.....

3. Do you have a single story about anyone? (Tick either Yes or No)

Yes No

4. If yes, describe this ‘single story’:

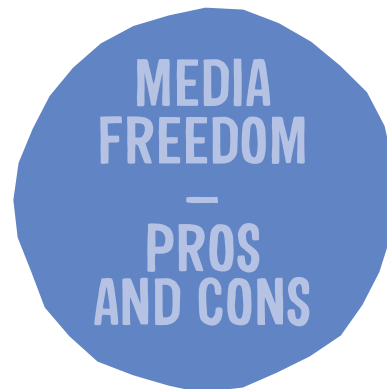
.....

.....

.....

5. Where do you see, read or hear about this ‘single story’?

.....





LESSON THREE: ACTIVITY TWO

FIDE

I come from a conventional, middle-class Nigerian family. My father was a professor. My mother was an administrator. And so we had, as was the norm, live-in domestic help, who would often come from nearby rural villages. So the year I turned eight we got a new house boy. His name was Fide. The only thing my mother told us about him was that his family was very poor. My mother sent yams and rice, and our old clothes, to his family. And when I didn't finish my dinner my mother would say, "Finish your food! Don't you know? People like Fide's family have nothing." So I felt enormous pity for Fide's family.

Then one Saturday we went to his village to visit. And his mother showed us a beautifully patterned basket, made of dyed raffia, that his brother had made. I was startled. It had not occurred to me that anybody in his family could actually make something. All I had heard about them is how poor they were, so that it had become impossible for me to see them as anything else but poor. Their poverty was my single story of them.



Chimamanda

When I left Nigeria to go to university in the United States. I was 19. My American roommate was shocked by me. She asked where I had learned to speak English so well, and was confused when I said that Nigeria happened to have English as its official language. She asked if she could listen to what she called my "tribal music," and was consequently very disappointed when I produced my tape of Mariah Carey. (Laughter) She assumed that I did not know how to use a stove.

What struck me was this: She had felt sorry for me even before she saw me. Her default position toward me, as an African, was a kind of patronizing, well-meaning, pity. My roommate had a single story of Africa. A single story of catastrophe. In this single story there was no possibility of Africans being similar to her, in any way. No possibility of feelings more complex than pity. No possibility of a connection as human equals.

QUESTION
ASSUMPTIONS

HUMAN
DIGNITY

STEREOTYPING



LESSON TWO: HOMEWORK TASK

Look at each of the 4 pairs of options below.

Pick **one pair** and circle the person you would prefer to spend the day with.

A 13-YEAR-OLD GIRL

or

**A SOLDIER FIGHTING IN A
REBEL ARMY**

**A PROFESSOR WHO WON A
NOBEL PRIZE**

or

**A KENYAN WOMAN CAMPAIGNING
FOR HUMAN RIGHTS AND
ENVIRONMENTAL ISSUES**

**AN ECONOMIST AND PRESIDENT
OF AN AFRICAN COUNTRY**

or

**A GRANDMOTHER
IN HER SIXTIES**

A FAMOUS FOOTBALLER

or

**A FUNDRAISER FOR A UNITED
NATIONS CHILDREN'S CHARITY**

Write down the reasons for your choice:

.....
.....

Think about the person you didn't pick from your pair. What are your impressions of this person?

.....
.....

LESSON FOUR

working
together

gender
equality

poverty
x



LESSON FOUR

HOUSEMAIDS' ASSOCIATIONS IN ETHIOPIA

Approximate time:

Double class

Learning intentions:

Students will learn to:

- Critically evaluate their assumptions about particular groups in society
- Think about gender equality in local and global contexts
- Extract information from video footage
- Work collaboratively in a creative process
- Empathise with a person living in poverty in a developing world context

Materials:

Activity One: Review of Lesson Three

- Teacher Resource Sheet: Who would you rather spend a day with? (page 36)
- Student Worksheet: Gathering Thoughts (completed at the end of Lesson Three)

Activity Two: Let's think about Ethiopia

- Map of the world
- Teacher Resource Sheet: Ethiopia – Country Fact File (page 37)

Activity Three: Housemaids' Associations in Ethiopia

- APA/CVM video on Housemaids' Associations, available <http://www.youtube.com/watch?v=OIEvJrrqcws> (show 0-6 minutes only)
- Teacher Resource Sheet: UDHR (page 21)
- Group Task Cards (page 38)
- Houses of the Oireachtas Joint Committee on Jobs, Enterprise and Innovation (2015), 'Low Pay, Decent Work, and the Living Wage,' available: <http://www.oireachtas.ie/parliament/media/committees/Low-Pay,-Decent-Work-and-a-Living-Wage.pdf> (Optional)
- Teacher Resource Sheet: Housemaids' Associations (page 39)
- Flipchart sheets
- Markers

Integrated reflection activity:

- Student Worksheet: Gathering Thoughts (page 7)

Homework Task:

- Teacher Resource Sheet: Housemaids' Quotes (page 40)

Introduction:

In this lesson students review their learning from Lesson Three. They watch a short video about Housemaids in Ethiopia, and work together in small groups, using a variety of methodologies, to summarise their learning. Students consider the range of learning methodologies experienced in this lesson, and discuss which methodologies are best, and why.

STEP-BY-STEP INSTRUCTIONS:

ACTIVITY ONE:

Review of Lesson Three

1. Ask students to look at their completed Lesson Three homework task worksheet.
2. Take each pair on the worksheet in turn (i.e. begin with 'a 13-year old girl or a soldier fighting in a rebel army' and end with 'a former footballer or a fundraiser for a United Nations children's charity'), and ask students why they picked the person in each pair. What were their impressions of the person they did not pick?
3. Display Teacher Resource Sheet: Who would you rather spend a day with? (page 36), and ask for reactions to the fact that each 'pair' is really a description of two different roles or identities for the same person.
4. Ask students to comment on what, if anything, they have learned about themselves and the way they think about certain 'types' of people as a result of this activity?
5. Explain that all stereotypes, whether negative or positive (e.g., 'Jamaicans are really relaxed' or 'gay men have fantastic fashion sense' etc.) are problematic because they tend to be patronising in tone and damaging in effect. As Chimamanda Adichie pointed out in her 'Danger of a Single Story' talk, it is important to educate ourselves as much as possible so that we don't fall into the trap of making assumptions about people because of the culture, gender, race etc. to which they belong.



First years are all small.
Girls can't play console/computer games.
All boys are the same.
Blondes are stupid.
The French are snobby.
All Irish drink.
Germans are all serious, very hardworking and punctual.



STUDENT QUOTES

6. Display the completed Student Worksheet: Gathering Thoughts from Lesson Three on the board.
7. Ask students think back to the Lesson Three activities, and to comment on/add to the responses on the board.

ACTIVITY TWO:

Let's think about Ethiopia

1. Explain that girls and women make up 49.6% of the world's population of approx. 7 billion people. However, girls/women and boys/men do not always have the same opportunities in life.
2. Ask the class for examples of when girls and boys are not given the same opportunities, or when they are treated differently.

Lesson Four: Housemaids' Association in Ethiopia

NOTE: Depending on your group you may wish to prompt students to think about the types of chores or jobs they are asked to do at home, the subjects they study in school, or the types of jobs that they have when they grow up etc.

3. Locate Ethiopia on a map of the world.
4. Invite students to call out what they know about Ethiopia and record their responses on the board.

TEACHER TIP: You might find it useful to refer back to Lesson Three: The danger of a single story.

NOTE: Depending on your class you may wish to display Teacher Resource Sheet: Ethiopia – Country Fact File (page 34).

5. Explain that every country around the world needs to make sure that girls and women have equal chances to boys and men. There is always room for improvement. For example, in Ireland, in February 2016, 22% of the TDs elected were women (=35 female TDs), while in Ethiopia 26% of the female representatives at national government level were women. On the other hand, in Ethiopia only 7.8% of women had some years of secondary schooling, while 81% of Irish women attended secondary school.

ACTIVITY THREE: Housemaids' Associations in Ethiopia

1. Show the first 6 minutes of the video about Housemaids' Associations in Ethiopia (available: <http://www.youtube.com/watch?v=OIEvJrrqcws>).
2. Display Teacher Resource Sheet: UDHR (page 21) and ask students to identify the article(s) in the UDHR most relevant to what they have seen in the video, either in terms of rights that have been abused or denied, or rights that the Housemaids' Associations are working to achieve.
3. Ask the class if they know of people in Ireland who do not have access to decent working conditions? What protection is available to these people?

NOTE: Depending on your class you may wish to share some of the information available in a 2015 report entitled 'Low Pay, Decent Work, and the Living Wage,' produced by the Joint Committee on Jobs, Enterprise and Innovation (available: <http://www.oireachtas.ie/parliament/media/committees/Low-Pay,-Decent-Work-and-a-Living-Wage.pdf>).

4. Divide the class into six groups.
5. Allocate one task from Group Task Cards (page 38) to each group.
6. Circulate around the room, checking that each group understands their task.
7. Distribute flipchart sheets and markers as required.
8. Show the video again.

NOTE: Depending on your class you may also wish to display or share the information provided on Teacher Resource Sheet: Housemaids' Associations (page 36).

9. Invite students to carry out the task on their Group Task Card.
10. Ask each group to present their completed task.

11. Explain that each group task was different – some of the tasks involved writing, others involved speaking or drawing. Ask students which task or learning methodology was best, and why?

Integrated reflection activity:

- Give Student Worksheet: Gathering Thoughts (page 7) to a student and ask them to respond to one of the questions/statements on the worksheet, before passing it onto someone else.

TEACHER TIP: Encourage students who haven't previously responded to the Gathering Thoughts worksheet to have a go.

- Collect the completed worksheet for use in Lesson Five.

Homework Task:

- Display Teacher Resource Sheet: Housemaids' Quotes (page 40).
- Invite students to pick one quote and use their creative writing skills to write a diary entry by that housemaid, giving detail about a typical day in her life. Encourage students to think back to the UDHR and include reference to human rights in their diary entry.

NOTE: The steps for reviewing this homework activity are outlined at the start of Lesson Five.

GATHERING THOUGHTS



The activity I liked the best was...working on the poster with my group because...I got to interact with other people in my class.



The activity I liked the best was...the group task in which we had to write a speech on a topic 'strength in numbers' because...we got to express our opinion and write it down.



Things I found interesting...the determination of the housemaids.



One last thought is...how they are dreaming of an education, and we just want to get out of school.



This opened up my mind about how I take my education for granted.



STUDENT QUOTES



LESSON FOUR: ACTIVITY ONE

A 13-YEAR-OLD GIRL

and

**A SOLDIER FIGHTING IN A
REBEL ARMY**

UNICEF estimates up to 300,000 under 18 years are fighting in conflicts around the world right now. Approximately 20%-30% of these child soldiers are girls.

**A PROFESSOR WHO WON A
NOBEL PRIZE**

and

**A KENYAN WOMAN CAMPAIGNING
FOR HUMAN RIGHTS AND
ENVIRONMENTAL ISSUES**

Wangari Maathai (1940 – 2011) was a Kenyan environmental and political activist. She was educated in the University of Pittsburgh and the University of Nairobi in Kenya. In the 1970s, Maathai founded the Green Belt Movement, an environmental non-governmental organization (charity) focused on the planting of trees, environmental conservation, and women's rights. In 2004, she became the first African woman to receive the Nobel Peace Prize for "her contribution to sustainable development, democracy and peace". Maathai was an elected member of the Kenyan Parliament, and served as assistant minister for Environment and Natural Resources, 2003-2005.

**AN ECONOMIST AND PRESIDENT
OF AN AFRICAN COUNTRY**

and

A GRANDMOTHER IN HER SIXTIES

Ellen Johnson-Sirleaf became Liberia's President in 2006, and was re-elected in 2011. She is a former World Bank Economist and won a Nobel Peace Prize in 2011. She has four sons and eight grandchildren.

A FAMOUS FOOTBALLER

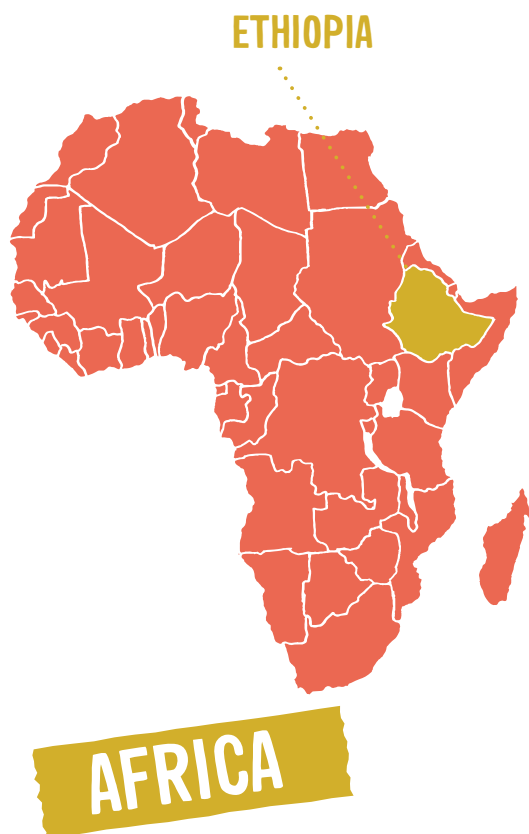
and

**A FUNDRAISER FOR A UNITED
NATIONS CHILDREN'S CHARITY**

David Beckham has been a UNICEF supporter for many years. In January 2005 he became a Goodwill Ambassador for UNICEF with a special focus on the organization's sports for development programme.



LESSON FOUR: ACTIVITY TWO



LOCATION:

Horn of Africa

OFFICIAL NAME:

The Federal Democratic Republic of Ethiopia

FLAG:



POPULATION:

96.5 million

LIFE EXPECTANCY:

64.1 years

CURRENCY:

Ethiopian birr
(1 birr is worth approx. 4c)

CAPITAL CITY:

Addis Ababa

OFFICIAL LANGUAGE: Amharic

INTERESTING FACT 1:

Ethiopia won 7 medals for track and field events in the 2012 Olympic Games in London - 3 gold, 1 silver and 3 bronze. All the gold medallists were women.

INTERESTING FACT 2:

Ethiopia is home to 9 UNESCO world heritage sites, more than any other country in Africa.

LESSON FOUR: ACTIVITY TWO

TASK 1

DESIGN A DVD COVER FOR THE FILM.

INCLUDE:

- DESCRIPTION
- IMAGES

TASK 2

DESIGN A 'HOUSEMAIDS AND HUMAN RIGHTS' POSTER FOR YOUR CLASSROOM WALL BASED ON THE UDHR AND THE CONTENT OF THE FILM.

TASK 3

IMAGINE YOU WORK FOR A TV GUIDE. WRITE A DESCRIPTION OF THE FILM, TELLING PEOPLE WHAT TO EXPECT AND ENCOURAGING THEM TO WATCH.

TASK 4

PREPARE A TWO-MINUTE TALK ENTITLED 'STRENGTH IN NUMBERS' BASED ON WHAT YOU SAW IN THE FILM.

TASK 5

USE A VENN DIAGRAM TO COMPARE AND CONTRAST THE STORY OF THE HOUSEMAIDS IN ETHIOPIA WITH THE STORY OF PEOPLE WORKING BELOW MINIMUM WAGE IN IRELAND.

TASK 6

PREPARE THE SCRIPT OF A CONVERSATION BETWEEN A TEENAGE ETHIOPIAN HOUSEMAID AND A 'TYPICAL' TEENAGE GIRL LIVING IN IRELAND.



LESSON FOUR: ACTIVITY TWO

Housemaids:

- Work either full-time or part-time
- Can work up to 16 hours per day
- Often work in the homes of relatives
- Are often children
- Are unusually unpaid, or are not paid enough to support themselves outside of their employers' house
- Sometimes go to school or college on a part-time basis

Housemaids' Associations:

- Try to make sure that housemaids are paid a fair wage and have proper working conditions
- Organize contracts between housemaids and their employers
- Provide training on HIV/AIDS, reproductive health, life skills, and women's rights
- Provide small loans to members who want to set up their own income generating activities (e.g. spinning cotton to make traditional blankets etc.)
- Support members to get an education (e.g. provide money to buy books, stationary etc.)



Cotton spinners, known as 'inzirt,' used by Ethiopian women to make traditional blankets



LESSON FOUR: ACTIVITY TWO

I have to clean the house, prepare food, wash clothes and do other domestic routines. These household tasks should be accomplished during day time. If I prepare food at night, it will get spoiled next day and may pose health problems [for] the family. Hence, the nature of my job does not allow me to attend schooling in the regular day time. The only alternative I had was to get enrolled in the evening programme.

I am a grade 6 student. I always face a heavy work burden. When I sit to attend class, I usually feel sleepy. This is because I always go there being entirely exhausted by the domestic work. Last year, I failed to be promoted to grade 7. If I fail this year, I will be forced to quit schooling, and I will wait until things become convenient for me.

I am a full-time housemaid, paid 150 birr (approx. €6.00) per month. My employers are family-like, allowing me to attend school during day-time, and I am a 9th grader now. They are happy to send me to school and to our Housemaids' Association too. The only problem I am facing is the fact that the domestic workload is taking much of my time; as a result, I seriously fall short of time to study and do my assignments, which has a detrimental impact on my academic achievement. And my performance has become lower and lower.

I am working in my employer's house with no salary. Although my employer agreed to cover my educational expenses, she does not fulfil all I need. As a result, I faced problems getting exercise books, pens and other educational materials. However, after I became a member of [the] housemaids association, [they] support me with the necessary educational materials that I need.

LESSON FIVE



LESSON FIVE

ACTIVE LEARNING METHODOLOGIES

Approximate time:

Double class

Learning intentions:

Students will learn to:

- Evaluate the effectiveness and enjoyment levels of a range of active learning methodologies
- Consider the implications of teaching learners with multiple intelligences

Materials:

Activity One: Review of Lesson Four

- Teacher Resource Sheet: Housemaids' Quotes (page 40)
- Student Worksheet: Gathering Thoughts (completed in Lesson Four)

Activity Two: Ranking Methodologies

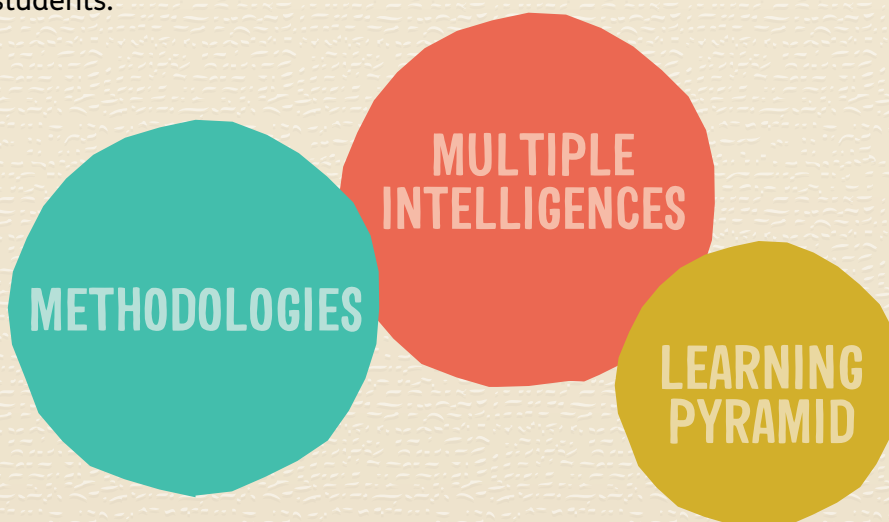
- Teacher Resource Sheet: Learning Methodologies (page 46)
- Methodologies Cards (page 46)
- Teacher Resource Sheet: Learning Pyramid (page 47)
- MI Questionnaire (pages 48-50) – optional

Integrated reflection activity:

- Student Worksheet: Gathering Thoughts (page 7)

Introduction:

In this lesson students review their learning from Lesson Four. Students consider the various learning methodologies experienced in the Unit, and work together to rank methodologies under the headings of 'enjoyable' and 'effective'. Students think about the need to cater for different types of learners, and how they might organize a short teaching session for peers or younger students.



STEP-BY-STEP INSTRUCTIONS:

ACTIVITY ONE:

Review of Lesson Four

1. Display the completed Student Worksheet: Gathering Thoughts from Lesson Four on the board.
2. Ask students think back to the Lesson Four activities, and to comment on/add to the responses on the board.
3. Display Teacher Resource Sheet: Housemaids' Quotes (page 40).
4. Ask 2-3 volunteers to identify their chosen quote, from Lesson Four homework task, and to present their housemaid's typical day.

TEACHER TIP: Depending on your class you may wish to collect diary entries for correction.

5. Facilitate a whole class discussion using the following questions as prompts:
 - Who enjoyed this creative writing homework task? Why?
 - What did you learn?
 - Did it help you to think about what you learned in class about human rights and Housemaids in Ethiopia? How?
 - Can you think of any other homework that would have been good to do instead – more interesting, supported learning etc?

ACTIVITY TWO:

Ranking Methodologies

1. Summarise the content of the lessons covered up to this point.

NOTE: You may find it useful to draw on the introductory text for Lessons One-Four.

2. Invite students to call out the different activities (or learning methodologies) they have participated in during the Unit.
3. Display Teacher Resource Sheet: Learning Methodologies (page 45).
4. Divide the class into small groups.
5. Distribute one set of Methodologies Cards (page 46) (including some blank cards) to each group.
6. Invite students to read through the different methodologies cards. If they know of additional methodologies these can be written on the blank cards in their set.
7. Explain that each group should rank the methodologies under the headings of 'Enjoyable' and 'Effective'. They should be prepared to give reasons for their top 1-2 choices under each heading.
8. Facilitate feedback from each group, focusing on the reasons why particular methodologies are favoured. Highlight the different choices made by groups, and ask students to discuss these differences?
9. Display Teacher Resource Sheet: Learning Pyramid (page 47) on the board.
10. Explain that the learning pyramid is based on research that shows that learners tend to remember more of their learning when they are actively engaged.

Lesson Five: Active Learning Methodologies

11. Explain that teachers try to keep all learners engaged, and make sure that learning is also as enjoyable as possible. Point out that every classroom includes a range of personalities and learning strengths or types of intelligence. A famous American psychologist called Howard Gardiner, believes that everyone is intelligent, but that we are all smart in different ways.

OPTIONAL ACTIVITY:

Depending on your class you may wish to give each student a copy of the MI Questionnaire (pages 48-50), based on the research of Howard Gardiner. Stress that this questionnaire is a snapshot in time – if students filled the questionnaire out again in a year’s time they might get different scores. This is because there is always room for improvement, and intelligences can be strengthened. Once students have completed the questionnaire, ask for feedback about the range of intelligences in the room. Use this information to highlight the fact that every classroom includes a range of intelligences.

12. Facilitate a whole class discussion about how teachers can cater for the range of intelligences which might be present in their classroom.
13. Conclude by reminding students that their project will involve preparing and teaching a 15-minute session with peers (or younger students), about the UDHR and the Housemaids in Ethiopia.

TEACHER TIP: Further details about the project, including success criteria is available on page 51.

Integrated reflection activity:

- Give Student Worksheet: Gathering Thoughts (page 7) to a student and ask them to respond to one of the questions/statements on the worksheet, before passing it onto someone else.

NOTE: Encourage students who haven’t previously responded to the Gathering Thoughts worksheet to have a go.

Read the completed worksheet aloud, encouraging students jot down any useful points which might help them plan their peer teaching session.

STUDENT QUOTE

“ One last thought... Learning is different for everyone. ”

Homework Task:

Invite students to draft 3-4 bullet points about the possible content/methodology they could use in their peer teaching session.



LESSON FIVE: ACTIVITY TWO

So far in this Unit...

- Art (posters, drawing)
- Creative writing (e.g. blurb on Housemaids video for a TV guide, diary of a housemaid etc.)
- Drama (freeze frame)
- Film footage (e.g. UDHR animation, Chimamanda Adichie TED Talk, Housemaids' Associations in Ethiopia)
- K-W-L Chart
- Peer teaching (Think - pair – share)
- Structured discussion (small groups and whole class)
- Table Quiz
- Worksheets (for individuals, pairs and small groups)

Other methodologies



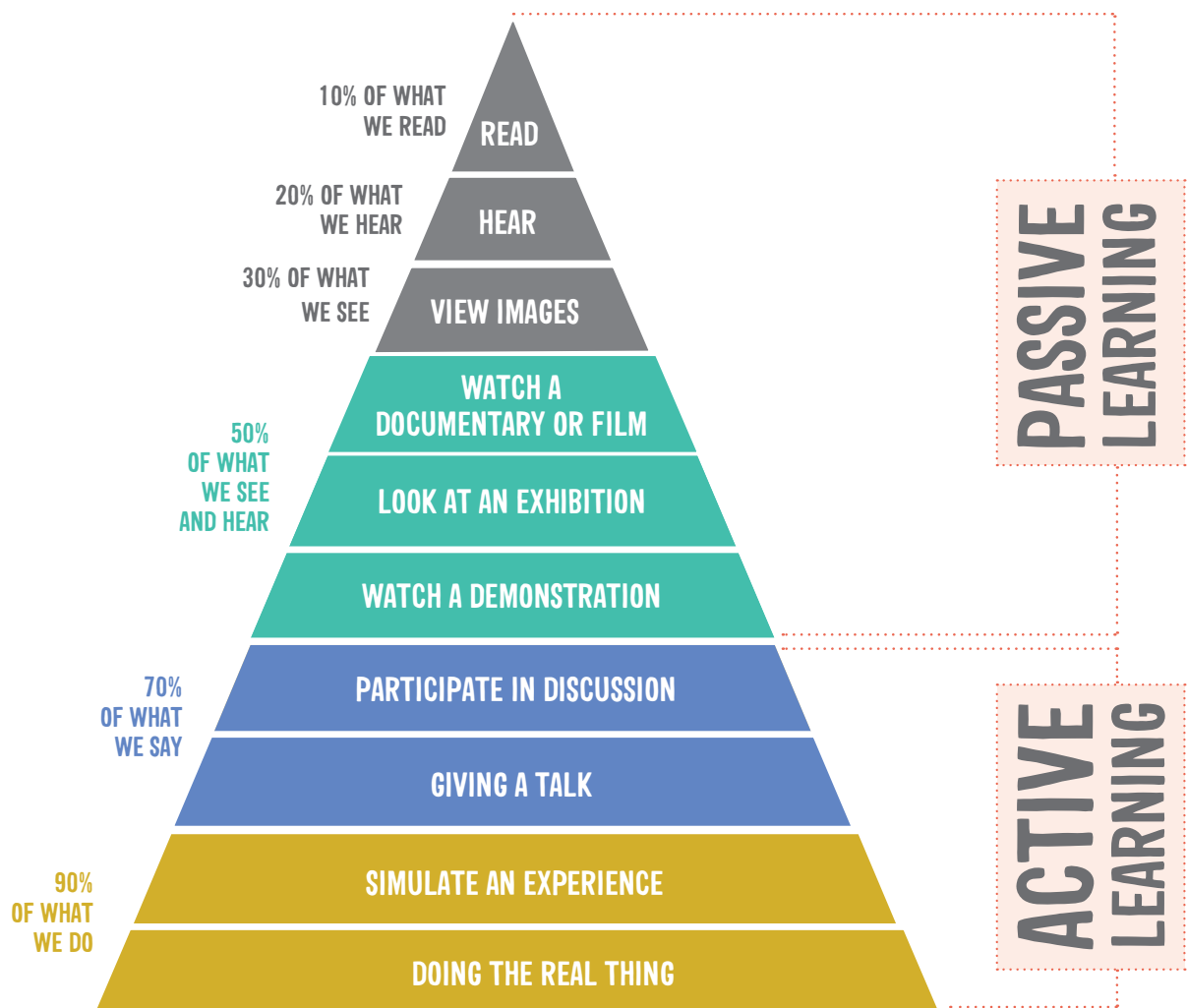
LESSON FIVE: ACTIVITY TWO

| | | |
|---|--|--|
| Questionnaires/ Surveys | K-W-L Chart (Know, Want to know, Learned) | Worksheets |
| Quiz | Film (documentaries, TED Talks etc.) | Structured discussion (pair, small group, whole class) |
| Drama (role play, freeze frame etc.) | Art (drawing, designing logos, making posters etc.) | Creative writing (diary entries, imaginative essays etc.) |
| Think-pair-share (think on your own, pair with someone else and discuss, then share in a group) | Case studies (about people or events etc.) | Newspaper articles |
| Photographs/images (interpreting images, writing captions for photos etc.) | Interviews | Cloze Test (complete the sentence, fill in the blanks etc.) |
| Debate/ Walking Debate | Giant Steps | Mindmaps |
| | | |



LESSON FIVE: ACTIVITY TWO

After 2 weeks we tend to remember...



MULTIPLE INTELLIGENCE – QUESTIONNAIRE

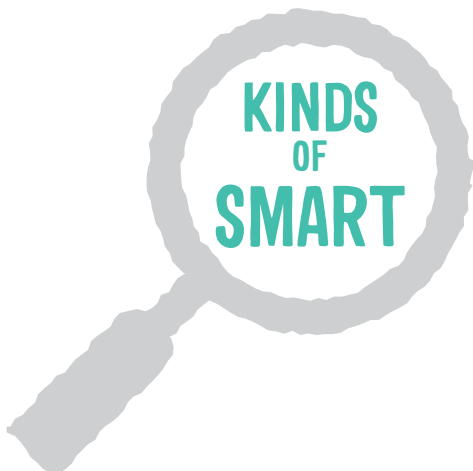
Read each sentence, then quickly tick true or false, depending on whether the sentence applies to you.
Do not think too much about it – go with your first reaction.

| BODILY-KINAESTHETIC INTELLIGENCE (BODY SMART) | TRUE | FALSE |
|---|--------------------------|--------------------------|
| I use my hands a lot when talking | <input type="checkbox"/> | <input type="checkbox"/> |
| I do at least one sport in my own free time on a regular basis | <input type="checkbox"/> | <input type="checkbox"/> |
| I find it difficult to sit still for long periods of time | <input type="checkbox"/> | <input type="checkbox"/> |
| I like working with my hands on concrete activities | <input type="checkbox"/> | <input type="checkbox"/> |
| My best ideas come when I'm out walking or active in some way | <input type="checkbox"/> | <input type="checkbox"/> |
| I often like to spend my free time outdoors | <input type="checkbox"/> | <input type="checkbox"/> |
| I need to touch things in order to learn about them | <input type="checkbox"/> | <input type="checkbox"/> |
| I enjoy daredevil amusement rides or other thrilling physical experiences | <input type="checkbox"/> | <input type="checkbox"/> |
| I am pretty well co-ordinated, i.e. not clumsy or awkward in my movements | <input type="checkbox"/> | <input type="checkbox"/> |
| I prefer to learn a new skill by doing it, rather than reading about how to do it | <input type="checkbox"/> | <input type="checkbox"/> |

Total for which you ticked true = ___ / 10

| VERBAL-LINGUISTIC INTELLIGENCE (WORD SMART) | TRUE | FALSE |
|--|--------------------------|--------------------------|
| Books are very important to me | <input type="checkbox"/> | <input type="checkbox"/> |
| I can hear words in my head before I read or speak or write them down | <input type="checkbox"/> | <input type="checkbox"/> |
| I get more out of listening to the radio than I do out of TV or films | <input type="checkbox"/> | <input type="checkbox"/> |
| I am good at word games like Scrabble | <input type="checkbox"/> | <input type="checkbox"/> |
| I enjoy entertaining myself or others with tongue twisters or puns | <input type="checkbox"/> | <input type="checkbox"/> |
| Other people sometimes ask me to explain the words I use when writing and speaking | <input type="checkbox"/> | <input type="checkbox"/> |
| English and History are easier for me than Maths and Science | <input type="checkbox"/> | <input type="checkbox"/> |
| When out driving I notice the words on ad boards more than the scenery | <input type="checkbox"/> | <input type="checkbox"/> |
| I often talk about the things I have read or heard | <input type="checkbox"/> | <input type="checkbox"/> |
| I've written something recently that I was proud of, or others praised me for | <input type="checkbox"/> | <input type="checkbox"/> |

Total for which you ticked true = ___ / 10



| INTERPERSONAL INTELLIGENCE (PEOPLE SMART) | TRUE | FALSE |
|--|------|-------|
| People often come to me for advice | | |
| I prefer group sports (e.g. volley ball) to solo sports (e.g. swimming or jogging) | | |
| If I have a problem I'll ask for help, and not try to solve it by myself | | |
| I have at least three close friends | | |
| I like social games/activities rather than individual ones that I do alone | | |
| I enjoy the challenge of teaching others what I know and can do | | |
| I consider myself a leader, or others have called me that | | |
| I feel comfortable in the middle of a crowd | | |
| I like to get involved in social activities connected with my school/church/ community | | |
| I prefer to be with a group at night to being on my own at home | | |

Total for which you ticked true = ___ / 10

| INTRAPERSONAL INTELLIGENCE (SELF SMART) | TRUE | FALSE |
|--|------|-------|
| I like to spend time alone, thinking about me | | |
| I like classes that help me learn more about myself | | |
| I have opinions that set me apart from the crowd | | |
| I have a special hobby/interest that I keep to myself | | |
| I have important goals for my life that I think about often | | |
| I have a good idea of my strong points and my weak points | | |
| I'd prefer to spend a weekend alone, rather than with crowds of people | | |
| I consider myself strong willed and independent minded | | |
| I keep a diary to record the events of my life | | |
| I would like to be self-employed | | |

Total for which you ticked true = ___ / 10

| MUSICAL INTELLIGENCE (SOUND SMART) | TRUE | FALSE |
|---|------|-------|
| I have a pleasant singing voice | | |
| I can tell when someone sings off key or out of tune | | |
| I spend a lot of time listening to music | | |
| I play a musical instrument | | |
| My life would be poorer if there were no music in it | | |
| I often find a TV jingle or tune running through my mind as I walk or study | | |
| I can keep time to a piece of music with a drum or sticks | | |
| I know the tunes to many different songs or musical pieces | | |
| If I hear a piece of music once or twice I can sing it back | | |
| I often tap to a tune or sing a tune while studying or working | | |

Total for which you ticked true = ___ / 10

Lesson Five:
Active Learning Methodologies

| VISUAL-SPATIAL INTELLIGENCE (IMAGE SMART) | TRUE | FALSE |
|--|------|-------|
| I often see clear pictures/images when I close my eyes | | |
| I'm sensitive to colour | | |
| I like using a camera or camcorder to record what I see around me | | |
| I enjoy doing jigsaw puzzles, finding my way through mazes or visual puzzles | | |
| I have vivid dreams at night | | |
| I can usually find my way around places that I don't know well | | |
| I like to draw or doodle | | |
| Geometry is easier for me than algebra | | |
| I can imagine how something would look if I were right above it | | |
| I prefer books that have lots of pictures in them | | |

Total for which you ticked true = ___ / 10

| LOGICAL-MATHEMATICAL INTELLIGENCE (LOGIC SMART) | TRUE | FALSE |
|--|------|-------|
| I can easily add and subtract numbers in my head | | |
| Maths and Science are my favourite subjects | | |
| I enjoy playing games/solving puzzles that need logical thinking | | |
| I like to set up little 'what if' experiments (e.g. what if I double the amount of water I give a plant every week') | | |
| I'm always looking for patterns and logical sequences or order in things | | |
| I'm interested in all new developments in science | | |
| I believe almost everything has a rational explanation | | |
| I sometimes think in clear, wordless, pictureless thoughts | | |
| I always notice when people are not being logical in what they say | | |
| I like it when things are measured, analysed and put into categories | | |

Total for which you ticked true = ___ / 10

| NATURALIST INTELLIGENCE (NATURE SMART) | TRUE | FALSE |
|---|------|-------|
| I like to walk in the country | | |
| I enjoy gardening | | |
| I like to get to know the names of plants and trees around me | | |
| Biology is one of my favourite subjects | | |
| I watch nature programmes on TV when I get the chance | | |
| I am conscious of environmental challenges and try to avoid contributing to these | | |
| When out for a walk I stop to look at rocks, trees, wild flowers etc. | | |
| I recognise and can differentiate between types of car on the road | | |
| When cooking I try to use fresh, natural ingredients as much as possible | | |
| I think all gardeners should keep a compost heap | | |

Total for which you ticked true = ___ / 10

CHECK YOUR HIGHEST SCORES TO DISCOVER WHICH KIND OF SMART(S) YOU ARE!

PROJECT BRIEF: PEER TEACHING ACTION

“TO TEACH IS TO LEARN TWICE OVER”
JOSEPH JOUBERT

Introduction:

Drawing on their learning from this Unit, students are invited to prepare and teach peers (or younger students) in a session of approximately 15 minutes.

Organisation:

The peer teaching action can be completed by individual students or by small groups of students working together.

Small group roles might include some of the following:

- Researcher(s) – to gather relevant case studies/data to inform the content of the peer teaching session
- Materials developer(s) – to create worksheets, organize equipment etc.
- Facilitator(s) – to take on the role of ‘teacher’
- Observer(s) – to take notes during the session, paying particular attention to record the reactions and responses of the learners
- Videographer / Photographer – to take video footage or photographs during the session
- Evaluator(s) – to reflect on the aims and objectives of the peer teaching session, whether these were achieved, what went well and what could have been improved etc.

Success Criteria (to be shared with students):

You must:

- Allocate appropriate roles within the group
- Prepare a written plan of your session, together with any support materials required (e.g. PowerPoint, flipchart sheets, handouts, worksheets, film footage, ICT equipment etc.)
- Focus the content of your session on the experiences of Housemaids in Ethiopia
- Refer to the UDHR
- Use at least one active teaching methodology in the delivery of your session

You should

- Carry out research in advance
- Use facts or statistics to back up your points
- Think about your learners, and use language/examples they will understand
- Respond to any questions raised by learners

You can

- Ask open-ended questions
- Use attractive visuals
- Use quotes from well-known people
- Use humour if appropriate

LESSON SIX



LESSON SIX

EVALUATION AND REFLECTION

Approximate time:

Single class

Learning intentions:

Students will learn to:

- Evaluate a peer teaching experience
- Consider whether or not Unit learning outcomes have been achieved
- Reflect on what has been learned during class contact time and as a result of the peer teaching project

Materials:

Activity One: Review of peer teaching project

- Images and video recordings (if available) of peer teaching sessions

Activity Two: Review of class work

- Teacher Resource Sheet: Learning Outcomes (page 55)
- Teacher Resource Sheet: K-W-L Chart (partly completed in Lesson One: Activity Two)

Homework Task:

- Student Worksheet: My Learning Goals (completed and handed up in Lesson One: Activity Three)
- Student Worksheet: Final Reflection (pages 56-58)

Introduction:

This lesson focuses on a process of review, evaluation and reflection. Students start by reviewing and evaluating their peer teaching project. They consider whether or not the Unit learning outcomes were achieved, and complete the 'L' (Learned) section of the K-W-L Chart from Lesson One. The Unit ends with students thinking about the information acquired, skills developed, insights gained, outstanding questions they have, and reflecting on learning from classwork and project alike.



STEP-BY-STEP INSTRUCTIONS:

ACTIVITY ONE:

Review of peer teaching sessions

1. Ask each group to briefly outline their peer teaching session. Where possible they should accompany their presentation with video recordings or images.
2. Facilitate discussion using the following questions as prompts:
 - What were the most memorable moments of the peer teaching sessions? Why?
 - What were the most challenging aspects? Why?
 - Were the sessions effective/enjoyable for learners? How do you know?
 - What, if anything would you do differently?
 - Sum up the experience in one sentence.

ACTIVITY TWO:

Review of class work

1. Display Teacher Resource Sheet: Learning Outcomes (page 56).
2. Read through each learning outcome and ask students to give a thumbs up if they consider that they have achieved that particular learning outcome, or a thumbs down if they have not yet achieved that learning outcome.
3. Ask students for feedback relative to their responses. If their thumb is up ask them to identify one or more activity they associate with this learning outcome. If their thumb is down ask what, if anything, could now be done to help them achieve this learning outcome.
4. Display the Teacher Resource Sheet: K-W-L Chart.

NOTE: The 'K' (Know already) and 'W' (Want to know) columns were completed in Lesson One: Activity Two.

5. Ask for volunteers to read the text in the 'K' and 'W' columns.
6. Invite students to volunteer what they have learned from participation in the Unit, and record their responses in the 'L' (Learned) column.

Homework Task (FINAL REFLECTION):

- Return completed Student Worksheet: My Learning Goals to each student.

NOTE: This worksheet was completed and handed up in Lesson One: Activity Three.

- Display Student Worksheet: Final Reflection (pages 56-58) on the board.
- Invite students to use their completed Student Worksheet: My Learning Goals to help with Student Worksheet: Final Reflection - the concluding activity in the Unit.

TEACHER TIP: You may wish to collect the completed final reflection worksheets for correction.



LESSON SIX: ACTIVITY TWO

In this Unit I have...

- identified different types of human rights
- learned about people living in poverty or experiencing inequality and how they are working to make their lives better
- debated the pros and cons of media freedom
- taught others about human rights and development using active methodologies
- reflected on my learning





LESSON SIX

Name:

INFORMATION LEARNED

| Class work | Peer teaching project |
|------------|-----------------------|
| | |

SKILLS I HAVE DEVELOPED

| Class work | Peer teaching project |
|------------|-----------------------|
| | |



INSIGHTS I HAVE GAINED

| Class work | Peer teaching project |
|------------|-----------------------|
| | |

QUESTIONS I STILL HAVE

| Class work | Peer teaching project |
|------------|-----------------------|
| | |



MY REFLECTIONS

| Class work | Peer teaching project |
|------------|-----------------------|
| | |

STUDENT QUOTES

Information learned:

UDHR, the different sections and categories of rights.

Ethiopia as a country, as well as the issues of the Ethiopian housemaids.

Different types of learning methods.

I learned more about human rights being violated and how they are implemented when I did the research.

Younger classes are more interactive and alert.

Skills developed:

Creativity when doing the group tasks about the UDHR and the Housemaids.

Teamwork and cooperation when doing all the activities.

Public speaking

Organization skills – I helped to do a walking debate [with the first year students] and talked them through what they had to do.

Teamwork – we had to work together to make sure we weren't talking over each other and we all got a chance to teach.

Patience – I needed to be patient to give everyone a chance to speak.

Insights gained:

The UDHR activities really gave me an awareness of the rights of people around the world.

I got an insight into how small communities can help themselves with their own initiative – using projects to enforce rights without much help from other countries.

I saw how using different teaching methods changed how engaged students were, i.e. using a walking debate made them talk more and engage. Also, throwing the ball around put people on the spot which made them speak up.

I realised that a balanced view was missing – first year students were inclined to think Africa as a whole was full of problems, and didn't know there are more developed regions in Africa.

Our reflections:

I really enjoyed finding out about the Ethiopian housemaids. It makes you realise how much you don't know about issues around the world. I'd like to learn more about issues like this now.

I liked finding out about the different learning methodologies, the pros and cons and which ones to use with different groups.

I really enjoyed the peer teaching project, but I wish I could do it again with a clearer lesson plan.

I know I can talk to big groups now. I can remember stuff off the top of my head!

CLASS
WORK

PEER
TEACHING
PROJECT

CLASS
WORK

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