Irish Aid
An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

WorldWise Global Schools

DOING DEVELOPMENT
EDUCATION

Climate Change
Conflict
Consumerism
Gender
Global Citizenship
Globalisation
Human Rights
Inequality
Intercultural Learning
Poverty
Social Justice
Stereotypes
Sustainable Development

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CHANGING
ATTITUDES
DEVELOPING
SKILLS
GROWING
KNOWLEDGE

WHAT IS DEVELOPMENT EDUCATION?

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

Key components of Development Education:
- **Methodologies** which are learner-centered and participatory
- **Knowledge** about how the world works
- **Skills** of critical thinking, reflection, problem solving, analysis, teamwork
- **Values and attitudes** of solidarity, respect and empowerment
- **Action** to effect change for a more just and equal world

"In my English class, I always explore the human rights and equality perspectives in the texts we are reading. The students are interested in learning from this perspective, but the most pleasantly surprising thing is the difference it makes to how they treat each other and their teachers. They become more conscious of respecting people around them."

- June Coghlan, Colaiste Dhulaigh, Dublin.

THE AIM OF THIS RESOURCE

This resource aims to support English teachers to teach through a global justice lens, a lens with great educational benefits, which meets the requirements as laid out in the junior cycle English specification, and in the (2015) Framework for Junior Cycle. It is one of a series of WorldWise Global Schools resources that support teachers in different subject areas to address Development Education-related themes and concepts. The Doing DE resource series enables teachers to challenge their students to look at our world, and our role in making it more just, equitable and sustainable.

DEVELOPMENT EDUCATION (DE) AND JUNIOR CYCLE ENGLISH

The rationale for junior cycle English recognises the important contribution that students with 'knowledge and command of language' can make 'to political, social and cultural life and as thoughtful and active citizens' (NCCA, Specification for junior cycle English, page 4).

STATEMENTS OF LEARNING
DE contributes to the achievement of all seven Statements of Learning mentioned in the junior cycle English specification, but is most explicitly evident in:

Statement of Learning 6:
The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.

Statement of Learning 24:
The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively, in a responsible and ethical manner.

Doing DE in English does not mean doing something extra.

KEY SKILLS

The 8 key skills outlined in the junior cycle framework have much in common with those engendered when a DE approach is employed. DE therefore contributes to the key skill elements articulated in the junior cycle English specification.
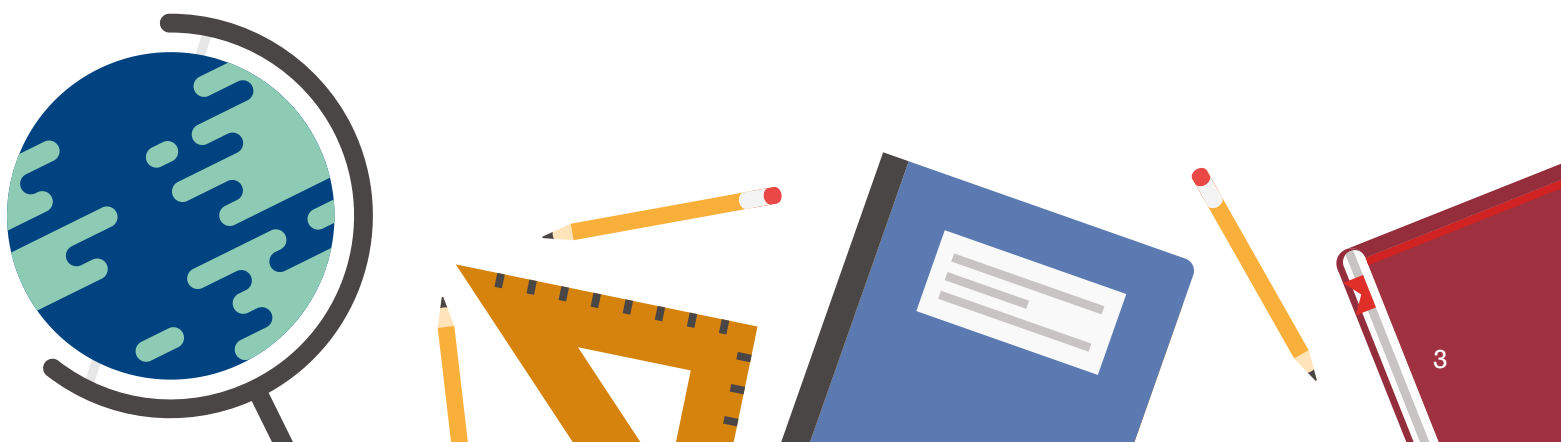
Learning Outcomes and Assessment

This resource supports teachers to take advantage of the opportunities to create rich and layered learning experiences and outcomes for students, supporting ongoing and summative assessment tasks, with opportunities for self- and peer-assessment, as well as opportunities for teachers to give feedback to individual learners.

1 Select main learning outcome

2 Plan teaching, learning and assessment

3 Chose resources, texts or stimulus materials with a DE focus to support the main learning outcome(s)
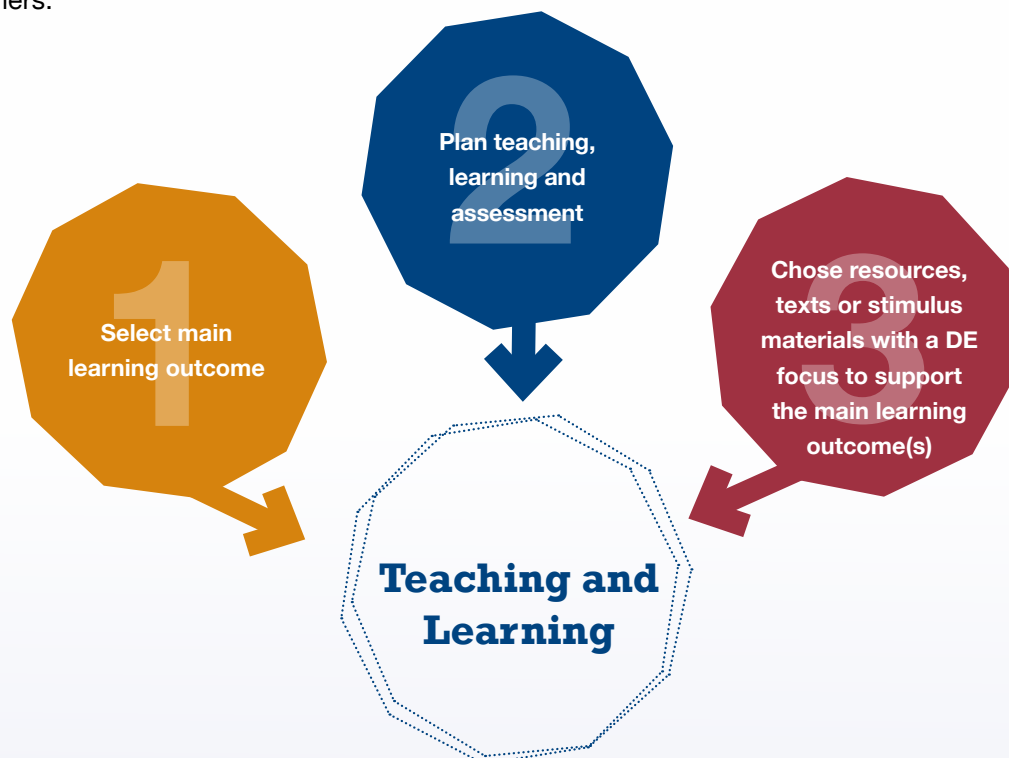
Teaching and Learning

Figure 1

For the purpose of showing how DE can be embedded in junior cycle English, this resource exemplifies a cross-section of nine learning outcomes. These were chosen to show how DE can support teaching and learning in the:

- **Three strands**
  Strand One: Oral Language; Strand Two: Reading; Strand Three: Writing.
- **Three cross-cutting, integrated strand elements**
  Communicating as a listener, speaker, reader, writer; Exploring and using language; Understanding the context and structure of language.
- **Classroom-based assessments**
  Oral Language;
  Collection of Student's Texts followed by the written Assessment Task

TEXTS

The range of texts (oral, written, visual, multimodal) in junior cycle English contributes greatly to the possibilities to embed DE in the subject. Teachers can use spoken or written texts set in a Global South context, texts created by authors from the Global South, or texts which address development, social justice and/or human rights topics or issues. The flexibility of text choice means teachers can choose texts from the recommended list or be influenced by student interest in contemporary global challenges or themes.

The teaching and learning activities flowing from the nine 'main' learning outcomes in this resource can facilitate student achievement in relation to other learning outcomes from across the junior cycle English specification.
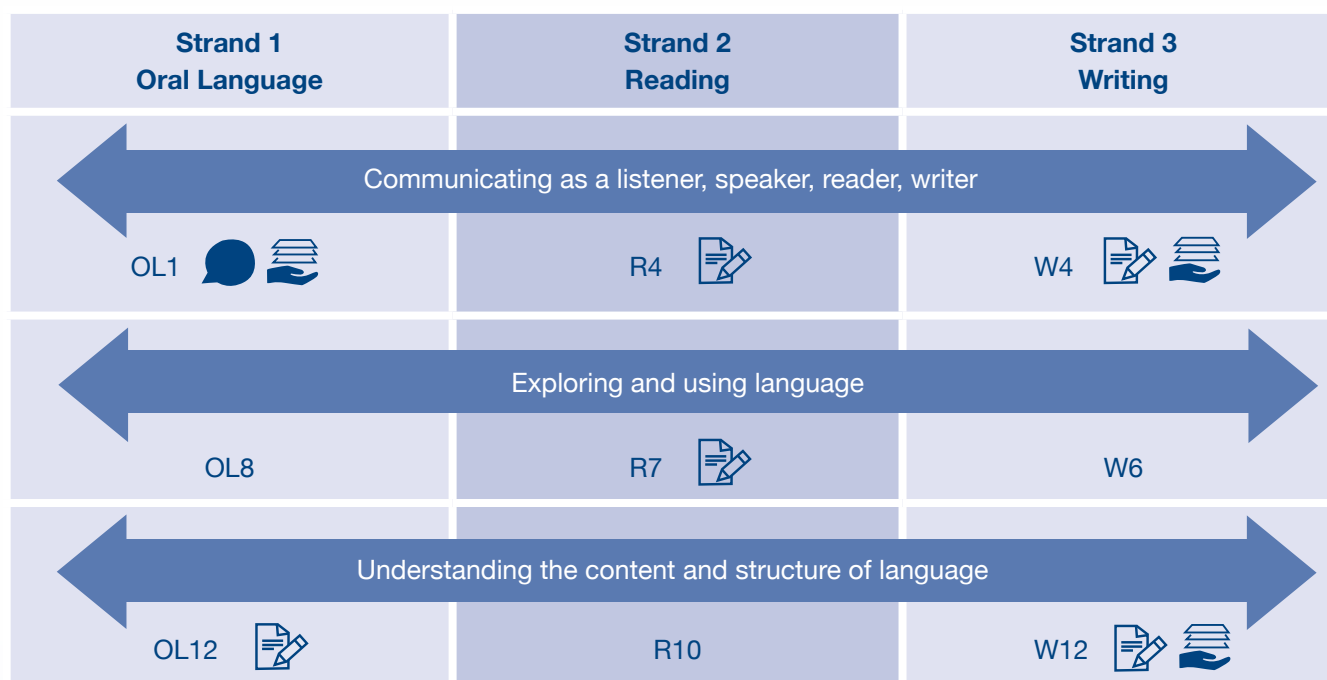
Strand 1 Oral Language	Strand 2 Reading	Strand 3 Writing
Communicating as a listener, speaker, reader, writer		
OL1	R4	W4
Exploring and using language		
OL8	R7	W6
Understanding the content and structure of language		
OL12	R10	W12

Figure 2

denotes learning outcomes upon which Final Assessment (written examination) is based.

denotes learning outcomes assessed through the Oral Language classroom based assessment.

denotes learning outcomes assessed through the Collection of Student's Texts classroom based assessment.

Doing DE in junior cycle English lends itself to the completion of Classroom-Based Assessments. For example, for completion of an individual or group **Oral Language** classroom-based assessment in second year, teachers could support students to choose, explore, communicate and reflect upon their learning in relation to a:

- development, social justice and/or human rights issue of interest (e.g. related to one or more of the United Nations Global Goals for Sustainable Development)
- relevant text generated by an individual/ organisation from the Global South
- public figure or organisation working to bring about positive change in the world (e.g. a politician or celebrity, a non-governmental organisation [charity] or business).

For their **Collection of Student's Texts** students can be encouraged to engage with texts that have a development, social justice and/or human rights focus, and to create a collection of their own texts, which might include, for example:

- an opinion piece about a global challenge such as climate change
- a report about the Irish government's response to a human rights issue at home or overseas
- a critique of a text by an author from the Global South
- a poem, drama or film script about a historic or present day global challenge
- a digital text (e.g. a timeline using text and images or a short film) about people who are working to lift themselves out of poverty, defend their human rights or protect the environment.

Students then choose the two best texts to reflect upon and submit these for their written Assessment Task in 3rd year.

For further informataion see: NCCA, 2015, Junior Cycle English Guidelines for Classroom Based Assessment and Assessment Tasks - First edition

Resource structure

In the following pages the learning outcomes identified in Figure 2 (page 5) are presented with relevant background information, and ideas for activities in the classroom and beyond. Each of the nine learning outcomes in the resource are linked to a sample text, six of which are drawn from the prescribed text list (NCCA, 2014, junior cycle English text list: for the student cohorts 2014-17, 2015-18 and 2016-19). The text genres exemplified include a selection of novels and poems, a drama, a film and an audio recording (radio documentary).

There is a 'Thinking about Global Goals' heading in each section, referencing one or more of the United Nations (UN) Global Goals for Sustainable Development that are particularly relevant to each learning outcome. These are a universal set of goals, targets and indicators that UN member states, including Ireland, will be expected to use to frame their agendas and policies until 2030. The Global Goals follow, and expand on, the Millennium Development Goals (MDGs), which concluded at the end of 2015. As English teachers, you will find the Global Goals very useful in terms of ensuring that your students experience teaching and learning which 'encourages participation, generates engagement and enthusiasm, and connects with life outside the school' (DES, 2015, Framework for junior cycle, page 11).
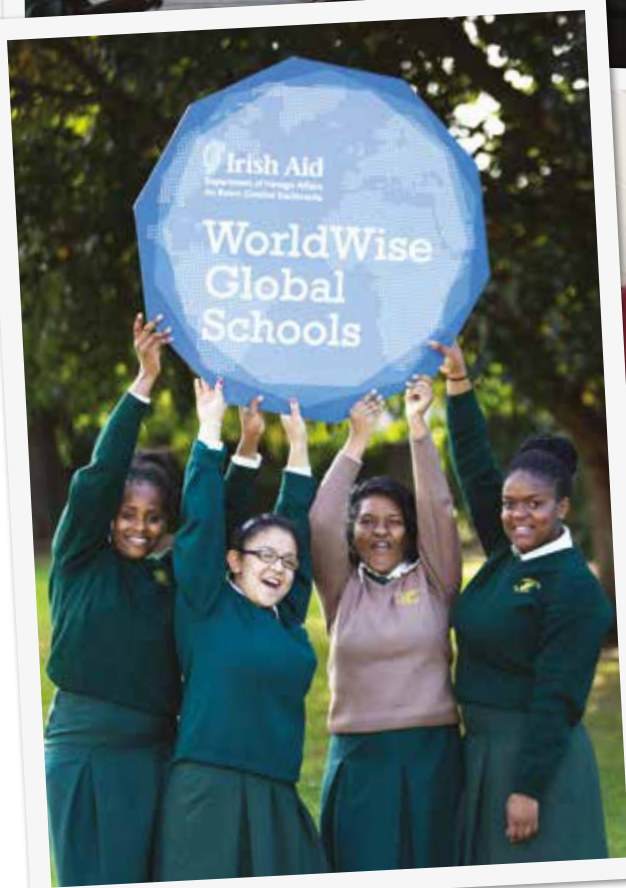
STRAND ONE: ORAL LANGUAGE

STRAND ELEMENT: COMMUNICATING AS A LISTENER, SPEAKER, READER, WRITER

Main Learning Outcome = OL1

Students should be able to: 'know and use the conventions of oral language interaction in a variety of contexts, including class groups, for a range of purposes, such as - asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating.'

Text: R. J. Palacio, *Wonder* (1st year novel)

August Pullman was born with a facial difference that, up until now, has prevented him from going to a mainstream school. Starting fifth grade at Beecher Prep, he wants nothing more than to be treated as an ordinary person — but some people can't get past Auggie's extraordinary face.

Wonder begins from Auggie's point of view, but soon switches to include the perspective of others in his family, class and beyond. His sister and her boyfriend are bullied for being friends with Auggie. Julian, the bully, instigates a '*war*' against anyone who caught the '*plague from Auggie*'. Due to his physical appearance Auggie is viewed by some in his community as an outsider, as someone 'other'. The parent of a child in Auggie's school is opposed to his attendance and deletes Auggie's image from a school photo. Wonder is a portrait of one community's struggle with empathy, compassion and acceptance.

Background Information:

Classifying someone, or a group of people, as 'other,' can contribute to a situation where they are treated unjustly, as less than equal or bullied. Bullying affects the lives of thousands of school children and their families in Ireland. The humiliation, fear, frustration, social isolation and loss of self-esteem which children and young people experience when bullied results in absenteeism from school, poor or deteriorating schoolwork, personality changes, illness, depression and even, in some cases, suicide.

Bullying is defined by the Department of Education and Skills as 'unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. Placing a one-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people is also regarded as bullying behaviour'. Bullying can occur at any age, in any environment, and can be long or short-term. (Department of Education and Skills, 2013, Anti-Bullying Procedures for Primary and Post-Primary Schools).

Concerns about the incidence levels and impact of bullying, together with state commitments to upholding and progressing the United Nations Convention on the Rights of the Child, have contributed to the development of the junior cycle area entitled Wellbeing, implemented in schools from September 2017. Implementation will make the school's commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and to their community (NCCA, 2016, Guidelines for wellbeing in junior cycle).

Thinking about Global Goals:

By 2030 …

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Goal 4)
- Reduce inequality within and among countries (Goal 10)
- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (Goal 16)

Teaching and learning activities:

Wonder(ful) quote

One of the best quotes from *Wonder* is '*You can't blend in when you were born to stand out*'. Discuss what is meant by this quote and what the world would be like if every young person everywhere was included and at the same time encouraged to 'stand out' and to achieve their full potential.

Hotseating

Hotseat one or more of the following characters: Auggie, Summer, Julian. Ask questions designed to understand the causes and consequences of bullying. Conclude by questioning the causes and consequences of social inclusion and exclusion.

Make a speech

In *Wonder*, Mr. Tushman quotes J.M. Barrie, the author of *Peter Pan*, who said:
'*Shall we make a new rule of life…always to try to be a little kinder than is necessary?*'
Research famous inspirational speeches, then prepare and make your own speech encouraging others to be 'kinder than is necessary' to people in the school community and beyond.

Extension activity: Produce a leaflet

Produce a 'random acts of kindness' leaflet encouraging young people to be kind to, and act in solidarity with, a person or group in the school, local community or further afield.

STRAND ONE: ORAL LANGUAGE

STRAND ELEMENT: COMMUNICATING AS A LISTENER, SPEAKER, READER, WRITER

Main Learning Outcome = OL8

Students should be able to: 'listen actively in order to: interpret meaning, compare, evaluate effectiveness of and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way.'

Text: Izet Sarjilic, *Luck in Sarajevo* (poem)

In Sarajevo
in the spring of 1992,
everything is possible:
You go stand in a breadline
and end up in an emergency room
with your leg amputated.
Afterwards, you still maintain
that you were very lucky.

During the Bosnian War (1992–1995), Sarajevo, the capital city of Bosnia and Herzegovina, was placed under siege by Bosnian Serbs for 1,424 days. 13,952 people were killed in the city.

Background Information:

The United Nations defines major wars as military conflicts leadings to 1,000 battlefield deaths per year. One of the most recent conflicts to be classed as a major war is the Syrian Civil War. This conflict began in 2011 and although the death toll is difficult to calculate because of lack of access on the ground, some claims estimate that 400,000 people have lost their lives.

The Syrian conflict began with pro-democracy protests against the regime of President Assad. The government reacted harshly, and the situation quickly degenerated into violent clashes between anti-Assad rebel forces and pro-Assad military forces. Over time the conflict has acquired sectarian overtones, pitching the country's Sunni majority (with support from the USA, UK, France, Turkey, Saudi Arabia, Qatar and Jordan) against the president's Shia Alawite sect (backed by Russia and Iran). The rise of the jihadist group Islamic State (IS), operating across Iraq and Syria, has further complicated the conflict. A United Nations commission of inquiry reported that all parties to the conflict have committed war crimes - including murder, torture, rape and enforced disappearances.

Why not support your students to go online and use reputable sources to find up-to-date data about the Syrian Civil War and resultant refugee crisis?

Approximately 8.7 million people are internally displaced inside Syria. A further 4.8 million have fled Syria since the start of the conflict. Neighbouring Lebanon, Jordan, Turkey and Iraq have struggled to cope with one of the largest refugee exoduses in recent history. About 10% of Syrian refugees have sought safety in Europe, sowing political divisions as countries argue over how to best deal with the refugee crisis.

(2016 data used throughout)

Thinking about Global Goals:

By 2030 …

- Reduce inequality within and among countries (Goal 10)
- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (Goal 16)
- Strengthen the means of implementation and revitalize the global partnership for sustainable development (Goal 17)

Teaching and learning activities:

Group poem

Drawing on your understanding of *Luck in Sarajevo*, work together in small groups to write a short poem about 'Luck in [the place you are from].' Read your poem aloud in class. Compare what you have written to *Luck in Sarajevo*.

Haka

A Haka is a Maori war song and dance, traditionally composed by a chief to celebrate both living and dead warriors. The Haka has been made famous by the New Zealand All Blacks, when they perform it at the start of rugby matches. Work in small groups to compose and perform an anti-war Haka. Compare the impact of your Haka with the impact of *Luck in Sarajevo*.

Extension activity: Biography

Create a biography based on a fictional character - a person your age living through a siege on their village, town or city, perhaps in Sarajevo in the 1990s or in the Syrian city of Aleppo. The biography should include date of birth, details about their life before, during and after the siege, the main challenges faced and hopes for the future. You might find it useful to watch extracts of documentaries about people living under siege in Sarajevo and/or Aleppo (www.youtube.com).
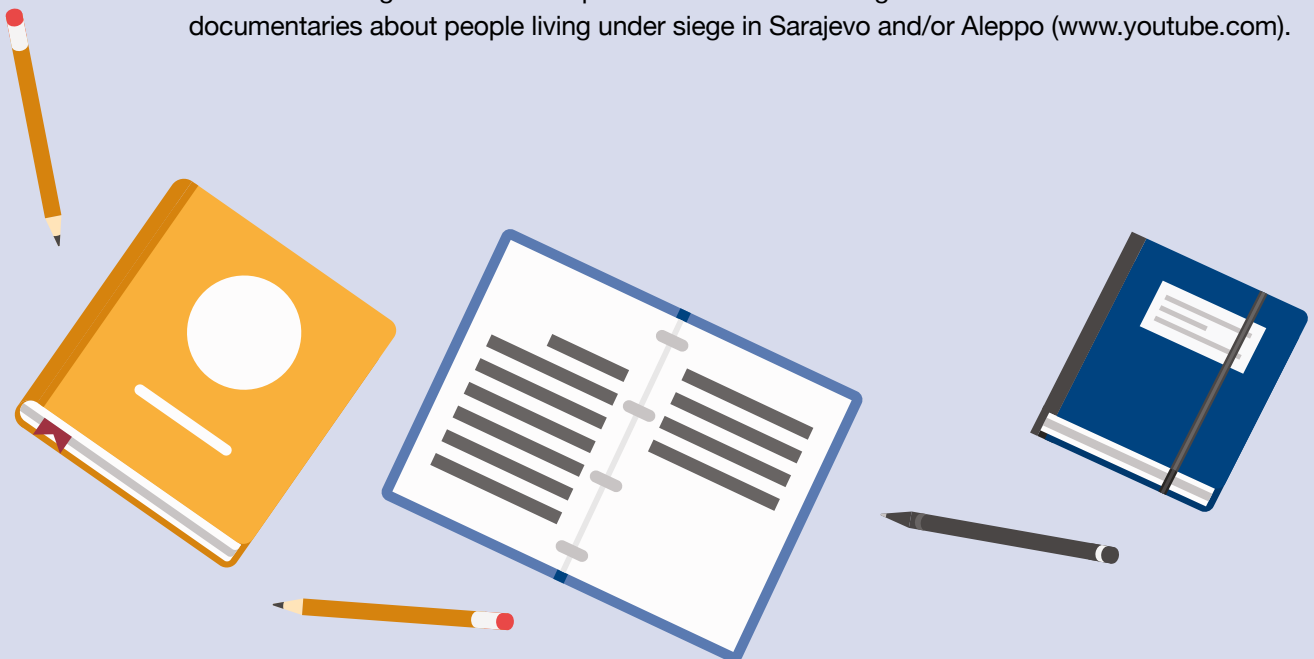
STRAND ONE: ORAL LANGUAGE

STRAND ELEMENT: UNDERSTANDING THE CONTENT AND STRUCTURE OF LANGUAGE

Main Learning Outcome = OL12
Students should be able to: 'demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts'.

Text: Reginald Rose, *Twelve Angry Men* (2nd–3rd year drama)
Twelve strangers sit on the jury for the trial of an 18-year-old boy accused of murdering his father. The room is cramped and stuffy, and the jurors are distracted by their own personal worries and troubles. While 11 members of the jury are convinced that the young man is guilty, one juror, an architect, thinks otherwise. The play revolves around his arguments, and how the other jurors, one by one, concede to his point of view.

While the ethnicity/race of the accused is unknown, the audience is given to understand that the young man belongs to a minority group (in the 1957 film, the actor playing the accused was Italian). This quickly becomes a heated issue for the jury, especially for Juror 9, who refers to the accused as '*one of them*'. Jurors are also prejudiced against the accused because of his socioeconomic background. Scenes where the themes of prejudice, discrimination and racism are most evident include the passages where the jury votes, Scene 3 when Juror 3 loses his composure and Scene 4 when Juror 10 makes a speech.

Background Information:
In the first half of the 20th century, racist Jim Crow laws in the United States controlled where and how black people could live, work and vote. Today, the law in the United States forbids discrimination based on race. But it's perfectly acceptable to discriminate against felons and ex-felons – a high percentage of whom happen to be black. In Washington DC, an estimated 75% of young black men will spend time in prison, a statistic replicated in urban centres throughout the country. Ex-offenders are banned or severely restricted from employment in many professions, job categories, and fields by professional licensing statutes, rules, and practices that discriminate against potential employees with felony records. They are also routinely denied public housing and welfare benefits, and they find it increasingly difficult to obtain an education.

In Ireland, a 2014 report by the Irish Penal Reform Trust, stated that members of the Travelling community are disproportionately represented in the prison system. Underlying causative factors for this disproportionate representation include poverty, social and educational disadvantage, racial discrimination, literacy problems, mental health problems, and drug and alcohol dependency in the community. The authors of the report recommended a dedicated strategy for Travellers to ensure that prison does not further compound the social marginalisation that is often at the root of offending behaviour and access to relevant supports for Travellers on leaving prison.

Thinking about Global Goals:

By 2030 …
- Reduce inequality within and among countries (Goal 10)
- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (Goal 16)

Teaching and learning activities:

Drama

Imagine one member of the jury is speaking on the phone with a friend. They discuss the murder but have no influence on the outcome of the trial. Act out the telephone call. Evaluate how their word choice, tone of voice and text structure change because of the change in environment and purpose of the discussion.

Re-write a scene

Twelve Angry Men was written in the 1950s. The 12 jurors were all men, a not uncommon situation at the time. Imagine you were writing the play set in modern times, and half the jurors are female. Re-write and act out a scene. Compare what you have written with the original.

Extension activity: Media audit

Juror 10 said: '*Human life doesn't mean as much to them as it does to us*.' Who is the 'them' in Irish society and the wider world? Audit a variety of media sources to look at modern day media portrayal of a group you consider to be 'marginalised' and 'seldom-heard' (e.g. young people, women, immigrants, Travellers, asylum-seekers).

STRAND TWO: READING

STRAND ELEMENT: COMMUNICATING AS A LISTENER, SPEAKER, READER, WRITER

Main Learning Outcome = R4
Students should be able to: 'use an appropriate critical vocabulary while responding to literary texts'.

Text: Countee Cullen, *Saturday's Child* (poem)

Some are teethed on a silver spoon,
With the stars strung for a rattle;
I cut my teeth as the black racoon-
For implements of battle.

Some are swaddled in silk and down,
And heralded by a star;
They swathed my limbs in a sackcloth gown
On a night that was black as tar.

For some, godfather and goddame
The opulent fairies be;
Dame Poverty gave me my name,
And Pain godfathered me.

For I was born on Saturday –
"Bad time for planting a seed,"
Was all my father had to say,
And, "One more mouth to feed."

Death cut the strings that gave me life,
And handed me to Sorrow,
The only kind of middle wife
My folks could beg or borrow.

Countee Cullen was born in 1903 and lost both his parents when he was a baby. He lived with his grandmother until she passed away when he was ten years old. He was then adopted by Reverend Cullen and his wife and lived in Harlem, New York.

This poem is about what it is like to be born into a poor, black family in nineteenth century America. Countee writes about poverty being what defined his identity.

Background Information:

There has been marked progress on reducing global poverty levels over the past decades. However, despite this progress, the number of people living in extreme poverty globally remains unacceptably high.

There are 7.5 billion people in the world today. 836 million of these live in extreme poverty, on less than $2 a day. Half of the extreme poor live in Sub-Saharan Africa. Most live in rural areas, are poorly educated and are employed in the agricultural sector. Over half of the world's extreme poor are under 18 years of age.

Why not support your students to go online and use reputable sources to find up-to-date data about global poverty?

It is proving difficult to reach those remaining in extreme poverty, because they often live in fragile contexts and remote areas. Access to good schools, healthcare, electricity, safe water and other critical services remains elusive for many people, often determined by socioeconomic status, gender, ethnicity, and geography. Moreover, for those who have managed to move out of poverty, progress is often temporary: economic shocks, food insecurity and climate change threaten to rob them of their hard-won gains and force them back into poverty.

(2016 data used throughout)

Thinking about Global Goals:

By 2030 …
- End poverty in all its forms everywhere (Goal 1)
- End hunger, achieve food security and improved nutrition and promote sustainable agriculture (Goal 2)
- Ensure sustainable consumption and production patterns (Goal 12)
- Take urgent action to combat climate change and its impacts (Goal 13)

Teaching and learning activities:

Poem review

Review *Saturday's Child*, explaining what message you think Countee Cullen was trying to convey and commenting on the relevance of the poem for people living in poverty today.

Playlist

Create a playlist of possible songs to accompany a reading of this poem. Explain why you have chosen these pieces of music.

Extension activity: Freeze frame

Work together in small groups to freeze frame key moments from a day in the life of someone living in poverty today.

STRAND TWO: READING

STRAND ELEMENT: EXPLORING AND USING LANGUAGE

Main Learning Outcome = R7

Students should be able to: 'select key moments from their text and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a chapter, a media or web based event'.

Text: Andy Mulligan, *Trash* (2nd–3rd year novel)

In an unnamed developing country, in the not-so-distant future, three "*dumpsite boys*" make a living picking through the mountains of rubbish on the outskirts of a large city. One day Raphael finds something mysterious and decides to keep it, even when the city police offer a handsome reward for its return. Soon the boys must use all of their cunning and courage to stay ahead of their pursuers. It's up to Raphael, Gardo, and Rat - boys who have no education, no parents, no homes, and no money - to solve the mystery and right a terrible wrong.

The boys are denied basic human rights - for example, they either do not attend school at all or attend on a sporadic basis. One of the boys, Rat, is homeless. The boys sift through mountains of rubbish, separating out recyclable materials from waste. However, this recycling service comes at a direct cost to their health and safety. The corrupt authorities treat the people living and working in the dumpsite with contempt and their actions constitute abuse of human rights. For example, the police use brutal force in dealing with the boys, and politicians commit fraud in relation to humanitarian aid.

Background Information:

Rubbish may be universal, but it is little studied and poorly understood. In many rich countries, and most poor ones, only the patchiest of records are kept.

Rubbish can cause all sorts of problems. It often stinks, attracts vermin and creates eyesores. It can release harmful chemicals into the soil and water when dumped, or into the air when burned. Almost 40% of the world's waste ends up in huge rubbish tips, mostly found near urban populations in poor countries, posing a serious threat to human health and the environment.

Waste is the source of greenhouse gases, mostly in the form of methane released by rotting food, and so contributes to the growing challenges associated with climate change. And then there is some industrial waste, such as radioactive waste from nuclear fission, for which there are no universally accepted disposal methods.

Yet many also see waste as an opportunity. Getting rid of it all has become a huge global business. Rich countries spend billions a year disposing of municipal and industrial waste. The amount of waste that countries produce tends to grow in tandem with their economies, and especially with the rate of urbanisation. Waste also presents an opportunity in a grander sense: as a potential resource. Visionaries see a future in which things like household rubbish and pig slurry will provide the fuel for cars and homes, doing away with the need for non-renewable fossil fuels.

By 2030 …

- End poverty in all its forms everywhere (Goal 1)
- Ensure access to affordable, reliable, sustainable and modern energy for all (Goal 7)
- Make cities and human settlements inclusive, safe, resilient and sustainable (Goal 11)
- Ensure sustainable consumption and production patterns (Goal 12)
- Take urgent action to combat climate change and its impacts (Goal 13)

Teaching and learning activities:

Diary Entries

Write a diary entry by Fr. Juilliard written on the day he discovers Rat's note in the safe admitting that he has taken the money. Write a second diary entry by Fr. Juilliard for the day he realises that Rat has replaced the money. Use a Venn Diagram to compare the two diary entries, focusing on how Fr. Juilliard judged Rat and his actions.

Letter Writing

Imagine you are Rat and you have learned to write. Write a letter to Fr. Julliard outlining the reasons why you took the money from the safe.

Extension activity: www.debate.org

Based on your learning about the issues raised in *Trash* come up with a debate motion to post online at www.debate.org. In class, discuss and critically evaluate the debate results and any comments posted by debate participants. Possible motions include the following:

- Countries in the Global South are more corrupt than those in the Global North.
- The Global North uses countries in the Global South as their rubbish bin.

STRAND TWO: READING

Main Learning Outcome = R10
Students should be able to: 'know how to use language resources (e.g. dictionary, thesaurus and online resources) in order to assist their vocabulary development.'

Text: Gary Paulsen, *Nightjohn* (1st year novel)
Nightjohn is set on the Waller plantation in the Southern United States in the 1850s. The narrator and protagonist of the story is a young female African-American slave named Sarny. Sarny first sees Nightjohn when he is brought to the plantation with a rope around his neck, his body covered in scars. He had escaped north to freedom, but he came back to teach reading. Twelve-year-old Sarny wants to learn. Waller catches Sarny writing in the dirt and punishes John for teaching her by cutting off the middle toes from each of his feet. Afterwards John escapes again, but later returns at night to bring Sarny to a "*pit school*" to continue to learn.

Nightjohn and Sarny are slaves in colonial America, owned by a man called Clel Waller. They are not recognised as human but are considered property to be used by their 'master' as he sees fit. Slaves were prevented from learning how to read and write because slave owners felt that any kind of education would encourage slaves to want their freedom or to rebel.

Background Information:
Human trafficking is a form of modern day slavery. A person who has been trafficked has been transported to be exploited, for example, to be forced into prostitution (sexual exploitation), into labour (slavery), or for the removal of human organs. Victims who are trafficked for sexual exploitation tend to be transported out of their country of origin, whereas most of those trafficked for forced labour are kept in servitude in their place of origin. Human trafficking is a criminal act and is highly lucrative.

Today, millions of women and girls, men and boys are fleeing conflict, escaping wars, or seeking a better life. Many are being coerced into exploitation during their journey. Media coverage of human trafficking is generally weak. Some news media outlets are not yet aware of the trafficking phenomenon, or confuse it with other issues such as illegal migration. Additionally, it is difficult to get accurate information about human trafficking. It is an illegal activity so it is hidden and victims are often mistakenly identified as persons who have violated migration, labour and/or prostitution laws.

In 2009 an Anti-Human Trafficking Unit was established by the Department of Justice and Equality in Ireland. This Unit was tasked with collecting data about people trafficked into Ireland. The findings of the 2014 report detailed 79 investigations with 49 suspected victims identified. 13 of the 49 victims were under 18 years.

At the time of writing (2016), more recent data from the Anti-Human Trafficking Unit is unavailable.

Why not support your students to go online and use reputable sources to find up-to-date statistics about human trafficking in Ireland and globally?

Teaching and learning activities:

Crossword puzzle
Make a list of 20 key words from *Nightjohn* which relate to the themes of slavery and the importance of education. Look up these words in the dictionary and create a crossword using the definitions as clues.

Glossary
Create a glossary of keywords to help people understand and compare the slave trade in Europe and America in the eighteenth and nineteenth centuries, with modern-day human trafficking.

Awareness-raising posters
Use ICT to create awareness-raising posters about modern-day human trafficking, using key words and images to get the message across to your audience. Share your digital poster via the school website or an appropriate online platform.

Extension Activities:

1. Write a plot outline
   Gary Paulsen wrote a follow-on story to *Nightjohn* called *Sarny: A Life Remembered*. Write the outline of the plot for a follow-on novel. Organise a class vote for the best idea for a follow-on plot.

2. Audio Recordings
   Make an audio recording of a reading of chapter one of the book, where Sarny introduces herself and gives an overview of the 12 years of her life. Make a second recording, giving the same information in your own words. Listen to both recordings and discuss which is most effective in terms of story-telling, looking specifically at word choice, syntax, grammar and text structure.

Blue Blindfold Campaign Poster
The concept of the Blue Blindfold is 'Don't Close Your Eyes' to Human Trafficking. If you see something please call Crimestoppers 1800 25 20 25 or email: blueblindfold@garda.ie
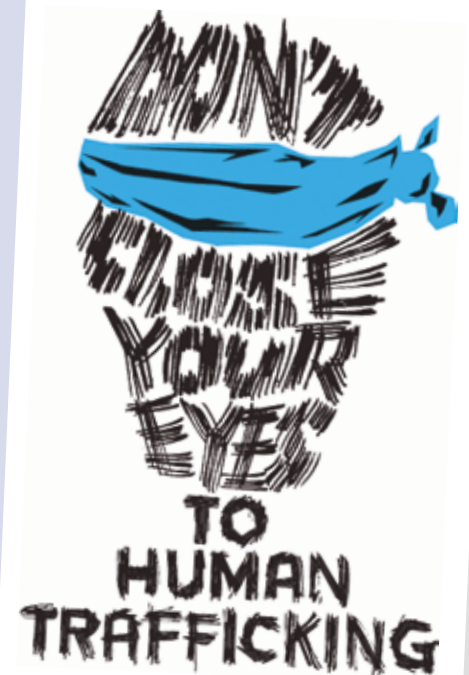
STRAND THREE: WRITING

Main Learning Outcome = W4

Students should be able to: 'write competently in a range of text forms, for example - letter, report, multi-modal text, review or blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences'.

Text: Malorie Blackman, *Noughts and Crosses* (1st year novel)

This is a thought-provoking story inspired by *Romeo and Juliet*. This book presents a society which has only two types of people: 'noughts' and 'crosses'. Crosses are the ruling class and Noughts struggle against prejudice, poverty and low social status. The story centres around two main characters, Callum and Sephy, and their families. Callum is a Nought, an inferior white citizen in a society controlled by black Crosses. Sephy is a Cross, the daughter of one of the most powerful, ruthless men in the country. Noughts and Crosses do not mix in their world. But when Sephy and Callum's childhood friendship turns into love, they are determined to find a way around this.

Racism is one of the most prominent themes of the book. Crosses are black, wealthy and powerful. Noughts are white, do poorly paid jobs if they can get a job at all, and have far fewer chances to do well in life. Crosses look down on Noughts as a completely inferior group. In *Noughts and Crosses* it is a powerful, wealthy, black ruling class who are discriminating against the whites.

Background Information:

Ireland has population of 4,525,281, of which 13.9% are originally from another country (2011 Census data). Most of the 13.9% are made up of people from the United Kingdom and countries within the European Union. The different nationalities that make up the population of Ireland make an important contribution to the economy and society, but unfortunately incidents of racial discrimination, from verbal abuse to physical violence, are not uncommon.

In Ireland people are protected against discrimination under nine equality grounds. These nine grounds are: gender, civil status, family status, sexual orientation, religion, age, disability, race (people with different skin colour, nationality, racial or ethnic origin) and membership of the Traveller community.

Why not support your students to search the Central Statistics Office website (www.cso.ie) to find up-to-date information about diversity in Ireland?

There are two Equality Acts, the Employment Equality Acts and the Equal Status Acts. The The Employment Equality Acts 1998–2011 prohibit discrimination under nine grounds in employment, including vocational training and work experience. The Equal Status Acts 2000–2011 prohibit discrimination under nine grounds in relation to buying and selling goods, providing services, accommodation and access to education. Under the Education (Welfare) Act 2000, schools must have a code of behaviour which expects people to respect diversity across the nine grounds.

Thinking about Global Goals:

By 2030 …

- Reduce inequality within and among countries (Goal 10)
- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (Goal 16)

Teaching and learning activities:

Blog

Imagine you are Callum. Write a blog entry explaining how your relationship with Sephy and your family changes as the book progresses.

Dramatic Monologue

Lynette is Callum's older sister. She had dated a Cross and was beaten, along with her boyfriend, who died after the attack. Write a dramatic monologue for Lynette. Include all that you know about her and hint at what you think will happen to her.

Extension activity: Character analysis

Select a key character from the text and comment on their experience of racism and prejudice.

STRAND THREE: WRITING

Main Learning Outcome = W6

Students should be able to: 'use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel and manage content'.

Text: *Beasts of the Southern Wild* (2012) (film)

The film is a fantasy that revolves around the themes of climate change and rising sea levels. It is based on a fictional community fighting to maintain their way of life in a floodplain, somewhere like modern-day coastal Louisiana in the United States. The film is shot through the eyes of a small child. This tale touches on issues such as the importance of water, the richness and fragility of nature, freedom, poverty, the wealth gap, survival and parent-child relationships.

This film portrays a story of survival. It is located at the frontline of climate change and in the firing line of major tropical storms. The area is threatened by coastal erosion, lack of soil renewal, an oil company, government canals and a rising sea level. What was once a thriving community and diverse ecosystem is now gradually slipping into the sea. The film shows how climate change affects people from across the socio-economic divide in different ways.

Background Information:

The global climate is changing because of human activity, such as consumerism, the burning of fossil fuels and deforestation. The impact of climate change is evident in changing weather patterns, such as flooding and droughts. Without action to combat climate change this will lead to increased levels of migration, more diseases like malaria, more wildfires, greater scarcity of water, loss of land mass because of rising sea levels, and negative effects on harvests and human health.

The consumer lifestyles of those living in big cities and countries in the Global North contribute more to climate change, but these people are not as severely affected as those living in low income communities and countries in the Global South, who are much less able to mitigate against and adapt to the challenges of climate change. Climate change is not just an economic or environmental issue, it is a justice and human rights issue, and it can only be overcome if people all around the world live more responsibly and sustainably. For this reason, in 2015, Ireland was amongst 193 member states of the United Nations to sign up to the 17 Global Goals for Sustainable Development. Also in 2015, the Irish government joined with 187 other countries in agreeing to limit the rise in global temperature to 1.5-2 degrees Celsius and so work together to reduce greenhouse gas emissions and lessen the impact of climate change.

Teaching and learning activities:

News report

Write a news report on an aspect of the film, such as the storm experienced by the characters. Give your news report to a peer for editing, then record the final draft.

TV advertisement campaign

Work in groups to produce a mindmap of ideas for a TV advertising campaign, encouraging people to change their habits to act against climate change. Agree on one of these ideas and write a script for the TV advertisement.

Extension activity: Film review

Work together in small groups to write and present a review of the film.
Your review should employ language appropriate for your audience.

STRAND THREE: WRITING

Main Learning Outcome = W12
Students should be able to: 'demonstrate an understanding of how syntax, grammar, text structure and word choice may vary with context and purpose.'

Text: *The Outsiders: Our Teenage Life Behind Barriers* (2014)
RTE DocOnOne radio documentary

From: **rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers**

This radio documentary is about two teenage girls, Natasha and Minahil, two of the 922 children living in direct provision accommodation centres in Ireland (September 2016 statistic). The documentary recounts their daily challenges and frustrations, and their future hopes.

Natasha and Minahil live in mobile homes in an accommodation centre beside an industrial estate on the outskirts of Athlone town. It's a 40-minute walk into town and there is no public bus service. The girls are embarrassed to ask their friends to their 'home' because they would have to pass through a security barrier and sign their names at reception. Natasha and Minahil try to keep busy: talking about music, planning what they might study and thinking about what life in Ireland might be like after they get their 'papers'.

Background Information:
The direct provision system in Ireland was established in 2000, as a means of meeting the basic needs of asylum seekers until their claims for refugee status are processed.* The system is co-ordinated by the Reception and Integration Agency, which is part of the Department of Justice and Equality. Direct provision accommodation centres are run and operated by private companies who receive state subsidies.

People living in direct provision are not allowed to work. They receive full board accommodation and personal allowances of €19.10 per adult. There is also an allowance of €15.60 per week for children in direct provision.

In 2015, a working group, established by the government to investigate direct provision, issued a report with 170 recommendations to improve the living conditions in the system and decrease the amount of time asylum seekers wait for a decision on their application for refugee status. As of September 2016, there were 4,252 people in the direct provision system. 922 of these were children under the age of eighteen, and just under 15% (628 people) were waiting for their application to be processed for more than 5 years.

Why not support your students to search the Reception and Integration Agency website (www.ria.gov.ie) to find up-to-date data about the numbers living in direct provision in Ireland?

The direct provision system divides opinion. It has been heavily criticized by the United Nations and international human rights organisations, but in 2014, an Irish Times/Ipsos MRBI poll found most Irish voters supported its continuation. In November 2016, 500 people took part in a protest march in Dublin calling on the government to give asylum seekers the right to work, provide equality of access to welfare payments and to third level education. The Department of Justice and Equality has indicated that the government is committed to reforming the system but this is dependent on the introduction of legislation.

An asylum seeker is a person who has formally applied to live in another state because s/he has a well-founded fear of persecution in his/her country of origin. While his/her application is pending s/he remains an asylum seeker. If/when the application for asylum is approved, s/he gains refugee status in the new country.

Thinking about Global Goals:

By 2030 …

- Ensure healthy lives and promote well-being for all at all ages (Goal 3)
- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Goal 4)
- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (Goal 8)
- Reduce inequality within and among countries (Goal 10)
- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (Goal 16)

Teaching and learning activities:

For or against
Write a letter to the Minister for Justice and Equality arguing either for or against the direct provision system. Write an email to a friend telling them what you think of the direct provision system. Compare syntax, grammar, word choice and text structure in the letter and the email.

Debate
Organise a class debate on the following motion: 'There are no 'outsiders' in Irish society'.

Petition
Start a petition to raise awareness about or bring about change relating to any issue raised in the radio documentary, using www.change.org, or another social media platform.

Extension activity: Pack a bag
Natasha, Minahil and their families are amongst the many people fleeing their country of origin and seeking refuge elsewhere. Imagine you are forced to leave your home suddenly. Work together in small groups to decide what five items you would take in your bag.

Note: For additional teaching and learning activities using The Outsiders radio documentary see A Partnership with Africa (2016) The Outsiders: Children living in direct provision in Ireland. A unit to support junior cycle English. Available: www.apa.ie

Get Active/Get Engaged

Resources to support the teaching and learning of development themes using Development Education approaches are available from specific non-governmental websites or from platforms such as **developmenteducation.ie**

There are several award programmes and opportunities available to post primary students engaged in DE action through junior cycle English, the most relevant of which are:

- **WWGS Global Passport Award:**
  worldwiseschools.ie/wwgs-global-passport/
- **Action Aid national speech-writing competition**:
  actionaid.ie/speech-writing-competition/
- **Concern debates**:
  concern.net/get-involved/schools/debates/about
- **Eason Creates – creative writing competition**:
  easonedition.com/eason-creates-introducing-a-new-creative-writing-competition-for-schools/
- **Fighting Words - creative writing workshops**:
  fightingwords.ie
- **Goal: Write the Future – letter writing competition**:
  goalglobal.org/write-the-future
- **Professional Development Service for Teachers (PDST) National Poetry Competition**:
  pdst.ie/junior/poetry
- **Show Racism the Red Card - written, visual or audiovisual competition**:
  theredcard.ie/competition.php
- **Trócaire / Poetry Ireland – poetry competition**:
  poetryireland.ie/education/trocaire-poetry-ireland-poetry-competition

WorldWise Global Schools (WWGS)

Irish Aid's WorldWise Global Schools (WWGS) is the national programme of support for Development Education (DE) at post-primary level. It is a one-stop shop of funding, resources and guidance for post-primary schools to engage in DE. WWGS is an initiative of Irish Aid (the Irish Government's programme for overseas development). The current WWGS programme is implemented through a consortium comprised of Gorta-Self Help Africa, Concern Worldwide and the City of Dublin's Education and Training Board Curriculum Development Unit.

Global Passport Award

JOIN NOW!

WHAT IS THE GLOBAL PASSPORT?

The Global Passport Award is a Development Education (DE) quality mark, which offers schools a framework to integrate DE into their teaching and learning.

It is a self-assessed and externally-audited accreditation for DE that is open to all post primary schools in the Republic of Ireland.

WHAT ARE THE BENEFITS?

- Externally audited DE quality mark for your school

- Validation and recognition for the DE work being done by your school

- Provision of a space for students to explore and take action on local to global issues

- Opportunity to raise your school's profile by showcasing and celebrating DE

WHAT IS INVOLVED?

You review and rate your school's level of DE activity in 7 categories (Global Passport 'stamps'), providing examples for what you are doing in each. The total score achieved in all 7 stamps will determine which of the three Global Passport types is awarded.

WHAT SUPPORTS ARE OFFERED?

WWGS provides a range of supports to assist schools:

- Workshops and support visits

- Phone and email support

- Tailored resources, guides and practical examples for each of the stamps

AWARDS

There are 3 different types of Global Passport you can apply for depending on your school's level of engagement:

Special Passport
for exceptional engagement with Development Education

Diplomatic Passport
for established engagement with Development Education

Citizens Passport
for emerging engagement with Development Education

HOW TO APPLY

To get involved please register your interest online at **www.worldwiseschools.ie** or email laura.cahill@worldwiseschools.ie.

For more information about WorldWise Global Schools and the opportunities the programme offers students, teachers and schools to engage with Development Education - particularly how to apply for our school award, the Global Passport - visit our website **www.worldwiseschools.ie**

For further DE resources and ideas for use in English classes, **visit developmenteducation.ie** - a searchable, subject-specific, age-appropriate, thematic database of DE classroom materials from early childhood upwards.