

HOW THE WORLD WORKS

A Resource For Teachers



Suitable for Transition Year Geography, History, Economics and R.E.



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Unit Descriptor

1. Title of transition unit

How the world works

2. Area of study

Local and Global citizenship

3. Overview

The unit provides students with the opportunity to explore how structures of poverty and inequality are maintained on a global level. Students will also consider the role that they play in the world and how they can help change the way the world works by assuming their responsibility as global citizens.

A strong emphasis on audio visual resources and active learning makes this a fun and accessible TU for all Transition Year students.

4. Related learning

This unit links with

Social Education in Leaving Certificate Applied

Leaving Certificate Economics – multinational companies, international trade and globalisation, developing countries and development, sustainable economic growth

Junior Certificate Geography – Section C - Economic Inequality: the Earth's Resources - who benefits?

Junior Certificate History – International Relations in the 20th century

Leaving Certificate Geography - Unit 6 – Global Interdependence

Leaving Certificate History – Early Modern Europe (colonisation, the slave trade, etc) Later Modern Europe (Economic consequences of the process of decolonisation, trade, aid and famine in post-colonial Africa)

Religious education – The religious imperative to act for justice and peace

ICT for research and presentation of project work

Proposed draft Leaving Certificate syllabus **Politics and Society**

5. Summary outline of the unit

A Handbook of Resource Materials is available to support teachers and students in working through this unit.

It is important to begin by asking the student to get a special journal that will be used each week to record their personal reflections on what they have learned and the skills they are developing.

This Transition Unit is broken into four parts

Part 1 – The shape of the world – introductory activities (3 weeks)

- Students participate in a table quiz to get them thinking about a range of interesting questions and facts about the world.
- Students participate in an activity to experience how the world's resources are divided
- Students examine visual images of people in the developing world as depicted in a variety of media sources, e.g. newspapers, magazines, internet, advertising, cartoons.
- Students examine different maps of the world to help them plot the location of countries in the Global South. They will consider why different maps show the world differently. Which one is correct? Or is there a correct map? How does Eurocentrism effect the way we see the world? Students will also examine maps that reflect incidence of poverty and inequality across the globe.

Part 2- The causes and consequences of global inequality (6 weeks)

- What do you think? Through a range of activities students are encouraged to think about what they consider to be the causes of North South inequalities.
- Students participate in the 'Trading Game' through which they gain an understanding of how trade relationships have historically disadvantaged poorer countries and how trade inequality continues today.
- Students discuss the history of slavery and its legacy today.
- Students find out 'who's who?' in global finance (the IMF, World Bank, the G8, etc) and their roles.
- Students explore the impact of debt and aid in the developing world and compare this to our own situation in Ireland today
- Mini-project work: Students choose a key issue that relates to global financial inequality – Trade, Debt, Tax flows, Aid. In small groups, the students explore their chosen topic and then decide how they will 'teach' their topic to their classmates.

This part of the unit might also include inputs from guest speakers.

Arranging a guest speaker. This might be good time to invite someone involved in working for change to talk to the students. The students should arrange venue, time and date suitable with speaker and school timetable. If the talk is to take place outside of the school arrange appropriate transport and obtain permission from parents for students' attendance. Students and teachers should prepare questions for the speaker in advance and take notes on points of interest during the talk. These notes will create a basis for reflection and discussion of the issues raised in a debriefing session during the next class.

Part 3 – Another world is possible (1-2 weeks)

- What values are at work? Students identify what values operate in making economic and political decisions in our world.
- They will explore different religious/ethical perspectives on wealth and poverty.
- Just imagine! Through a role-play, students will examine the amount of money found to rescue the banks and discuss how that same amount of money could be spent to eradicate poverty.
- If we ruled the world. Students will then draw up a set of values or principles that should govern ethical financial relationships both nationally and internationally.

Part 4 – Taking action (3-4 weeks)

- Students examine the power that young people possess. They will decide how to direct that power towards meaningful action for change.
- They will discuss different possible actions that they can take to bring about change and different campaigns – such as the Debt and Development campaign, the campaign for Trade justice, the campaign to support the Millennium Development Goals, and more.
- Students will agree upon an action, plan all aspects of the action, work together to complete the action and evaluate its impact.

6. Breakdown of the unit

The unit can be taught over a fifteen week period (e.g. Sept – Christmas) timetabled as follows:

- one double period a week (twenty hours class time)
- one single period a week (ten hours class time)
- the remainder of the time will consist of independent research and project work, organising guest speakers, journal work, etc.

This Unit could be greatly enriched by team-teaching. If it were not possible to timetable 2 teachers to be available to teach the unit at the same time then one teacher might teach the double period each week and another might teach the single period – each one focusing on different aspects of the unit, depending on the interests and expertise of the individual teachers – e.g. history, geography, economics, R.E.

7. Aims

This transition unit aims to:

- promote awareness about the causes of global inequalities
- create an understanding of how individuals and organisations can bring about change through their actions.
- cultivate empathy towards people in the Global South linked to a sense of responsibility towards working to support justice in the world.

8. Learning outcomes

Students should be able to

- critically evaluate their own perceptions of the world we live.
- critically analyse why people continue to experience poverty in a world of plenty.
- analyse and critique images and texts related to global development as presented in the media.
- recognise the impact of racist and stereotypical media images of the Global South.
- identify some of the historical reasons for the gap between rich and poor world.
- investigate different responses to tackling poverty and suggest solutions that can make a positive impact on tackling poverty.
- debate topics related to global inequality based on informed opinion.
- demonstrate an ability to work cooperatively in group and project work.
- collect and present data in a way that is interesting and challenging to their peers.
- demonstrate skills associated with research, communication and presentation.
- design and carry out an action that will raise awareness about global inequality and make a difference.
- show solidarity and an appreciation of human interdependence.

9. Key skills

How evidenced

| | |
|--------------------------------|--|
| information processing | Students will learn how to navigate the internet to find information in relation to global issues. They will develop the ability to record, organise, and summarise information and evaluate it from different perspectives. They will also have to think about how best to present it to their peers and to a wider audience in order to motivate action for change. |
| critical and creative thinking | Students will analyse global poverty issues, challenge assumptions, examine evidence and reach conclusions. They will be encouraged to think imaginatively about solutions to global inequality and their creativity will be fostered as they plan and carry out an action. |
| communicating | Students will engage in listening and dialogue around global justice issues, expressing opinions, discussing, speculating, challenging, reasoning, and engaging in debate and argument. |
| working with others | Students will become more sensitive to the views of others through a strong emphasis on dialogue and group work. The use of role-plays and other active learning will give students the chance to learn how to work together as will the research and project work. |
| being personally effective | Students will become more confident in presenting their views, learn how to evaluate their performance and those of their peers, learn how to give and receive feedback. They will also set personal and collective goals by their involvement in class activities and independent research and project work. Students will learn how to reflect on their own personal growth as a person and as a learner through the journal work. |

10. Teaching approaches

Experiential learning, large and small group discussion, case-studies, role-play, ICT based learning and independent research work.

11. Assessment approaches

The assessment will comprise two parts.

1. The first part will involve the completion of a journal. The journal will contain reflections on the student's response to each of the sessions. Five minutes should be allocated at the end of each class for students to record their thoughts and observations on each of the lessons. In some cases, students will need more time to complete their journal at home. Journal records should not be limited to the students' personal responses and questions should also be given by the teacher asking the students to consider key issues and challenges that arise. On occasion these questions could be prompted by the group discussion in debriefing sessions. The journal will also allow students identify what they have learned, what skills they have gained, and how the Unit has impacted on their attitudes and behaviour.
2. Students will also undertake a mini-project related to one of the topics. Their presentations will be assessed by their peers using the peer-assessment template. (See Handbook)

12. Evaluation

Students and teachers will be requested to complete an evaluation of the unit. See teaching resource.

13. Resources

A full set of teaching resources to support teachers in teaching this Unit are available in *How the world works*. This resource can be downloaded from www.debtireland.org. Hardcopies are available by phoning - (01) 6174835

The following websites may also be useful –

www.developmenteducation.ie/teachers/

www.irishaid.gov.ie/centre/teachers.asp

www.cyberschoolbus.un.org The United Nations website about global issues for students ages 5-18.

www.bbc.co.uk/learning

www.oneworld.net

www.globalissues.org

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This Transition Unit was developed in accordance with the NCCA template and Guidelines on writing a Transition Unit. Advice and support from Annette Honan, NCCA is gratefully acknowledged.

Background research on this resource was conducted by Daniel Finn

Introduction

The resource materials in this pack are designed to support teaching the Transition Unit **How the World Works**. The unit aims to

- ✳ promote awareness about the causes of global inequalities
- ✳ create an understanding of how individuals and organisations can bring about change through their actions
- ✳ cultivate empathy towards people in the Global South linked to a sense of responsibility towards working to support justice

The materials can be adapted to accommodate the needs and interests of diverse student groups and also to draw on nearby resources and links, for example, local development agency speakers or campaigning groups. It is hoped that these materials will support active learning and develop students' abilities to reflect on their learning and on the skills they are developing through their learning.

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

A cross-curricular approach

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

Advance planning

1. Read the Transition Unit Descriptor to get an overall sense of what this Unit is about.
2. Make early contact with agencies or groups who can contribute to the learning in the Unit. For example, there may be someone from the local community involved in promoting fair trade or active in campaigning who would be willing to speak to the group. Returned

development workers are another possible resource. There may also be local or national events that can be incorporated, for example, international human rights day (Dec. 10th).

3. Ask students to get ready for this Unit by purchasing a journal or special notebook for use in class each day.

A Note on Language

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



PART

1

The shape of our world



| | | | |
|-------------------|-------------------|-------------------|-------------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
| Activity 5 | | | |

Table quiz

Aims

- ✦ to provide a light introduction to the unit and generate students' interest
- ✦ to stimulate thinking about global issues
- ✦ to provide some basic facts about world development

Steps

1. Break up the class into small groups.
2. The teacher reads out the questions for each round (see Table Quiz Questions sheet) - there are 4 rounds with 4 questions in each round.
3. After each round, the teacher gives the answers to the questions, and encourages discussion. What answers surprised them? Why? The information sheet for teachers may also be useful in informing the discussion.

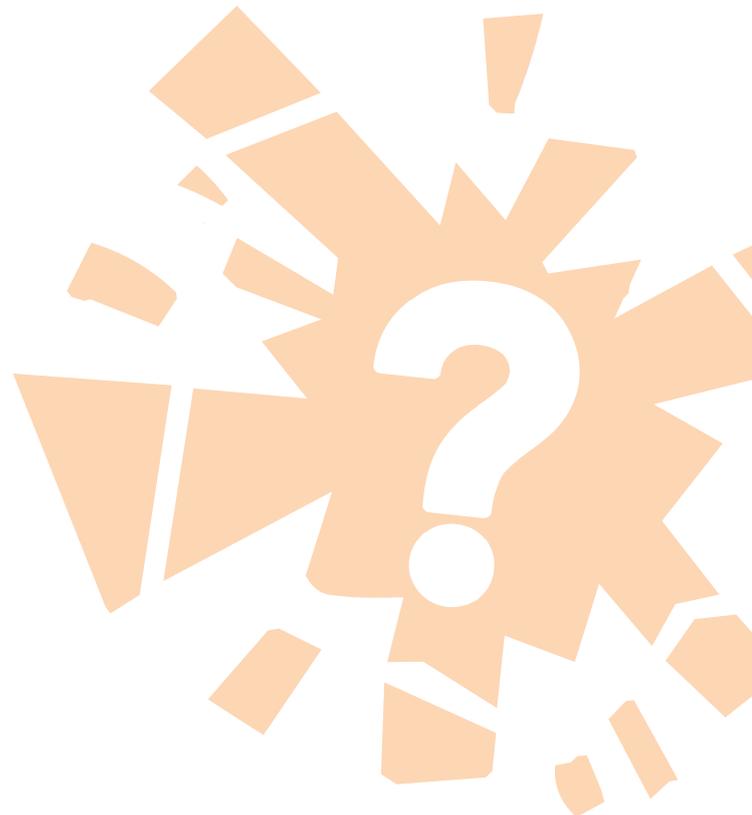


Table Quiz Questions

Round 1 (multiple choice)

- Which country has the biggest population in Africa?
 - Nigeria
 - Kenya
 - South Africa
- How much money did the world's three richest men have in 2009?
 - \$55 billion
 - \$30 billion
 - \$110 billion
- Which country has the most Internet users in the world?
 - China
 - USA
 - Japan
- Which of the following countries has the lowest life expectancy?
 - Iraq
 - Zambia
 - Afghanistan

Round 2 (true or false)

- True or false – A third of the world's obese people live in the developing world.
 T F
- True or false – by the start of 2009, private banks had received 15 thousand billion dollars of public money worldwide to compensate for the global financial crisis.
 T F
- True or false – 70% of people killed by natural disasters live in either Africa or Asia.
 T F
- True or false – in 2008, the United States spent more on arms than any other country in the world.
 T F

Round 3

- Which country makes half the world's clothes, half the world's computers, and three-quarters of the world's toys?

- Which is larger – the budget of the government of Mali or the salary bill of the English Premier League?

- People in the US throw away two and a half million plastic bottles every hour. Calculate how many bottles are thrown away every week?

- How much of the world's carbon emissions have come from the richest 15% of the world's population?
 - 30%
 - 45%
 - 60%

Round 4 (true or false)

- True or false - One in five of the world's people lives on less than \$1 a day
 T F
- True or false – a child dies of malaria every thirty seconds in Africa.
 T F
- True or false - A kiwi fruit flown from New Zealand to Ireland emits five times its own weight in greenhouse gasses.
 T F
- True or false – the Irish government is the biggest giver of Overseas Development Aid in the world (that is, as a % of our overall budget).
 T F



Answer Sheet

Round 1

1. Nigeria. Nigeria has a population of 150 million people. Ireland had a population of 4.2 million people in 2009. China and India have the biggest populations in the world (1.4 billion and 1.2 billion respectively).
2. \$110 billion
3. China
4. Zambia has an average life expectancy of 38 years; Afghanistan has an average life expectancy of 45 years; the life expectancy in Iraq is 69 years. Zambia has one of the world's highest rates of HIV infection (15% of the adult population has HIV) and this is the main reason why its life expectancy is so low.

Round 2

1. True
2. True
3. False. 90% of people killed by natural disasters come from Africa or Asia.
4. True. In 2008, the USA accounted for 48% of world military spending (\$711 billion). By contrast, global spending on HIV/AIDS in 2008 was \$13.7 billion.

Round 3

1. China
2. The total salary bill of the Premiership in 2008/09 was \$2 billion. Mali's government had a total budget of \$1.5 billion. There are twelve million people living in Mali.
3. 420 million bottles per week.
4. 23 countries make up the 15% of the world's population that has contributed 60% of carbon emissions since 1850.

Round 4

1. True
2. True
3. True
4. False. Ireland is the 6th highest but has cut its ODA budget by 24% in 2009.

| | | | |
|------------|------------|------------|------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
| Activity 5 | | | |

Who gets a fair share?

Aims

- ✦ To illustrate how unevenly the world's resources are distributed
- ✦ To provide students with an experience of inequality

Steps

1. Mark out 6 areas in the room to represent each of the following geographical areas: Europe, North America, Central and Latin America, Asia, Oceania, and Africa.
2. Explain to the group that they represent the world's population. They must now guess how many people should stand on each of the areas and divide themselves accordingly.
3. When the students have settled into place then show them the actual breakdown of population by region and help them to rearrange themselves according to the actual breakdown of population.

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

In a class of 20 students this might roughly work out as follows:
12 Asians, 3 Africans, 2 Europeans, 1 North American, 2 Central/Latin Americans.
Explain that just 1% of the world's population live in Oceania (Australia, New Zealand, etc.)

5. Then show the group 20 chocolate bars and explain that they represent all the food in the world. Ask each group to guess how many bars their groups/regions should get.
6. After each group has given their idea, divide the 20 bars of chocolate as follows:¹

Asians – 5 chocolate bars
Africans – 2½ chocolate bars
Central/Latin Americans – 2 ½ bars of chocolate
Europeans – 5 chocolate bars
North Americans – 5 chocolate bars

Discuss with your students

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

Ponder

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

- ✦ 37 would live on less than \$2 a day
- ✦ 80 would live in sub-standard housing
- ✦ 76 would not be able to read or write
- ✦ 50 would be malnourished
- ✦ 33 would lack access to safe water
- ✦ 24 would have no electricity
- ✦ 1 would have a university degree
- ✦ 7 would have an internet connection

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



Journal Work

At the end of each class ask the students to use their journals to help them reflect on what they have learned and how they have been affected by the issues explored in this class

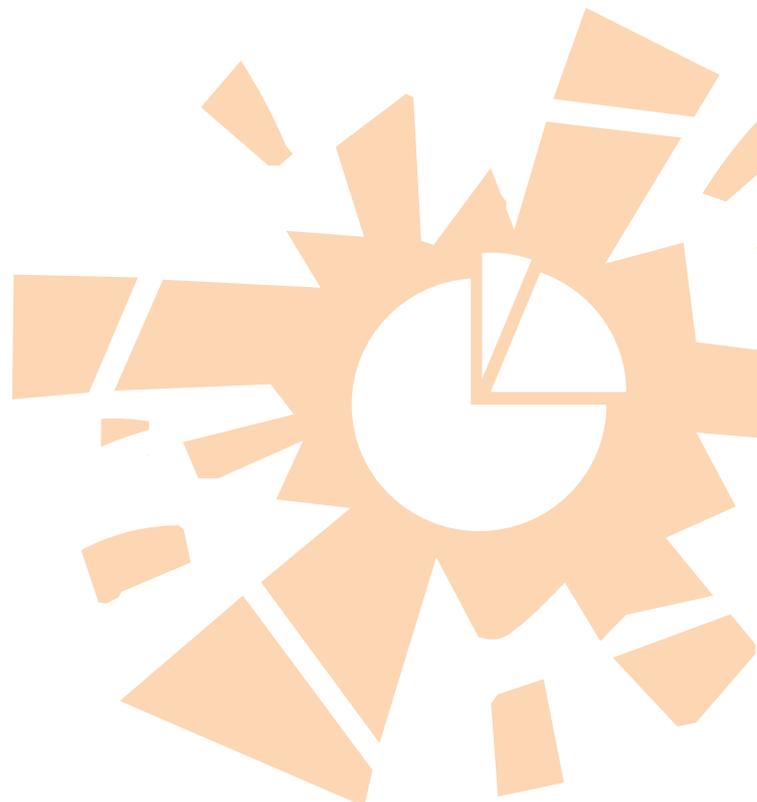
Ask the students to complete the following sentences in their journals...

- ✦ The most interesting thing I learned today was...
- ✦ I also learned...
- ✦ I was surprised by...
- ✦ I'd like to find out more about...
- ✦ The main thing I will take away from today is...



Useful websites

- ✦ Facts on development can be found at <http://www.developmenteducation.ie/teachers/>
- ✦ International Food Policy Institute <http://www.ifpri.org/>
This site contains lots of interesting information about global food consumption as well as the Global Hunger Index which ranks 119 Southern countries, beginning with the least hungry and ending with Burundi which is ranked the most hungry at 119 <http://www.ifpri.org/media/200610GHI/GHICountryresults.pdf>



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| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
| Activity 5 | | | |

Taking a second look

Aims

- ✦ to build students' skills in interpreting visual images
- ✦ to challenge stereotypes and perceptions related to rich and poor countries

Steps

1. Show students the slide show entitled *Part 1, Photo activity* on the CD Rom. Ask them to say where they think each photo was taken.
2. At the end of the slide show check to see which ones the students guessed correctly.
3. Discuss each image in turn and use it as an opportunity to challenge students' stereotypes about people and places in the Global South. Questions such as the following may help:
 - ✦ What surprised you? Why?
 - ✦ Where do you get most of your impressions of the Global South from?
 - ✦ Are they balanced? Are they fair?
 - ✦ Describe the image of Ireland and Irish people that people outside of Ireland might have? What aspects are positive and what aspects are negative? Is it the whole picture?
4. Each group is to look at this same photo (on CD) and come up with as many questions about the photo as possible.

5. When they have completed that task, then they should attempt to answer the questions. Agree a set time and at the end of the task invite each group to share their questions and answers and notice how different groups may have interpreted the same image very differently.



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



Journal Work

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

- ✦ At the start of today's class I thought...
- ✦ Now I think...
- ✦ I was surprised by...
- ✦ The main thing I will take away from today is...



Photo credit: Irish Aid, 2004

Using cartoons

There are lots of ways of using cartoons to explore issues related to development. Here are a few to get you started. Adapted from *80:20 Ireland in an Unequal World*.

1. Working in pairs, each with their own cartoon, students might look at the cartoon without showing it to the other person. They then describe to each other what the cartoon is about and then compare the actual cartoons with their descriptions. How accurate was the description? What was left out? How is the cartoon different from the description offered?
2. Or in small groups invite students to 'read' one or two cartoons and to consider:
 - ✦ What is the cartoon saying?
 - ✦ What different interpretations of the cartoon might there be?
 - ✦ What symbols are used?
 - ✦ Who are the characters?
 - ✦ What issue or theme does it raise?
3. Display a selection of about 12 cartoons and ask the group to look at them. Working in pairs or three's, decide what main themes link them together. Another useful way to introduce a collection of cartoons is to ask people to choose three cartoons from those on display which they liked most, or which say most to them about the issues being discussed. They could mark these with a sticker with their name on it. They could then pair up with someone who has chosen the same cartoon(s) and discuss their choice. Did they see similar or different things in the same cartoons?

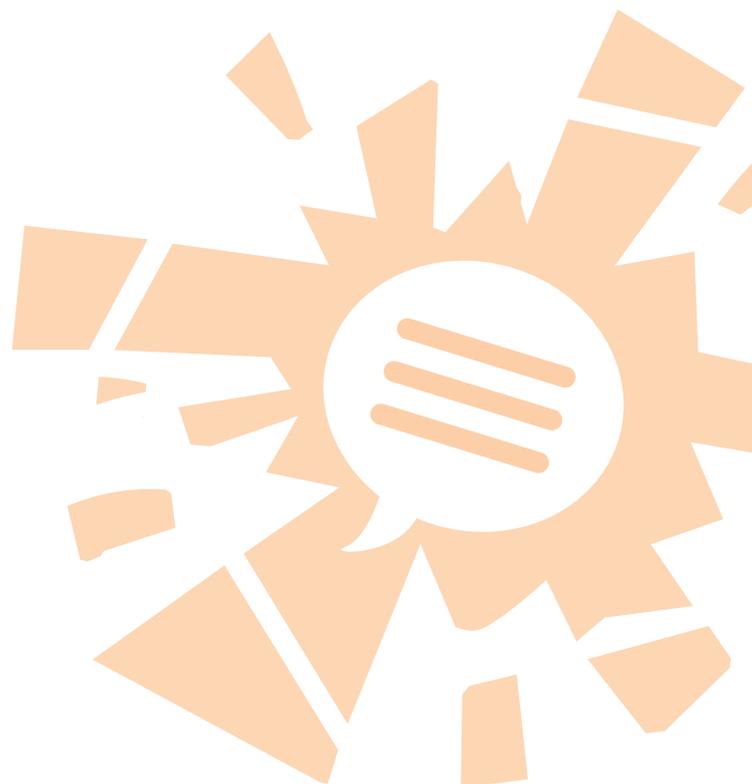


- ✦ A selection of cartoons from **www.developmenteducation.ie** can be found on the CD that accompanies this resource.



Useful website

- ✦ <http://www.developmenteducation.ie/cartoons-and-photos/cartoons/>





Teachers's Page

The development compass rose – a tool for exploring issues

The development compass rose is a tool that encourages us to consider different viewpoints when studying any issue or place. The compass rose can be placed on any locality, photograph or case study. It raises issues about people and their relationship to their environment, and considers how change and development should be sustainable for the future. Instead of North, South, East and West, the four main compass points represent:

- **N**atural/ecological questions
- **S**ocial and cultural questions
- **E**conomic questions
- **W**ho decides? Who benefits? Who has power?

The diagonal points highlight the relationship between the four main points. For instance, NE raises questions about how economic activity has an impact on the natural world; SE raises questions about the relationship between economic activity and people's lives. Questions that relate to all four compass points can be placed around the picture as illustrated below.

Steps

1. Use newspapers, magazines or the internet to collect a range of images that depict different issues and problems both locally and globally
2. Explain, using examples, how the compass rose can be helpful in analysing a problem or issue.
3. Ask the students to form groups of three or four. Distribute the images, giving a different image to each small group. Ask each group to place their image on a large page and then to come up with questions using the compass rose.
4. Facilitate feedback on what the students have learned through this activity.

Natural

Where does the water come from?
Is it clean?
Is there always a supply of water



Who Decides?

Who owns the tap?
Can it be used all the time?
If not who decides when the tap can be used?

Economic

Does she have to pay for it?
How could she use her time if she didn't have to collect water?

Social

How far does she have to go?
Who else is the water for?
Is it usually women and girls who collect the water?

| | | | |
|------------|------------|------------|------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
| Activity 5 | | | |

Mapping our world

Aims

- to encourage critical thinking about the ways maps represent the world and influence our perceptions
- to develop skills in using the internet as a source of information

Steps



1. Show copies of different maps to the class. (on CD) Ask the students to comment and say which map they are familiar with and which maps appear strange.

Discuss

- What surprised you about these different maps?
- Is there such a thing as a true map of the world? Can any map give a 100% accurate image of the world? (See Maps – background information, page 18)
- Would you agree that ‘Every map presents a view of the world’?
- What view of the world is revealed when we take a careful look at the Mercator map?
- What have you learned from this?



NOTE: Internet access is needed for these activities

1. Students will then be divided into pairs, and their task is to use the internet to investigate different maps which present different information about our world.
2. Each group will be given a topic e.g human poverty, military spending, war deaths, life expectancy, youth literacy, carbon emissions, wealth, clean water, incidence of HIV, etc.

Their task is to find out what is the global picture in relation to their given topic.

A good website to start with is

www.worldmapper.org

3. For the next activity, students will again work in pairs or in small groups and are given a particular country to investigate so that they can compare disparities and inequalities *within* individual countries. A mix of rich and poor countries should be used, including Ireland. In this instance they might try to find out

- Proportion of the population with/without access to safe water
- Proportion of population with access to primary/secondary and further education
- Proportion of population with internet access, etc
- Average income

An excellent place for finding such facts is *The State of the World's Children* report which can be googled at **[www.unicef.org.publications](http://www.unicef.org/publications)**. Go to the appendix at the end of this report for country by country specific facts. See also the website sites suggested below.

As a homework exercise, students could look for maps printed in textbooks, newspapers and published on news websites and to find out which map is most commonly used.

Maps - background information

Because the Earth is a sphere, no map on a flat sheet can give a 100% accurate picture of the globe - all maps distort reality to some extent.

The Mercator Map was first devised by the Flemish cartographer Gerardus Mercator in 1569 - it is still the most commonly used rectangular map.

On the Mercator, places close to the North and South poles are proportionally larger than places nearer the equator. The Mercator Map is structured in a way that becomes more inaccurate the further away from the Equator it moves. Antarctica is usually omitted from the Mercator Map.

The distorting effect of the Mercator Map is often referred to as the "Greenland problem" - Greenland appears to be the same size as the entire continent of Africa, even though Africa is really 14 times larger than Greenland. In reality Mexico is larger than Alaska but on the Mercator it looks like Alaska is three times bigger than Mexico. On the Mercator map North America is significantly larger than Africa but in reality Africa is actually about the same size as the US and the former Soviet Union combined. Brazil appears to be the same size as Alaska, although it is actually five times larger.

The inaccuracy of the Mercator Map was pointed out as early as the 19th century.

In the 1970s, German Martin Peters launched the Peters Map as an alternative to the Mercator. The Peters Map is not a "true" map either - it is a flat, rectangular representation of a spherical world - but it is a useful corrective to the standard Mercator Map.



Useful websites

- ★ www.worldmapper.org
This site offers a fantastic selection of maps on every topic under the sun – population, wealth distribution, education, health, etc.
- ★ www.cia.gov/library/publications/the-world-factbook/.
This site gives population and GNP figures for each country
- ★ http://news.bbc.co.uk/2/hi/country_profiles/default.stm
BBC website presents excellent country profiles
- ★ www.worldbank.org/poverty
This has country by country facts on poverty



Extension activity

Sometimes students knowledge of where countries are located is very limited. A fun way to redress this might be to give students a blank copy of Africa (such as the one on the following page) and then ask them to plot different countries. The teacher can provide a list of about 10 countries. Students can do this in pairs using either the internet or an atlas for help.

Some on line quizzes can also be found at www.lizardpoint.com/fun/geogquiz/worldquiz.html and at www.sporcle.com/games/world.php



Powerpoint slides showing different maps can be found on the CD that accompanies this resource.

 **Map of Africa**



| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
|------------|------------|------------|------------|
| Activity 5 | | | |

Media images of the Global South

Aims

- To raise students' awareness that a variety of perspectives and ways of viewing the world exist.
- To develop students' skills in media literacy



NOTE: Internet access is needed for these activities

Steps

1. Bring in a selection of Irish newspapers to the class and identify the lead stories in the newspapers on that day. Note these on the board for later reference.
2. Assign a different country to each pair of students, ensuring a mix of Northern and Southern countries, e.g. Kenya, Uganda, the Philippines, USA, UK, etc. Then ask each pair to use the internet to find out what is the lead story in their country today. See sites suggested below.
3. When each pair has noted the stories making news in their country, bring the class back together to note the different stories on the board.
Discussion – What have you noticed about the different headlines? Are the big stories mainly about local or global issues? Are there any stories that are common to a number of countries/newspapers? Are there differences in the way they are reported?
4. As a follow up, the students might print off a photo or image from their chosen newspaper that strikes them and say – What is the photo about? What are the causes of what is happening in the photo? What are the

solutions? How many people are affected by the issue in the photo? Are they affected locally, nationally or globally? How might this photo affect people in Ireland? Display these images around the class.



Extension activity:

During the coming week ask students to track the amount and type of coverage that is given to the Global South in a range of Irish newspapers.



Useful newspaper websites

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

- ★ <http://www.filipinoreporter.com/> A weekly newspaper published in the Philippines
- ★ <http://www.dailymirror.ph/> A daily newspaper published in the Philippines
- ★ <http://www.mindanaotimes.net/> A daily newspaper published in the Philippines
- ★ <http://www.nation.co.ke/> Daily newspaper published in Kenya
- ★ <http://www.standardmedia.co.ke/> Daily newspaper published in Kenya
- ★ <http://www.monitor.co.ug/> Ugandan daily newspaper
- ★ <http://www.thezimbabwean.co.uk/> Zimbabwean daily newspaper
- ★ <http://www.theindependent.co.zw/> a weekly paper published in Zimbabwe
- ★ <http://www.nytimes.com/> New York Times newspaper
- ★ <http://www.boston.com/bostonglobe/> Daily newspaper published in Boston
- ★ <http://www.guardian.co.uk/> The Guardian newspaper published in London

Reflecting on Part 1

Questions for Journal Work



You have now reached the end of the first part of this transition unit. This is a good time to invite students to reflect on what they have learned and how they have been affected by the issues explored thus far.

Possible questions you can use...

- ★ What I liked most about doing this transition unit so far is ...
- ★ What I found difficult was...
- ★ One important thing I've learned is...
- ★ I'd like to find out more about...
- ★ The skills I'm developing are...
- ★ One thing I've learned about myself is..

On a scale of 1-10 this is how I would rate my participation so far...

- ★ I expressed my opinion freely
- ★ I listened well and showed respect for the opinions of others
- ★ I was willing to change my mind
- ★ I asked critical questions
- ★ I tried to see things from a variety of perspectives
- ★ I was open to change
- ★ I helped other members of my class learn





PART

2

The causes and consequences
of global inequality

| | | | |
|-------------------|-------------------|-------------------|-------------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
| Activity 5 | Activity 6 | Activity 7 | Activity 8 |

Ranking game

Aims

- To provide an opportunity for students to discuss their perceptions of global poverty and inequality
- To encourage students to think critically about the causes and consequences of global poverty and inequality

Steps

1. Cut out the cards (one set for each group of 3-4 students)

2. Divide the students into small groups giving each group a set of cards
3. Ask students to read and discuss the cards slowly. Each card gives one possible reason why global poverty continues.
4. Ask students to rank the reasons in order of importance. They must share their reasons with the group and reach a consensus in order to do this.
5. When each group has agreed their list then check to see whether there is a consensus amongst the whole class. Encourage students to give reasons supporting why they have ranked certain cards high or low.



| | |
|---|---|
| <p>Climate change The world's climate has been changing. Poorer countries are suffering most as a result of this with more droughts and flooding than ever before.</p> | <p>Wars Conflict is a major cause of poverty. \$1.46 trillion was spent globally in 2008 on arms.</p> |
| <p>History The historical legacy of slavery and colonialism still continues to keep many countries poor.</p> | <p>Corruption A small number of people in some countries have taken the wealth.</p> |
| <p>Rising populations The world's population is growing too fast. It is estimated to reach 10 billion by 2050.</p> | <p>Politics There is a lack of political will to end poverty. World leaders could do it if they wanted to.</p> |
| <p>Debt The poorest countries in the world pay over \$100 million per day in debt repayments.</p> | <p>HIV/AIDS 42 million people world-wide are suffering from HIV/AIDS. 95% of them in the global South.</p> |
| <p>Unfair trade policies Trade deals work for the benefit of European and U.S. corporations and at the expense of some of the world's poorest countries.</p> | <p>Write another reason here...</p> |

| | | | |
|------------|-------------------|------------|------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
| Activity 5 | Activity 6 | Activity 7 | Activity 8 |

The Trading Game

Aims

- To enable students experience the unfairness of unequal trading relationships
- To generate interest and discussion about the world trading system in an enjoyable way

Introduction

The Trading Game helps to show how trade affects the prosperity of a country - both positively and negatively. It is a fun and exciting introduction to the issues of trade, and increases understanding of some very complex relationships through role-play. It is an excellent activity for introducing students to the basic issues that determine how the gap between rich and poor nations is maintained.

In the game, students work in groups, representing different countries. Each country is given different resources (represented by scissors, sheets of paper, etc.) They must use their resources to produce different items and when they present them to the 'Bank' they are given money. The aim of the game is to make as much money as possible.



Some preparation is required in advance of running the game. All you need to help you in planning and playing the game can be found on the Christian Aid website at

http://learn.christianaid.org.uk/Images/trading_game_leaders_instructions_tcm16-28865.pdf

Debriefing questions that can be used at the end of the game are also available at the above link.

If your students enjoy the trading game you might like to try out other fun and interactive, simulations games which explore real life global issues. A range can be downloaded from the Christian Aid website http://learn.christianaid.org.uk/YouthLeaderResources/trading_game.aspx

The Chocolate Trade Game - Simulation game about fair trade

The Paper Bag Game - Simulation game about poverty

The Poverty Challenge - Simulation game about poverty and sustainable development

Trade rules! - Simulation game about trade rules

Trading trainers - Simulation game about labour and fair wages

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|------------|------------|-------------------|------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
| Activity 5 | Activity 6 | Activity 7 | Activity 8 |

The legacy of the past

Aims

- ★ To provide a historical perspective on contemporary global inequalities
- ★ To help students see the link between current North/South inequalities and past injustices

The following pages provide some stimulus materials from which you can choose, depending on your students' interests.

A student worksheet/wordsearch is provided on the next page. This has been adapted from www.antislavery.org.

Alternatively your students might like to read and discuss some poems that raise similar themes.



Useful websites

A range of activities are available on the web to help teachers in exploring the history of colonialism and its legacy today

- ★ Anti-Slavery International is one useful source for classroom activities
http://www.antislavery.org/english/resources/transatlantic_enslavement_resources.aspx
- ★ The Understanding Slavery Partnership also provides useful education resources
<http://www.understandingslavery.com/learningresources/>



 **Worksheet****Fill in the blanks using the words suggested at the end**

1. Africans were kidnapped from the West African coast, enslaved and transported by Europeans to the Caribbean. _____ was established as the capital city of Sierra Leone which became a British Crown colony in 1808. The country gained independence from Britain in 1961, after 150 years under British colonization and has since been subject to abject poverty and a twelve year long civil war. Enslaved Africans were taken to Europe, the Caribbean and the Americas where they now make up a _____ community.
2. Much of the British, French and American industry, shipping, naval development and banking was directly or indirectly grounded in the enslaved labour of _____. From the late 1600s to the 1800s, the majority of major agricultural exports in western-dominated world trade were produced by enslaved Africans. For example, without this labour, it is unlikely there would have been a successful British and U.S. textile industry, which depended on slave-produced _____.
3. The End of the Slave Trade Act 1807 abolished British participation in the slave trade but did not end the practice of slavery in the colonies. Slavery was abolished in the Southern USA in 1865. To celebrate the emancipation of enslaved Africans the African people living in the Caribbean began to host elaborate _____ borrowing from European traditions but with a strong African influence. This was to celebrate not only their freedom, but also to maintain some of the African dances, and songs which they had been denied from practising during enslavement. This event is practised annually in all of the Caribbean islands and the version in London has become Europe's biggest street festival.
4. Some people believe that the African community should receive a form of compensation called _____ from the governments that were engaged in the enslavement of African people. After the abolition of slavery, plantation owners were paid £20 million for the loss of their property and the emancipated Africans received nothing to help them make a new start in life. Historical economist James Marketti estimates the value of the labour taken from enslaved African Americans from 1790-1860 to be, depending on historical assumptions, from \$7 billion to \$40 billion.

5. At the 1884 Berlin Conference, Africa was divided amongst the European powers who argued that this process of _____ would ensure that the African “natives” would become civilised, stop practices like slavery and become good Christians. _____ was in fact a ploy to extract valuable natural resources from Africa in order to continue the economic growth that Europe and the United States of America had become accustomed to as a result of slavery. Ghana was the first state to gain its independence in 1957 and Zimbabwe the last state in 1980. As a result most African states are only 50 years old and many of the ensuing problems faced by modern Africa directly stem from the process of _____.
6. The abolition of the Transatlantic Slave Trade came about for a number of reasons. Fundamentally the enslaved Africans’ continuous revolts and fight for their freedom led to a decline in profitability of the Transatlantic Slave Trade. They were supported by a _____ which included ordinary people and women. This was significant as women were not allowed to vote, but used their economic power to boycott sugar made by enslaved Africans and organised the signing of mass petitions. This was the first example of public campaigning and has been adopted as a benchmark for present campaigns on a number of issues.
7. One of the legacies of the Transatlantic Slave Trade has been the systematic _____ faced by people of African descent in the countries where their ancestor were enslaved. In the United States of America, African-Americans were not allowed to vote till the 1965 Voting Rights Act was passed. They were segregated in ghettos and unable to attend certain schools or universities. _____, however is not a historical notion and still exists. Even today, census figures in the U.S. show the average income of black families to be in the range of 55-61% that of the white average family income.
8. The concept of _____ grew out of 19th century efforts to end slavery and the slave trade. The onset of colonialism also spurred Black people worldwide to realise that they faced common problems, and that it would be to their benefit to work together in an effort to solve these problems. This concept resulted in the creation of the Organisation for African Unity (now the African Union) which works on the same model as the European Union.

WORDS

- Africans
- Pan-Africanism
- Diaspora
- Mass Movement
- Carnival
- Colonialism
- Discrimination
- Freetown
- Colonisation
- Reparation
- Cotton

This exercise has been adapted from http://old.antislavery.org/breakingthesilence/main/PickandMix/08_Legacies_Activity_2.doc



Poetry page

Checking Out Me History

by John Agard

Dem tell me
Dem tell me
Wha dem want to tell me

Bandage up me eye with me own history
Blind me to me own identity

Dem tell me bout 1066 and all dat
dem tell me bout Dick Whittington and he cat
But Toussaint L'Ouverture
no dem never tell me bout dat

Toussaint
a slave
with vision
lick back
Napoleon
battalion
and first Black
Republic born
Toussaint de thorn
to the French
Toussaint de beacon
of de Haitian Revolution

Dem tell me bout de man who discover de
balloon
and de cow who jump over de moon
Dem tell me bout de dish run away with de
spoon
but dem never tell me bout Nanny de maroon

Nanny
See-far woman
of mountain dream
fire-woman struggle
hopeful stream
to freedom river

Dem tell me bout Lord Nelson and Waterloo
but dem never tell me bout Shaka de great Zulu
Dem tell me bout Columbus and 1942
but what happen to de Caribs and de Arawaks
too

Dem tell me bout Florence Nightingale and she
lamp
and how Robin Hood used to camp
Dem tell me bout ole King Cole was a merry ole
soul
but dem never tell me bout Mary Seacole

From Jamaica
she travel far
to the Crimean War
she volunteer to go
and even when de British said no
she still brave the Russian snow
a healing star
among the wounded
a yellow sunrise
to the dying

Dem tell me
Dem tell me wha dem want to tell me
But now I checking out me own history
I carving out me identity

Some information to help you in reading this poem:

- Toussaint L'Ouverture, rarely mentioned in school books, was a slave who led an army that defeated forces sent by Napoleon
- Nanny was a national heroine of Jamaica. She led runaway slaves to establish a free colony in the hills of Jamaica
- Caribs – the tribe from whom the Caribbean got its name
- Mary Seacole was the Jamaican nurse who put her skills to use in the Crimean War (1853-6) but did not receive the acclaim that Florence Nightingale did.

 **Poetry page****I, Too**

by Langston Hughes (1902-1967)

I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed—

I, too, am America



You can hear Langston Hughes reading his poem **I, Too** and verbalizing his thoughts about it on www.youtube.com/watch?v=4CUKyVrhPgM -

| | | | |
|------------|------------|------------|------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
| Activity 5 | Activity 6 | Activity 7 | Activity 8 |

The Global Debt Crisis

Aims

- ★ to develop understanding of the debt crisis and its effects
- ★ to promote skills of debate and analysis

Steps

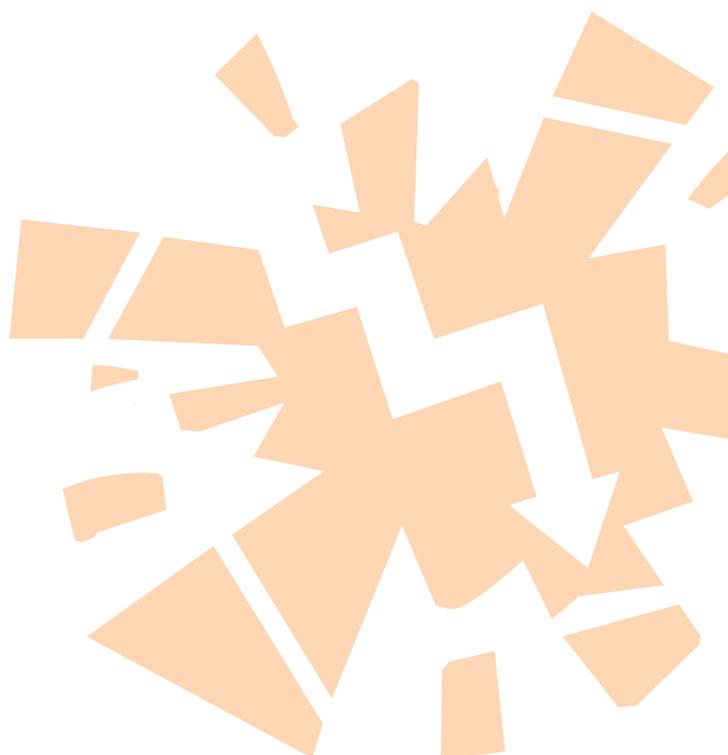
1. Start by asking the whole class a few questions about personal debt: e.g. is anybody here in debt (who to, how does it feel?); is anybody here owed debts (who by, how does it feel?)
2. Divide students into groups of two or three. Give them the statements from the **Debt Diamond exercise**, cut up into strips; ask them to read through them and then arrange the statements in a diamond pattern, with the one they most strongly agree with at the top, the next two in a row below them, then the next three, the next two, and the one they least agree with, or most strongly disagree with, at the bottom.
Initially, ask the students to do this exercise thinking about Ireland. Then ask them to redo the exercise thinking about countries in the Global South. Does this change things?
3. Ask each group to feed back about their decisions and their discussion. You can use the notes provided to give background information on the statements. If time permits, groups could be asked whether they wish to revise their diamond rankings in light of the new information.
4. To conclude this lesson you may also watch and listen to some US based campaigners opinions on debt cancellation.
<http://www.jubileeusa.org/resources/audiovideo/cdf07.html>

The Debt Diamond exercise has been adapted from the Jubilee Debt Campaign



Useful websites on this topic

- ★ <http://www.debtireland.org>
- ★ <http://www.jubileedebtcampaign.org>
- ★ **Short video made by students entitled '6 reasons to drop it'**
<http://www.youtube.com/watch?v=v2RNV6YXhGE&feature=related>
(6 reasons to drop it)





Debt Statement Cards



It is always morally wrong not to repay a debt

Debt is the result of mismanagement and if people or countries get into debt then it's their own fault.

The world's poorest countries should pay off their debts regardless of the consequences

Today's generations of poor people should not be held responsible for the mistakes of those who went before

Women are most affected by debt

The debt crisis is a major cause of war and terrorism

Debt is a cause of environmental damage

We can't get rid of poverty without debt cancellation

When rich countries give loans, they should only have to think about profits that can be made in their own economy – it's not their responsibility to think about the long-term consequences for the country taking the loans.



Debt information (facilitator's notes)

It is always morally wrong not to repay a debt.

- Individuals and companies default on debts all the time: we call it bankruptcy. The law allows companies which are in debt to declare themselves bankrupt, have the slate wiped clean, and the individuals involved can start again.

The world's poorest countries should pay off their debts regardless of the consequences for their peoples.

- The consequences of doing so are worth considering. In 2004, Zambia spent more on debt servicing to the International Monetary Fund (IMF) than it did on education; meanwhile 40% of Zambian women cannot read or write.

Debt is the result of mismanagement, and if people or countries get into debt then it's their own fault.

- There is no doubt that some regimes in some countries have been corrupt, but is it fair to punish all for the crimes of a few? Many countries have had honest governments. As well as the corrupt, there are the Western banks who knowingly accept the corruptly gained money into their accounts: are they not equally guilty?

Today's generations of poor people should not be held responsible for the mistakes of those who went before.

- Sometimes corrupt dictators who took out large loans have fled or been deposed, but it is the present governments – and indeed the present poor people – who are left to pick up the tab. In an Irish context, this statement is also worth debating.

When rich countries give loans, they should only have to think about profits that can be made for their own economy – it's not their responsibility to think about the long-term consequences for the country taking the loans.

- Rich country lenders have often done very well out of the loans they gave to poor countries, winning political influence or lucrative contracts. Many loans financed useless or overpriced projects. Private banks or rich governments gave loans or credits without ensuring that the project was useful or affordable.

Women are affected most by debt

- More than 1 billion people live in poverty on less than \$1 a day; 70% of these are women. Women tend to be affected by spending cuts or lack of services more than men. Boys are often educated before girls; women needing basic health care during pregnancy and birth often do not have any access to it. Lack of clean water and sanitation has a greater impact on women; they are usually the ones who have to fetch and carry water supplies. Again, this is an interesting card to discuss in the context of Ireland. Are women more affected when families fall into poverty and indebtedness?

Debt is a cause of environmental damage

- Poor countries desperately need to earn foreign currency to pay their debts. The only way of earning this money is to exploit, often in an unsustainable manner, their natural resources, so we see over-intensive farming of cash crops, allowing companies logging rights thereby destroying forests, etc.

The debt crisis is a major cause of war and terrorism

- As countries become poorer because of debts, one route that people take is violence and protest: this may escalate into civil war, and even to cross-border wars.

We can't get rid of poverty without debt cancellation

- For every US\$1 given in aid to poor countries, more than US\$5 is paid back to lenders in debt service. At least 100 countries need debt cancellation if they are to have a chance to meet the Millennium Development Goals by 2015.

| | | | |
|------------|------------|------------|------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
| Activity 5 | Activity 6 | Activity 7 | Activity 8 |

So how did we get into this mess?

Aim

- ✦ to help students gain an understanding of events which led up to the debt crisis

Background information:

Made by the Oscar-winning director Anthony Minghella, this short clip gives a powerfully personal face to the debt crisis. It was filmed in Nairobi, Kenya, with a small team of local actors. The video opens with an African family scratching a living in various low-paid jobs. At day's end, the family members pool their meagre earnings. Leaving their house they are transported - by the magic of film - to Waterloo Bridge in London and thence to a suburban street. Here they knock on the doors of strangers, handing them money, telling them 'this is the money we owe you'. "*I am only a filmmaker,*" says Minghella. "*I'm the least qualified person to talk about world debt. But if someone who obviously didn't have enough money to live on knocked on my door and said, 'Here's some money,' I'd say, 'No thanks, I don't want it.' But that is what we do every day by doing nothing about the unpayable debts of poor countries.*"

Steps



1. Watch and listen to 'Hole in the bucket' (3 minutes) on the CD or you can find it at <http://www.jubileedebtcampaign.org.uk/Hole%20in%20the%20Bucket+3673.twl>
2. Having listened to the song ask the students to form groups of three. Each group has a copy of the lyrics of *Hole in the Bucket* and a set of questions. One person's job is to read the lyrics of the poem while the others listen, a second person will act as facilitator (reading the questions below and ensuring that

everyone gets a chance to contribute their ideas) and the third person's job is to take notes and report back for the group.

3. When they have finished the task invite different students to report back from the groups.
4. Staying in their groups, circulate a copy of **What is Debt?** handout to each group and give them the task of reading each paragraph and discussing the main points.



Check out the CD for a Powerpoint slide show '**Debt Crisis Explained**'.



Conclude with general discussion and agree questions for journal work.



Hole in the Bucket - lyrics

*Money, money, money, money...
Nothing but money*

My family borrowed money from someone we never met
And every day we save up the little bits that we get
Just wanna live a simple life and sing a simple song
But there's a hole in the bucket; something's gone wrong

When we started out, they told us one thing:
That they could help us out of all the problems we're seeing
Problems brought about by colonial wars
And giant corporations who'd be opening their stores

They said: "Move to the city to work in factories,
Where you can make the products we're selling overseas;
We're sure you're gonna like all the earnings we'll send
But did we tell you about the kajillion dollar rent?"

Working fingers to flesh and the bone
Just to try to keep up with the interest alone
But still we keep paying to even up the score
But every day they come back and they pile up some more.

Cos there's a hole in the bucket...
We can make it right...
(End): There's a hole in the bucket; something's gone wrong.

Credit: www.jubileedebtcampaign.org.uk/education

Questions for group discussion

1. What are your reactions (feelings and thoughts) to the video and song?
2. Read the lyrics slowly and then discuss what is the key message?
3. The songwriter uses the image of a hole in a bucket to describe the problem. Do you think this is a good image? Could you come up with any other images that would also describe the situation?

Student Worksheet

What is debt?

In its simplest form, debt is credit. When someone offers you instant credit, they are offering you instant debt. When someone lends you 50 euro, you owe them 50 euro. You are 50 euro in debt to them. In the commercial and business world, people borrow money and have to pay it back with interest. For example, if I lend you 100 euro at 10% interest, you will owe me 110 euro. The higher the interest rate, the more you will owe. So remember, if someone wants to give you credit, what they're really saying is that they will sell you something, or lend you money, but they will want more back in return.

But what happens when you can't repay? You simply have to pay more interest, take out another loan to repay the first one, sell things to make the money, or go without. The poorest people often have to repay debt at the highest prices, and can't afford to buy food and other essentials.

Why is it an international issue?

Just like people, countries borrow money, and some of the poorest countries borrowed money in the 1970s when interest rates were low. But interest rates have increased and the poor countries can't afford to pay back the interest on their loans, never mind the loans themselves. Because of this, they simply owe more each year and have slipped further into debt. The richer countries and institutions like the International Monetary Fund and World Bank, also offered the poorer countries more loans to 'help' them pay off their debt, thus putting them further into debt.

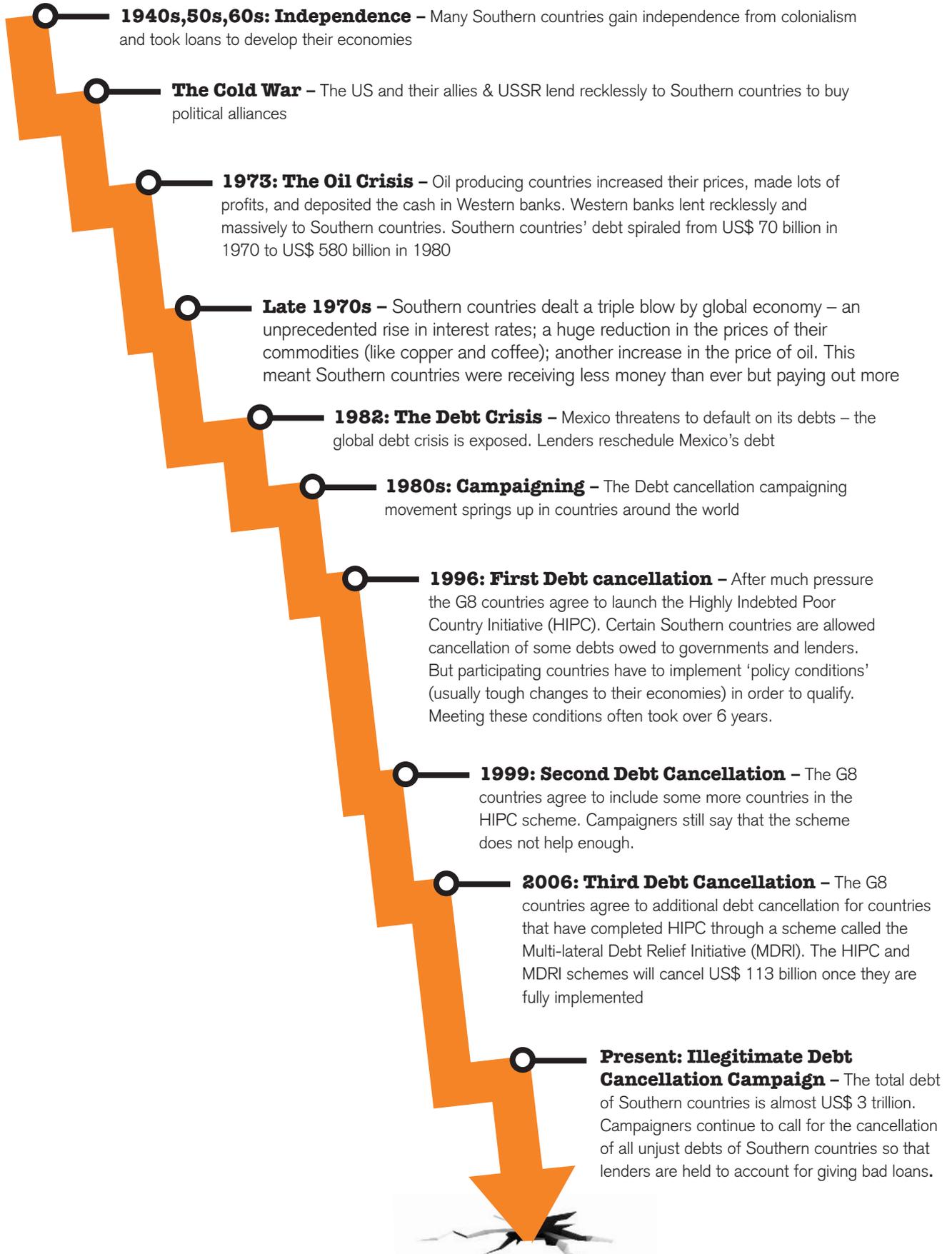
John Simpson, BBC journalist, said: *'We have piled a mountain of debt on the poorest and most vulnerable countries in the world: countries which, on the other side of the ledger, we regard as being most in need of our assistance. It has become the modern equivalent of slavery.'*

Life and debt

There is no doubt about it: poverty and debt are linked. Because of debt, some of the poorest countries in the world are paying rich countries far more in debt repayments than they are getting in aid. Southern countries are paying around US\$ 100 million per day in debt repayments. Thanks to campaigning, some poor countries have had vitally important debt cancellation. But the world's poorest countries still owe hundreds of billions of dollars to rich countries, banks and international institutions like the International Monetary Fund and the World Bank.

Adapted from www.jubileedebtcampaign.org.uk

Debt Timeline



| | | | |
|------------|------------|------------|------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
| Activity 5 | Activity 6 | Activity 7 | Activity 8 |

Trade and Investment - A Race to the Bottom?

Aim

- ✦ to explore the human rights issues that arise in the context of global trade

Scenario:

A trans-national corporation (TNC) is considering setting up a factory in a Southern country. It is looking for the best way to maximise profits. A meeting has been arranged with representatives of a number of countries where they are considering locating their factory. Your country desperately needs jobs and investment in the economy. But how far are you prepared to go to win them over?

Steps:

1. Split the class into 4-6 groups, depending on numbers. One team represents the TNC. All the other teams represent a country. Give the teams a country name or let them choose their own. Give each country team a set of Rights Cards and explain that these represent the rights that all the people of their country are entitled to.
2. Read out the scenario and begin playing. Each country must decide which of the rights they would be prepared to do without in order to get the corporation to locate its factory there. They also choose which rights they are not prepared to give up. Each team then makes a bid for the factory by silently offering up one of their rights cards to the TNC representatives. It's important that each team/country does not see what the other country/team is offering.

3. The Corporation decides which bid is the most attractive - in the event of a tie the leader of the TNC team decides arbitrarily. The winning bid is announced.
4. In follow up rounds, it is up to the other teams to convince the corporation to change its mind. Between each bidding round, allow time for each team to discuss strategy. Finally, the TNC announces which country has been awarded the factory.
5. Open up discussion: What happened during the game? Was the outcome satisfactory? Was it worth it for the winning country? Read the TNCs fact-sheet.

This exercise has been adapted from the National Youth Council of Ireland:
www.youthdeved.ie



- ✦ Watch **The Great Train Robbery**
– a short animated film
<http://www.worlddevelopmentmovement.org/greattraderobbery/index.htm>
- ✦ Or **The Luckiest Nut in the World** -
<http://www.youtube.com/watch?v=jtlYyuJjACw>

 **Rights Cards**

FORM UNIONS

CHILD CARE FACILITIES

MINIMUM WAGE

SAFE WORKING CONDITIONS

SICK PAY

PAID HOLIDAYS

FREE TRANSPORT TO WORK

CONTRACT TO PREVENT
UNFAIR DISMISSAL

NORMAL WORKING HOURS

TOILET BREAKS

PAID OVERTIME

CORPORATION'S TAXES TO
PAY FOR SOCIAL BENEFITS
FOR WORKERS



Transnational Corporations (TNCs) Factsheet

TNCs are companies that have branches in a number of different countries. They often bring huge amounts of investment and modern technologies to the countries in which they operate, and so are usually welcomed.

- * Of the 100 largest economies in the world, 51 are TNCs
- * At least 65 million people are directly employed by TNCs throughout the world
- * According to the World Bank, TNCs control 70% of world trade
- * Most of the profits made by TNCs in poor countries are sent back to their “base” country
- * As countries compete with each other to attract foreign investment, many have relaxed their minimum wage protection
- * In addition to low wages there are sometimes weak trade-union rights and lack of social insurance provision (such as sick leave, maternity leave) , which helps to keep down labour costs and creates vulnerability.



| | | | |
|------------|------------|------------|------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
| Activity 5 | Activity 6 | Activity 7 | Activity 8 |

Who has the power? Let's freeze it!

Aim

- ✦ to inform students about the most powerful institutions in the world economy

Steps

1. Begin by asking the class to explain what is meant by the term G8. Can they name the eight countries that comprise this powerful group? Write the names of the G8 member states (Britain, France, Canada, USA, Russia, Japan, Italy, Germany) on the board or a flip-chart.
2. Ask the class to say what they know about these countries, and what they have in common. For example, Britain, France, Russia and USA are nuclear powers; all the G8 members are major industrial economies, except Russia; they also have a lot of influence over the decisions of powerful international financial institutions such as the World Bank and International Monetary Fund (IMF); Britain, France, Russia and USA have permanent seats on the UN security council.
3. Similarly ask the students what they know about the World Bank and the IMF.
 - ✦ Explain that when it comes to decisions that affect them, Southern countries are usually not at the table where those decisions are made. Nor do they have much say in the conditions that are attached to loans or Aid that they badly need. (See Mali case study)

- ✦ Ask the students to form small groups (3-4). They are now going to create a freeze frame depicting the relationship of power that exists between rich and poor countries. A freeze frame is like a photo where people take on different poses to convey a message. Their task is to create a freeze frame and prepare to show it to the class.
- ✦ When each group is ready then the teacher invites groups to show a selection of the freeze frames. As each image is held, the other students can suggest what it is saying or ask questions about it.
- ✦ Conclude the activity with a discussion on how they felt in the different roles and what they have learned from doing the freeze frames.



As an extension to this lesson, students might look at a selection of cartoons and discuss the message about power and global relationships that they convey.



Samples on CD from www.developmenteducation.ie



Mali case study

Extract from Oxfam International Report, 'Kicking the Habit: How the World Bank and IMF are Still Addicted to Attaching Conditions to Their Loans and Aid' November 2006

Mali is an extremely poor country. It has the highest percentage of people living below the poverty line of any country in the world. 90% of Mali's population survive on less than two dollars a day. 20% of children will not live beyond the age of five and one in eight cannot read or write.

The challenges facing Mali in fighting poverty are daunting. Yet, Mali has a democratically elected government which cares about poverty and has developed a national poverty plan. It also has good systems of financial accountability relative to other low-income countries and is economically stable.

If aid were given on the basis of need and financial accountability and governance alone, then Mali should be near the top of the list in terms of aid flows to developing countries. It is not. Mali is actually under-aided. According to the last figures available from the OECD's Development Assistance Committee (DAC), it receives US\$ 48 per person, in comparison to Senegal, which receives US\$100 per person. Senegal is less poor and scores lower on public finance management than Mali.

In 2005, President Amadou Toumani Touré of the Republic of Mali 'True partnership supposes autonomy of beneficiary countries in requesting aid and in determining its objectives... Often programmes are imposed on us, and we are told it is our programme... People who have never seen cotton come to give us lessons on cotton... No one can respect the conditionalities of certain donors. They are so complicated that they themselves have difficulty getting us to understand them. This is not a partnership. This is a master relating to his student.'

The World Bank and the IMF made their aid conditional on the privatisation of Malian electricity and on the liberalisation and privatisation of the Malian cotton sector. Cotton privatisation continues to be a condition of their lending today. This has had a devastating impact. The result: three million farmers saw a 20 per cent drop in the price they received for their cotton in 2005.

We are forced to sell our goats to repay the credit on input for the cotton and in order to feed ourselves.

Woman, cotton farmer

Private ownership of the Malian electricity company has only provided a minimal expansion in coverage and instead has resulted in dramatic price increases.

I am living in a council flat in Bamako with my wife and my two kids. People are really poor around but I have a good job and I cannot complain. Work brings me around 60,000 CFA Francs. Nevertheless I have to pay 25,000 CFA for my flat. Energy prices increased so much with privatisation, that we now often use gaslight. I am one of the better off in Mali, if I cannot pay, who can? This situation is distressing, especially for the majority of the population who simply cannot afford access to water and electricity.

Mali man, October 2006

The World Bank

What is the World Bank?

The World Bank Group was founded in 1944 to rebuild Northern economies after World War II.

The aim of the World Bank is to tackle world poverty. It operates by providing loans and technical assistance to Southern countries. Traditionally, the World Bank financed large infrastructure projects, but now it also funds social projects in the area of health and education.

How the World Bank Works

The World Bank is funded by its member countries and the interest paid on the loans it gives to Southern countries. A country's influence in the World Bank is determined by the amount of money it pays in. The more money a member country pays in, the greater its influence over decision-making. The most powerful members are the G8 countries who have the most seats on the board of directors of the World Bank.

The World Bank has 187 member governments. Each member government is a shareholder of the Bank, and the number of shares a country has is based roughly on the size of its economy. High-income countries hold over 60 per cent of voting power in the World Bank. Middle-income countries – including global powers such as India, China and Brazil – hold only around one third of the votes. Low-income countries hold just 6 per cent, averaged across the different arms of the World Bank. The head of the World Bank, is usually appointed by the United States government through a secretive process.



The World Bank's Impact

The World Bank has a big impact on people living in indebted countries. It is the biggest lender providing a record US\$72 billion in 2010 in loans and grants. The loans to Southern countries come with policy conditions attached to them. This means that in order to get loans countries must agree to making changes such as privatisation of public services or with political conditions such as tackling corruption.

The International Monetary Fund (IMF)

What is the IMF?

The IMF was created in 1944, with the aim of creating global economic stability and improved global economic cooperation. The IMF has 185 countries as members.

The IMF focuses on large-scale economic and financial issues. It surveys national economic policies, and discourages policies it believes have negative effects on the world economy, or the economies of other member countries. It provides short-term loans and advisory and economic assistance to Southern countries. However, more recently, the IMF began issuing longer term loans. These loans are attached to a set of policy changes which must be implemented if the loan is to be released.

How the IMF Works

The IMF is funded by its member countries, which pay a subscription when they join. This amount is decided by the size of the country's economy, which also determines the size of their vote in the IMF. Thus, the US has 17% of the votes, while countries of the whole African continent have only 6% of the vote. The richer the country, the bigger the vote. Rich countries also dominate day-to-day decision-making procedures.



The Impact of the IMF

The IMF often acts as a 'gatekeeper' to debt relief and aid. As a powerful voice on macroeconomic conditions, failure to gain IMF approval can lead to donors withholding aid and loans. Southern governments also have to agree to implement IMF policy conditions before they can avail of World Bank services, and vice versa.

The World Bank and IMF often co-operate with each other in deciding policy conditions. The World Bank and IMF are often present at G8 meetings because of their powerful roles in international economic decisions.

| | | | |
|------------|------------|------------|------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 |
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Aid - No Strings Attached?

Aims

- ✳ to inform students about key issues surrounding aid from rich to poor countries
- ✳ to encourage debate and participation by students

Background Box:

Southern countries receive 'aid' from Northern countries through loans and grants. Loans given by big financial institutions - such as the World Bank and IMF - are given based on a set of changes which the Southern government commits to making in its economy. These changes are called policy conditions and are often tough economic policies like privatisation for example. Southern countries also receive grants from Northern governments, the UN and the EU. These don't usually come with policy conditions like privatisation, but if a country is failing to implement World Bank and IMF policy conditions, these donors can sometimes hold back their funds until they fulfill the conditions.

Many Northern governments 'tie' their funds to agreements with Southern countries by making Southern governments purchase goods and services from their countries with the money. This denies Southern businesses of this investment.

Steps

1. Divide the class into three groups and give each group a role card (if the class is large, it may be necessary to divide students into 6 groups, with each role card being given to two groups).
2. After reading out the three role cards (Loadasdash Aid Programme Staff, Brokesville Citizens' Campaigning Group and Government of Brokesville), give each group the Spending Cards and tell them they have to decide what they think the aid money should be spent on.
3. Each group should appoint a spokesperson. When the groups are ready to present their arguments, the spokespeople should speak in this order: Loadasdash Aid Programme Staff first, the Brokesville Citizens' Campaigning Group second and finally, the Government of Brokesville should explain what they have decided to spend the money on, and why.
4. A discussion about aid can then be opened up. Should rich countries give aid to poor countries? What conditions should be attached to the aid - if any? What should the money be spent on? Should rich countries cut back on aid when they are facing their own economic difficulties?



For Homework

Look up the websites of some well known Irish Aid agencies to find out what they are doing both overseas and at home. Read real stories about how the Irish Government's Aid programme is supporting communities
http://www.irishaid.gov.ie/publications_case.asp

OR

Prepare a debate on the motion - Aid is not the answer to fighting poverty. The case for and against Aid is set out in *80:20 Development in an Unequal World*, Chapter 6

 **Role Cards****Loadsadosh Aid Programme Staff**

You work on the foreign aid programme of Loadsadosh, a rich Northern country. This year, Loadsadosh has donated €95 million to Brokesville, a poor country. You have been sent to Brokesville to advise the government on how the aid should be spent. You want to support projects that will benefit the people of Brokesville. But you are under pressure from politicians at home who don't see why Loadsadosh should be giving money to other countries instead of spending it on its own people. They want to see some of the money from the foreign aid programme going back into the Loadsadosh economy.

**Brokesville Citizens' Campaigning Group**

You are a group of activists set up to lobby the government of Brokesville, your country. You want to see the money Brokesville has received from Loadsadosh (€95 million) spent in a way that is best for the long-term interests of the people of the country. You are concerned that in the past, your government did not use Aid for the benefit of the poorest people.

**Government of Brokesville**

You are the government of Brokesville, a country struggling to lift itself out of poverty. You want to spend the €95 million in aid money you have received from Loadsadosh in a way that benefits your people the most. But you also have to be careful to listen respectfully to the advisers from Loadsadosh who have come over to work on the foreign aid programme – if the donor isn't happy, there may not be as much aid money next year, or you may be cut off altogether.

Spending Cards



Land irrigation scheme

This project will open up new areas of Brokesville for farming, and should increase food production by 10% every year

COST - €30 MILLION



Food imports

Loadsadosh has produced more food than it needs this year – its farmers are willing to sell the surplus to Brokesville, which would cover 20% of its needs for this year

COST - €30 MILLION



Inter-city Highway

A new four-lane highway linking the capital city of Brokesville with its main port would cut journey times from 5 to 2½ hours. The road construction project will create 5,000 jobs for local workers, but it will require the skills and technology of a construction company from Loadsadosh, Roads R Us.

COST - €25 MILLION



Infant healthcare project

Brokesville needs money to build a network of medical centres around the country that will improve healthcare for children. This project would reduce the high rate of infant mortality, and also provide employment for doctors and nurses trained in Brokesville, many of whom have been leaving the country to work abroad.

COST - €40 MILLION



Hydro-electric Dam

If a dam is built across the biggest river in Brokesville, the power generated should cover up to 5% of the country's energy needs. Plans have been drawn up by Dam It, a company from Loadsadosh that specializes in dam construction. They say they will need to import their own workers for the project. An organisation representing indigenous people in the region where the dam would be built says that it will force 10,000 people to move to cities where there is no work for them. Environmental groups are also worried about the impact of the dam on their local environment.

COST - €40 MILLION



Science education

Brokesville has a shortage of workers with a background in science and has to bring in experts from abroad for high-tech projects. The Department of Education has drawn up a plan to create a new third-level science institute. Once it is up and running, it will produce 1,000 science graduates every year, and work with Brokesville companies on research into new technologies. The Department also believes it will slow down the "brain drain" of skilled people who leave Brokesville every year.

COST - €25 MILLION



Some facts about Aid

1. In 2009, global aid levels reached €84 billion – an all-time high
2. World military spending in 2008 was over €900 billion
3. Contrary to what many people think, more money goes from the South to the North than vice versa – in 2006, more than €160 billion went to the rich world from impoverished countries
4. In 1970, the UN set a target for rich countries to give at least 0.7% of their Gross National Income as aid – five countries (Denmark, Luxembourg, Norway, Sweden and the Netherlands) have reached this target so far
5. Often small amounts of money can make a big difference, for example, UNICEF say that 2 cents will allow UNICEF to purify up to 10 litres of water, enabling children to drink and wash safely and 10 cents will provide 1 dose of vaccine to immunise a child against polio
6. Some countries tend to give “tied” aid – money that must be used to buy goods and services from the donor country
7. Austria and Italy have been the worst offenders for tied aid in the EU – in 2005, 64% of Austrian aid and 38% of Italian aid was tied
8. Ireland has a much better record on tied aid – none of Ireland’s aid has been tied in recent years. Other European countries like Sweden and the Netherlands also have a good record of not tying aid
9. Ireland is the sixth highest donor (amount of aid given per person) of ODA in the world. However, the Irish government cut its overseas aid budget by 24% in 2009
10. The Irish Charities Tax Reform Group estimates that the average Irish person donates €100-130 a year to charity (this includes charities working both at home and abroad).

Reflecting on Part 2

Questions for Journal Work



You have now reached the end of the second part of this transition unit. This is a good time to invite students to reflect on what they have learned and the skills they have developed.

Possible questions you can use...

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

On a scale of 1-10 this is how I would rate my participation so far...

- ✦ I expressed my opinion freely
- ✦ I listened well and showed respect for the opinions of others
- ✦ I was willing to change my mind
- ✦ I asked critical questions
- ✦ I tried to see things from a variety of perspectives
- ✦ I was open to change
- ✦ I helped other members of my class learn



Mini-Project

Mini-Project Work

Aims

- ✦ To provide students with the opportunity to investigate some questions/topics of interest to them
- ✦ To develop students' skills in researching, processing and presenting information

Steps

1. Inform students that they are required to research and present a mini-project on a topic of interest related to the issues explored in recent weeks. They will be working in groups.
2. Circulate the project proposal sheet and ask students to fill it in individually.
3. Gather up the project proposals and collate them into groups according to different topics/interests.
4. These can be used to form small groups of 3-4 around common areas of interest/common questions.
5. Then in groups ask students to agree how they are going to work together, who will do what and their deadlines. Some questions that they might consider at this stage are:
 - ✦ What are the key questions that we want to answer? In other words, what do we want to find out?
 - ✦ What 2-3 questions are of most interest to the group
 - ✦ Then decide (a) who will do what? (b) which resources should we use? (e.g. Internet websites, CD Roms, email, library, telephone, personal contacts) (c) what are our deadlines? The planning clock will help with this.

- ✦ Each person will research a particular question, and while doing so, keep an eye out for information of relevance to other group members
- ✦ When the groups have completed their investigations a date is set to teach each topic. Each group is given 3-5 minutes to teach their topic to the rest of the class.

Resources needed

- ✦ Project Proposal Worksheet
- ✦ Planning Clock
- ✦ Topic worksheets related to researching specific issues – DEBT, TRADE and AID
- ✦ Peer assessment of topics presented

Mini-Project



Mini-Project Proposal Worksheet

My project proposal

The topic I would like to do a project on is

My reasons for choosing this topic are...

I'm looking forward to finding out

Name: _____



To plan your mini-project fill in dates for completion in the circles on the planning clock.

Names of group members:

1. What do I know already?

Interests, experience, class notes, etc.

2. Background research?

Where can I go? Books; internet; CDRom, people, etc?

3. Decide specifics:

Specific information I want to find out; how, when and where I can get this information

4. Conduct research

What?, Who?; Why?; Where?; When?; How?; What for?

5. Analyse and organise my information and ideas

What are my main ideas? Have I the evidence to back them up?

6. Share your ideas with the group and agree overall conclusions

7. Plan how to present the ideas

Consult with your team members. Agree what you want to say to your class and how best to present it.

8. Prepare your presentation

Think of yourselves as teaching your topic to your classmates. Make it as interesting as possible

9. Evaluate

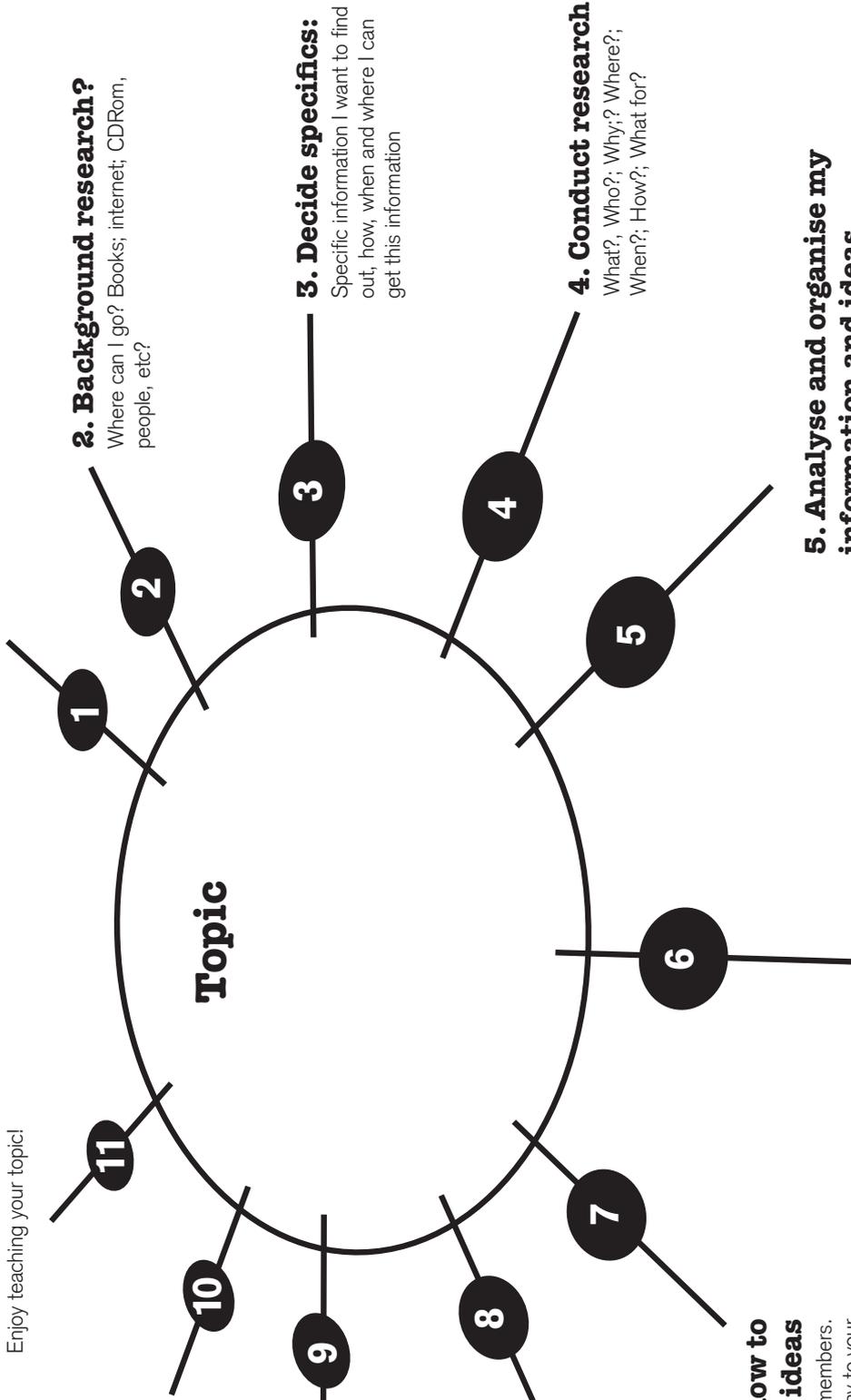
What are we happy with? What shall we change and why?

10. Bringing it all together

Finalise who will do what when you teach your topic

11. Presentation Day

Enjoy teaching your topic!





Source sheets

Debt

Some facts to get you started:

- ★ The poorest 49 countries in the world have debts totaling US \$375 billion, while the poorest 144 countries have debts of over \$2.9 trillion
- ★ In 2006 alone, Southern countries paid out \$573 billion to service their debts
- ★ Southern countries have been forced to cut back spending on basic services like health and education to meet loan repayments
- ★ Many loans were originally taken out by dictatorships like the apartheid regime in South Africa yet these same countries are still expected to pay back the loans even after those regimes have been overthrown
- ★ Because of high interest rates, the Global South has paid back far more than it originally borrowed. According to one estimate, \$550 billion was repaid on \$540 billion of loans, yet there was still \$523 billion of debt left.

What do I want to find out?

Some information sources

<http://www.debtireland.org>

Debt and Development Coalition Ireland website with lots of information and resources

<http://www.jubileedebtcampaign.org.uk>

Lots of facts about debt from the Jubilee Debt Campaign

<http://www.youtube.com/watch?v=PodqrbAURkw>

Short film called 'Toxic Debt' made by the Jubilee Debt Campaign making the case for debt cancellation

<http://www.cadtm.org/Debt>

Website of Committee for the Abolition of Third World Debt (CADTM)

The most interesting thing I learned was...



Source sheets

Trade

Some facts to get you started:

- ✦ Trade liberalisation has cost sub-Saharan Africa \$272 billion since 1985
- ✦ When countries in the Global South remove barriers to trade with rich countries, then their local producers have to compete with highly-subsidised imports
- ✦ The European Union gives €50 billion every year to farmers through the Common Agriculture Policy (CAP)
- ✦ Poorer countries lose \$17 billion every year because of agriculture policies in the Global North

What do I want to find out?

Some information sources

<http://youth.afairerworld.org/global/trade.html>

A Fairer World Youth – links and stories about fairer trade

<http://www.oxfam.org.uk/coolplanet/kidsweb/food.htm>

Oxfam resources for youth on fair trade

<http://www.fairtrade.ie>

Resources, stories and links on fair trade

<http://www.bbc.co.uk/schools/gcsebitesize/geography/development/traderev1.shtml>

Introduction to trade from the BBC Learning website

The most interesting thing I learned was...



Source sheets

Aid

Some facts to get you started:

- ★ The global figure for Official Development Assistance to the Global South was €84 billion in 2008; the same year, world military spending was over €900 billion
- ★ Ireland's ODA budget was about €900 million in 2008, the sixth highest donor per person in the world, but Ireland cut its aid budget by 24% in 2009.
- ★ Well-targeted aid can help poor countries reach development goals: Ghana was able to provide education for more than a million extra children thanks to €20 million from the German government between 2004 and 2006.
- ★ With Irish Aid's support, the percentage of people in **Mozambique** living in absolute poverty has decreased from 69% of the population in 1997 to 50% now and the number of primary schools in **Zambia** increased from 5,300 in 2000 to 8,000 in 2006. In that same period the total number of primary teachers increased from 37,000 to 50,000.

What do I want to find out?

Some information sources

<http://www.irishaid.gov.ie/>

Official website of Ireland's Official Development Assistance programme, Irish Aid

<http://www.bbc.co.uk/schools/gcsebitesize/geography/development/aidrev1.shtml>

Introduction to aid from BBC Learning website

http://www.oxfam.org.uk/oxfam_in_action/issues/aid_and_debt.html

Basic information about debt and aid.

<http://uk.oneworld.net/guides/aid>

Facts about aid from OneWorld.net

The most interesting thing I learned was...

Mini-Project



Mini-Project Proposal Worksheet

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

Topic

Presented by

The main messages presented were...

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

One thing I learned...

A question I'm left with is...

Assessed by _____ Class _____



PART

3

Another world is possible



Activity 1

Activity 2

Activity 3

Activity 4

What values are at work?

Aims

- ✦ To raise awareness about personal values and how they influence us
- ✦ To help students recognise values that operate in making political and economic decisions

Steps

1. Invite students to share their understanding of the word 'Values' and to give examples of some values that people might have. For example, one person might place a very high value on honesty and that person would feel very uncomfortable telling a lie. Another person might value home and like spending time at home, etc.
2. Share a definition of the word 'Values' with the class and discuss it.

Sample definition:

Values are deeply held beliefs about what is good, right, and appropriate. Values are deep-seated and remain constant over time. We accumulate our values from childhood based on teachings and observations of our parents, teachers, religious leaders, and other influential and powerful people. Our values guide and motivate our actions.



3. Journal Work

Invite students to use their journal to write down a list of their own personal values. They may or may not wish to share this with each other.

4. Looking at the state of the world and thinking about all that the students have learned so far, ask them to complete the following sentence in pairs.

- ✦ 'I think the values that guide and motivate decisions in politics and economics are

Various (and conflicting) responses might be offered by different pairs such as - wealth, profits, greed, justice, fairness, equality, respect, sustainable development, etc.

Ask the students to explain and justify their choice by giving examples or stories.

Activity 1

Activity 2

Activity 3

Activity 4

Different religious perspectives on poverty

Aims

- ✦ To develop an understanding of different religious perspectives on wealth, poverty and inequality
- ✦ To provide an opportunity to explore how personal religious beliefs might influence a commitment to justice

Steps

1. Explain to the class that they will be exploring what different religions have to say about wealth, poverty and inequality. Begin by asking the students to suggest what the Christian view might be. Some quotes from the New Testament might be helpful, such as St Paul's description of how the first followers of Jesus lived: *'No one claimed that any of his possessions was his own, but they shared everything they had... There were no needy persons among them.'* Acts 4: 32-34
2. After some initial discussion invite the students to select a religious tradition and investigate what it has to say. They might select from one of the world's major religions – Christianity, Islam, Judaism, Buddhism, Hinduism or any other faith.



Students can use the internet to help in this search.

http://www.bbc.co.uk/learning/subjects/religious_studies.shtml - excellent source of information on different religious beliefs

<http://www.tcd.ie/ise/links/> - the Irish School of Ecumenics website has a comprehensive list of links to various religious groups and organisations.

www.islamic-relief.com/uk/poverty_debt.htm - Islamic relief website

www.eljc.org/mph/MPHJC_ed_pack_big.pdf Jewish Coalition

3. Agree questions in advance that everyone will try to find the answers to, such as
 - ✦ What does this religion say about wealth and poverty?
 - ✦ Can you find any relevant quotes or evidence to illustrate this view?
 - ✦ What are its followers asked to do?
 - ✦ Can you find any examples of followers of this religion working to eradicate poverty and promote justice?
4. When all the evidence is collected, the students can share their findings in small groups. This will work best if students who have researched different religions are in each small group.
5. It might be possible to invite representatives from different religious traditions to come to the class to discuss these questions with the students.

Activity 1

Activity 2

Activity 3

Activity 4

Just imagine!

Aim

- ✦ To help students imagine the possibility of a world in which everyone's basic human needs and rights were provided

Steps

1. Begin by showing students a series of images of people in different parts of the world. Many development websites will have such images. These images might be presented in PowerPoint slides, without commentary.
2. Alternatively, ask the students to close their eyes and imagine they are flying above the world on a carpet and looking down on different places and people. Guide their journey mentioning some of the sights, smells and sounds that might be below.
3. Use this opening exercise as a means to create awareness about the common humanity that we all share and the fact that wherever a person happens to be born they have the same, needs, rights and dreams.
4. Then pose the question - What would it cost to provide everyone on the planet with their basic needs? What are these needs? Do you think it might be possible?
5. After some discussion, give the students the task of finding out how much it would cost to provide the following for everyone in the Global South who is currently denied these things:
 - safe water for all
 - access to primary education
 - immunisation against childhood diseases
 - access to prenatal care
 - treatment for AIDS/HIV
 - and students might come up with others.
6. Students can research this information in pairs and when they have come up with some figures, share them in small groups.
7. Then write \$73 billion (that's \$73,000,000,000) on the board. This is the cost of the bank bailout for Irish banks (Irish Independent June 12th 2010). Invite the students to discuss how that same amount of money could be spent to eradicate poverty using the data they have gathered.
8. Conclude by asking 'Why was so much money found so quickly to rescue the world's banks when much less money is needed to rescue the world's poorest people from hunger and disease?'



Journal Work

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



Activity 1

Activity 2

Activity 3

Activity 4

If we ruled the world

Aims

- ✦ To help students imagine how things could be different
- ✦ To develop a sense of their own power to influence change

Steps

1. Remind students of the previous discussion about values and how values motivate and guide our actions.
2. Ask them to imagine that they are world leaders and their first task is to agree a set of core values and principles that they will use to govern their decisions (both nationally and internationally).

The teacher might begin by suggesting samples or inviting students to offer some ideas to get the ball rolling. Write these on the board.

If we ruled the world ...

Children's needs would be our first priority
We would protect the environment from further destruction...

3. In small groups ask them to come up with their own Charter entitled 'If we ruled the world.'
4. When they have completed this task gather the suggestions from the different groups on the board.

5. Conclude this activity by reminding the students that politicians represent us, and we can influence how they act. Sometimes they need to be reminded of what is important. And sometimes they need to be reminded of promises and commitments they have made (Two examples worth mentioning - the Irish government's promise to increase Overseas Development Assistance to 0.7% of GNP by 2015 and the Millennium Development Goals).



Useful website: check out www.actnow2015.ie



Journal Work

In your journal write your reactions (your thoughts and feelings) to today's class. Then complete the sentence:

- ✦ One thing I've decided is...



PART

4

Taking Action



Activity 1

Activity 2

Activity 3

More power to youth

Aim

- ✦ To help students examine the power they possess to influence change

Steps

1. The students sit in a circle, start with one person and move to the left, allowing everyone to complete the sentence 'Power is...' Keep going until everyone has added something, e.g. electricity, guns, voting, having money, skiing down a mountain, being an adult/young person/politician ...
2. Brainstorm with the group what things are necessary for a happy life – for example, you might need a home, food, clothes, friends, to feel protected and safe, medicines when you are sick, and so on. Discuss how the more your needs are met the more you can take charge of your world and exercise power. For example, someone who has not been educated might not be able to exercise their power to vote. Or if someone is hungry all their energy might be consumed with simply surviving.



Journal Work

3. In their journals ask them to write down the following statements and then say whether they agree or not with each one, and why
 - ✦ I have the power to create change
 - ✦ I feel I have influence in my family
 - ✦ People listen when I make suggestions
 - ✦ People make decisions on my behalf
 - ✦ I have the same opportunities as other young people in the world
 - ✦ I get the respect I deserve
 - ✦ If I want really something, I can make it happen
4. Allow time for students to reflect on these questions and then facilitate a class discussion on how the students experience power.

Activity 1

Activity 2

Activity 3

What makes you blow your top?

For an action to be successful it is vital that it arises from an issue of genuine interest and concern to the students. This is an activity for generating issues of concern amongst the students.

Aim

- ✦ To help them decide how they can best direct their power and energy towards meaningful action for justice

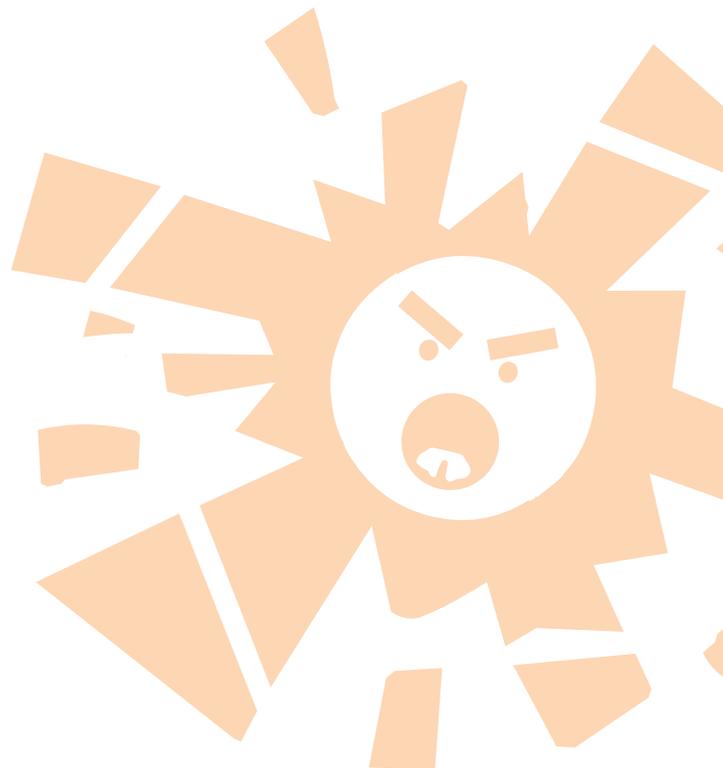
Steps

1. Reflecting on all that has been done in this class during recent weeks, ask students to think about issues that make them 'want to blow their top'.
2. Encourage students to relate this question back to some of the issues that they have been exploring together during this Transition Unit.
3. Make a list. Then invite the class to say what could be done to improve the situation in each case.
4. The most popular issues can then be ranked and analysed using the *Issue Ranking Worksheet* before choosing a particular course of action agreed by the class. If the class decides upon a couple of different actions that's fine too, but it will require a bit more organising!
5. Students can be reminded that one way of bringing about change is by educating people about what is happening. Therefore organising an awareness event within their school or local community can be a good place to start. They might want to think of creative and original ways to convey their message.

Useful resources:

A useful resource for planning and delivering an event or action is available in the Young Social Innovators planning workbook
www.youngsocialinnovators.ie/resources/

Another useful resource is *Get Global! A skills-based approach to active global citizenship*, Action Aid, CAFOD, Christian Aid, Oxfam, Save the Children, DFID available at -
<http://www.actionaid.org.uk/schoolsandyoung/getglobal/>



Issue ranking worksheet

| ISSUES  | How much does it affect me? | How much does it affect other people? | How unfair is it? | How urgent is it to act now? | Are there practical actions we can take to change the situation? | How interested am I in taking action on this issue? | T O T A L |
|--|-----------------------------|---------------------------------------|-----------------------|------------------------------|--|---|----------------------------------|
| | 5=a lot 1=not much | 5=a lot 1=not much | 5=a lot 1=not much | 5=a lot 1=not much | 5=a lot 1=not much | 5=a lot 1=not much | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Out top choice is: | | | | | | | |

Adapted from Get Global! A skills-based approach to active global citizenship, Action aid, CAFOD, Christian Aid, Oxfam, Save the Children, DFID, p 92.

Activity 1

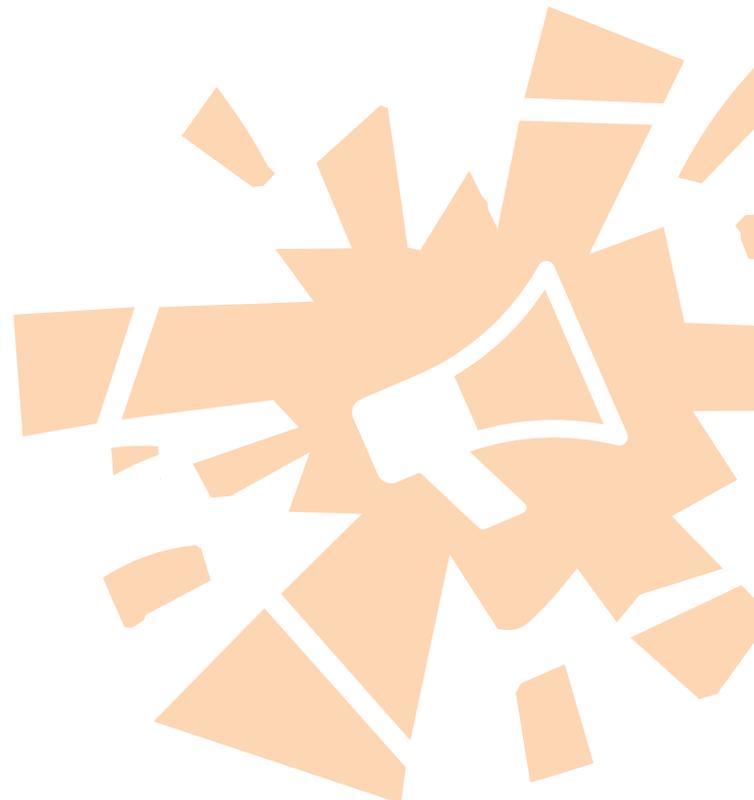
Activity 2

Activity 3

Ready for action!

Following the previous activities, a strong consensus may already be emerging among the students regarding an issue of common concern and an action that might be pursued. If the students are not in agreement the following steps can be taken.

1. Agree the three most popular suggestions for action and write them on the board.
2. Invite three people to volunteer to make the case for each action. Each person must say why the issue is worth taking action on, how they think it could be interesting and enjoyable to work on this issue, and suggest ideas for action that could be taken.
3. Following further discussion the class is now faced with selecting one action. This could be done by consensus, by a vote or by putting all the issues in a hat. Once the decision is made the students should agree that they are committed to working on this issue together.
4. When an issue has been agreed it may still be necessary to agree exactly what steps will be involved in taking action and how to make sure the action is successful in achieving change. Concept mapping or mind mapping can be helpful in identifying different aspects of the action which need to be attended to. The four step action planning grid (next page) may also be useful with your students.





Four Step Action Planning

(Adapted from *Get Global! A skills-based approach to active global citizenship* Action Aid)

Issue

What is the situation?

Objectives

What do we want to happen?

Action

What are we going to do?

Evidence

How will we know if we are successful

Student journal questions before taking our Action

Our Action

The class decided to take action on...

Our reasons for choosing this action are...

We hope that our action will ...

I'm looking forward to...

Student journal questions after completing our Action

Student name: _____

Tasks I completed as part of the action project...

Skills I used were...

One thing I really enjoyed doing was...

The thing I least liked doing was...

Something that surprised me was...

The most important thing I learned was...

I think our action made a difference because....

 **Student's Evaluation of Transition Unit**

Title of transition unit _____

Please complete the following sentences

1. The thing I most enjoyed about this transition unit was....

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

3. This will be useful because...

4. The thing I least enjoyed about this transition unit was...

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

6. If this transition unit was being taught to another group of students what changes, if any, would you suggest to make it better?

And finally...

A creative approach to reflecting on the overall impact of this Transition Unit can be taken with the following activity

This activity is called 'Rucksack'

Steps

- ★ Ask students to draw themselves going home with a rucksack on their back. The rucksack contains all the things they would like to carry with them at the end of this transition unit.
- ★ They should consider everything they have learnt and want to keep. Things may include ideas, new ways of seeing things, skills, feelings, values, etc.
- ★ The picture can also show things lying on the ground - things that they want to leave behind. These might include things like old ideas, difficult moments, etc.

Source: Council of Europe website www.eycb.coe.int/compass/en/chapter_1



Glossary and Definitions

Acronyms & Abbreviations

- ACP** - African, Caribbean and Pacific countries
- BWI** - Bretton Woods Institutions (International Monetary Fund & World Bank)
- CAP** - Common Agricultural Policy
- EPAs** - Economic Partnership Agreements
- EU** - European Union
- GATS** - General Agreement on Trade in Services
- G8** - Group of Eight (most powerful countries Canada, France, Germany, Italy, Japan, Russia, UK, USA.)
- HIPC** - Heavily Indebted Poor Countries
- IDA** - International Development Association (part of the World Bank)
- ILO** - International Labour Organisation
- IMF** - International Monetary Fund
- LDCs** - Least Developed Countries
- MDGs** - Millennium Development Goals
- NGO** - Non-Government Organisation
- OECD** - Organisation for Economic Co-operation and Development (includes wealthy countries)
- SADC** - Southern African Development Community
- UN** - United Nations
- UNCTAD** - United Nations Conference on Trade and Development
- UNDP** - United Nations Development Programme
- WTO** - World Trade Organisation

Useful Definitions

- Aid** – Providing assistance to those in need. All Southern countries need more money to be able to reduce poverty, provide healthcare, education and services for their citizens.
- Balance of Trade** – the financial difference between imports and exports.
- Bilateral Aid** – Aid given from one country to another.
- Bilateral Loans** – A loan from one country to another country.
- Capital or Principle** - The initial amount of the loan.
- Commercial Loans** – the creditor is a private financial institution, such as a bank.
- Conditions or Strings** – Actions or policies that a country must take or implement in order to qualify for debt relief or aid from some institutions.
- Debt** – Owing money.
- Debt Relief** – Debt Relief may take the form of cancellation, rescheduling, refinancing or re-organisation.
- Debt cancellation is relief from the burden of repaying both the principle and interest on past loans.
- Debt rescheduling or re-organisation is a form of relief by which the dates on which principal or interest payments are due are delayed or rearranged.
- Debt Service** - Interest plus repayments of principal.
- Disbursement** - Payment of principal from creditor to debtor.
- Environmental Debt** – In agreement that all citizens of the world have an equal right to the global commons of the world's resources of air and sea; those consuming more than their share – particularly of the atmosphere's capacity to absorb carbon dioxide without irreversible damage to the environment – owe a debt to the rest of the world. This is a debt owed by the rich, overwhelmingly living in financial creditor countries, to the poor who largely inhabit the so-called debtor countries. This massive unacknowledged debt puts the financial debts of the South into a very different perspective.

Exports – goods which are sold to other countries.

Fair Trade - An alternative approach to conventional international trade. It is a trading partnership which aims at sustainable development for excluded and disadvantaged producers. It seeks to do this by providing better trading conditions, by awareness raising and by campaigning.

Free Trade - Trade without intervention from governments. Prices and products are determined by market forces of supply and demand.

Globalisation - The growing interdependence and interconnectedness of the modern world through increased flows of goods, services, capital, people and information. The process is driven by technological advances and reductions in the costs of integrated transactions, which spread technology and ideas, raise the share of trade in world production and increase the mobility of capital.

Gross Domestic Product -The total value of goods and services produced within a country.

Gross National Income - Previously known as Gross National Product, Gross National Income comprises the total value of goods and services produced within a country (i.e. its Gross Domestic Product), together with its income received from other countries (notably interest and dividends), less similar payments made to other countries.

Illegal Debt - This is where the legal procedures of the recipient country have not been followed. For example, the loan requires (but did not receive) authorisation by parliament or the executive, or the signatory was not authorised to sign.

Illegitimate Debt - This is the issue of lender liability. If poor countries are paying debts that they not only are not able to pay, but also in many cases should not pay, these are illegitimate debts.

IMF (International Monetary Fund) - established in 1945 as the central institution of the international monetary system. Based in Washington DC, USA.

Imports – goods which are bought from other countries.

Interest - Payment from debtor to creditor as the price of the loan.

Least Developed Country - Those countries assessed as having particularly severe long-term constraints to development. Inclusion on the list of Least Developed Countries is now assessed on two main criteria: economic diversity and quality of life.

MDRI (Multilateral Debt Relief Initiative) – the debt cancellation initiative that came out of 2005 G8 meetings.

Millennium Development Goals - The anti-poverty targets adopted by every member of the United Nations. Each country has until 2015 to meet them.

Multilateral Aid – Aid given by a group of countries such as the European Union or United Nations or through institutions such as the World Bank.

Multilateral Loans – A loan between an international financing institution, such as the World Bank or Inter-American Development Bank and a country.

NGO (Non-Government Organisation) - These are private non-profit making bodies which are active in development work.

Odious Debt – Odious debt arises from loans which should never have been extended in the first place because of the oppressive, tyrannous or corrupt nature of the regime to which they were granted. Sometimes known as 'odious lending'.

Official Loans – the creditor is a government or multilateral institution.

Onerous Debt - Debts are recognised as being unenforceable if their terms are unreasonable. This could be applicable to some sovereign debt, especially in cases where the borrower could be considered to have had no choice in their financial circumstances but to accept the terms of the loan.

OPEC (Organisation of the Petroleum Exporting Countries) - is an example where countries that sell the same product (petroleum) form an alliance.

Paris Club – An informal group of 19 creditor countries that negotiate as a bloc, behind closed doors, with individual poor countries that approach them over debt crisis. Deals only with bilateral debts, ie those being paid direct to the countries and not to multilateral organisations like the World Bank.

Poverty Reduction Strategies - Prepared by developing country governments in collaboration with the World Bank and International Monetary Fund as well as civil society and development partners. These documents describe the country's macroeconomic, structural and social policies and programmes to promote growth and reduce poverty, as well as associated external financing needs and major sources of financing.

Rescheduling - Changing the terms of the loan, often to allow a longer repayment period.

Trade – Buying or selling items or services. At the moment, the rules of international trading are unfair and in favour of countries in the northern hemisphere.

Trade Alliance – Often countries join together and create trade agreements and alliances. The European Union is an example of a trade alliance.

UN (United Nations) - an international organisation established immediately after World War II. It replaced the League of Nations. In 1945, when the UN was founded, there were 51 members; 192 nations are now members.

UNICEF (United Nations Children's Fund) - A UN special agency responsible for programs to aid education and the health of children and mothers in developing countries.

Unsustainable Debt - Where a debt may be legal and used for the benefit of the people and in isolation its terms are not overly onerous, it may nevertheless be unpayable because of the overall level of indebtedness of the country relative to its debt-servicing capacity.

Voluntary Aid – Aid sent through voluntary organisations and charities also known as Non-Government Organisations.

WHO (The World Health Organisation) - Public-health agency of the UN, established in Geneva in 1948 to succeed two earlier agencies. Its mandate is to promote “the highest possible level of health” in all peoples.

World Bank – The world's biggest development organisation, providing low-interest loans and grants to developing countries. Established in 1945 and based in Washington DC, USA.

**This glossary was adapted from the Jubilee
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(www.jubileedebtcampaign.org.uk)**



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