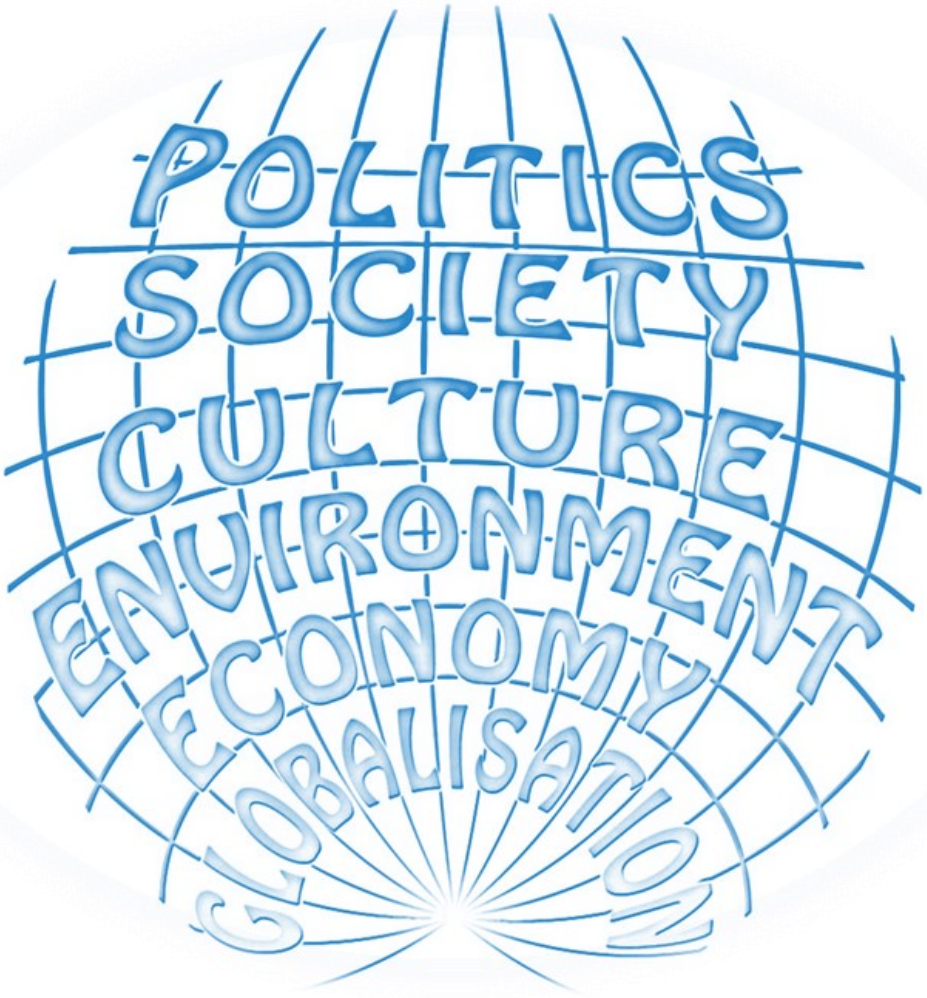
LINKING LOCAL TO GLOBAL

A Development Education Resource for NFQ Level 5 Communications



Written by Meliosa Bracken

Development Education Building in Adult Training & Education

THE DEBATE PROJECT

www.thedebateproject.net

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About the DEBATE Project

The DEBATE Project is an innovative project, funded by Irish Aid and Dublin & Dún Laoghaire ETB which aims to promote and facilitate Development Education within Adult Education Services. Development Education (DE) supports and promotes learners' full engagement with the culturally diverse, rapidly changing, globalised and increasingly unequal world we live in. The DEBATE Project was established in 2013 with the following aims:

To support the inclusion of Development Education issues into Adult Education provision
To build the capacity of adult education practitioners to integrate DE into teaching practice
To develop/adapt DE resources for adult learners enrolled in a range of QQI courses
To deliver accredited and non-accredited DE courses to adult learners

About this Resource:

This resource is aimed at tutors and teachers of modules in Communications who would like to bring a global dimension into their teaching practice. It is intended for NFQ Level 5 Communications but can be adapted for use with Level 4 Communications or any module which has a human development and/or social analysis element.

About the Author:

Meliosa Bracken MSc has lectured on the Development Education specialism at undergraduate and postgraduate level. She designed and coordinates the DEBATE Project for Dublin & Dun Laoghaire ETB and has extensive experience in the adult education sector, working directly with adult students at all levels on the NFQ and teaching adult educators in active and participative learning methodologies.

Acknowledgements:

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SECTION 1: INTRODUCTION

Level 5 Communications is a module designed to support people in developing core life skills—specifically, skills in transmitting and receiving information through speaking, reading and writing, but also through cross-cultural interactions, social media and mass media. Effective communication is dependent on the ability to think critically and creatively, work well in diverse groups, recognise bias in mass media and other forms of communication, and understand the political, economic and cultural practices that shape our everyday experiences.

Development Education is about supporting people in understanding and in acting to transform the social, cultural, political and economic structures which affect our lives at personal, local, national and international levels. It is closely linked to other forms of social justice education, including Global Citizenship Education, Human Rights Education, Education for Sustainable Development, Intercultural Education, Anti-racism Education, Critical Literacy and Social Analysis.

Integrating DE issues into Communications Modules is an effective way of introducing learners to global perspectives as well as personal and local ones. It provides a much-needed global dimension to adult education, essential for building learners' capacity to thrive in today's complicated and globalised world, and promoting a sense of solidarity with our fellow human beings.

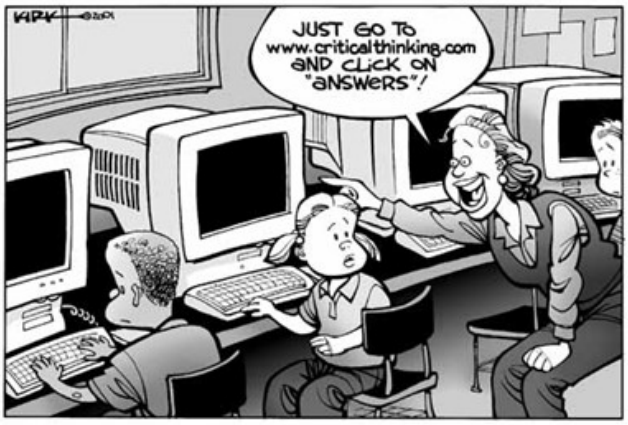
Educating the heart without educating the mind is no education at all.

Aristotle

Using this Guide

The resource can be used section by section or dipped into for information that is of particular relevance or interest. Content is arranged into the core learning outcomes of Communication Modules, e.g. Verbal Communication, Interpersonal Communication, etc. Each section contains lesson Plans, learning activities, materials and resources.

Critical Literacy Approach



Traditional communication skills involve the ability to decode written and spoken texts, understand the intended meaning and respond in an appropriate manner. A critical literacy approach goes further; it drills down past surface meanings and explores assumptions, interpretations, voice, power and representation. A critical teacher encourages learners to also ask:

- ◊ What is the purpose of the text?
- ◊ How are cultural groups / nationalities / individuals represented in the text? Are these fair representations? Are there other representations out there?
- ◊ What has been left out of the text? What perspectives are omitted?
- ◊ How is your understanding of the text influenced by your background?
- ◊ What view of the world and what values does the text present? What assumptions about the world and/or about values and beliefs does the text make?
- ◊ Whose interests are served by the text?
- ◊ What responsibilities do we have after viewing the text?

(Adapted from Cervetti, Pardales, & Damico, 2001)

Local-Global Approach

Where possible, encourage learners to link/compare their experiences and reflections with members of other communities. These could be marginalised members of their own local or national community or members of communities located in the Global South. Explore how local actions have a global impact and vice versa. Look at local issues from a global perspective and support learners in making connections. This approach helps learners identify as global citizens – a collective community facing similar challenges and problems.

Recommended Teaching Methods

Integrating DE into Communications requires appropriate teaching and learning methodologies and you are encouraged to use a participative approach with adequate opportunities for discussion and reflection. Methodologies should reflect the group's interests, needs and abilities and could include role play, simulation exercises, group work, group discussion, action projects, reflective journals and art work. Appropriate tools include art, folklore, poetry, films, documentaries, blogs, newspapers, books, articles, photographs, cartoons, infographics, etc.

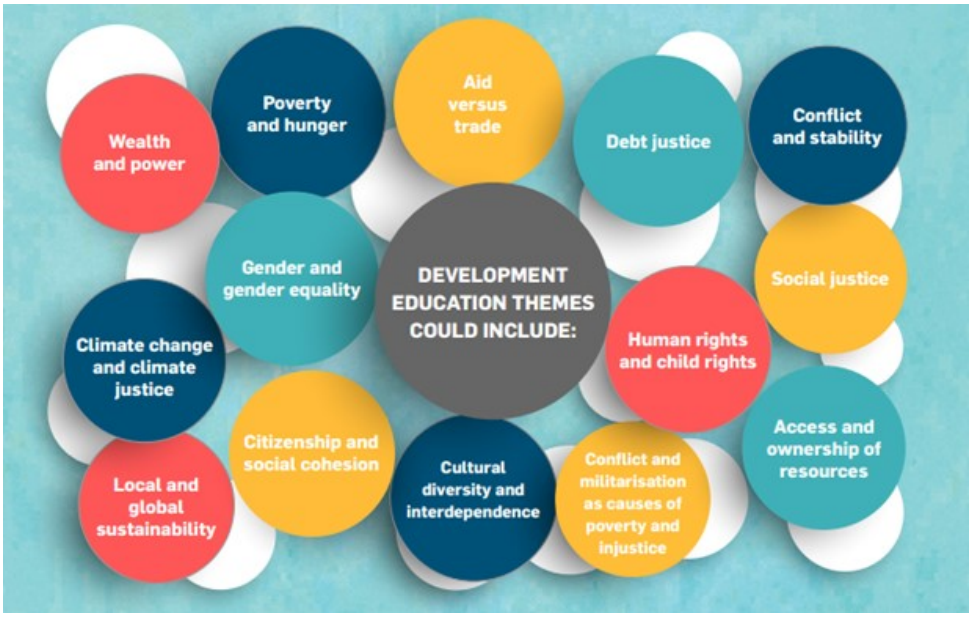
Development Education Principles

Principles underpinning Development Education have much in common with adult education and community education. The following principles were created by Open Spaces for Dialogue and Enquiry and are an excellent starting point for quality Development Education.

- **Everyone brings valid and legitimate knowledge to the discussion**
  - How we look at the world depends on the relationships, experiences, encounters and forces we are exposed to. Each person's knowledge of what is 'normal' or 'true' is shaped by how we understand the world. This understanding depends on both external forces (culture, religion, media, education, upbringing, social class, gender, etc.) and internal factors (personality, life experiences, reactions, etc.)
- **All knowledge is partial and incomplete**
  - Because our understandings are bound up in specific contexts and experiences, we lack the knowledge constructed in other contexts. To gain a more complete knowledge, we need to listen to different perspectives in order to see/imagine beyond the boundaries of our own lenses.
- **All knowledge can and should be challenged**
  - Questioning knowledge is not about de-legitimising perspectives that differ from our own, nor is it an attempt to break the lenses through which we see. Critical inquiry deepens our understanding of where these perspectives come from and where they lead to.

"If I think that only my truth is valid, I'll close myself off to others and will not learn anything new. The right way to improve my perception and capacity to think and to hear with respect is to be open to differences and to refuse the idea that I am absolutely right. And if I am not the 'owner of the truth', I need to be permanently open. I need to be open to approach and being approached, to question and being questioned, to agree and to disagree."
Source: www.osdemethodology.org.uk

Teaching Controversial and Sensitive Issues



Source: IDEA (2015) Good Practice Guidelines for DE in Adult and Community Education Settings

It is important to acknowledge that certain local-global issues have the potential to upset students or cause conflict within the classroom. Many tutors express concerns about raising issues that are potentially divisive, emotive and/or offensive. These concerns should be taken seriously and tutors should use their professional judgement to identify topics that may not be appropriate for a particular class at a particular time.

However, it is also important to acknowledge that there are serious implications and consequences if adult educators decide to avoid all controversial topics in the classroom – it means adult learners miss out on opportunities to discuss complex and challenging issues, share perspectives, learn from each other, develop critical thinking skills and ultimately gain a deeper understanding of what is going on in the world today.

There are many strategies and tools available and some of these are set out on the next page. For more teaching and learning strategies, see Oxfam's Global Citizenship Guide: Teaching Controversial Issues and the CDVEC Curriculum Development Unit's guide on 'Tackling Controversial Issues in the Citizenship Classroom', both available as pdf publications online.

What is a controversial issue?

A controversial or sensitive issue is any issue or topic that:

Is divisive

Challenges personal values and beliefs

Challenges cultural and religious beliefs

Evokes an emotional response

Generates conflicting explanations and/or solutions

Causes feelings of anxiety, stress or hurt

Generates a situation where a majority are in agreement and a minority hold an opposing point of view.

Strategies for Teaching Controversial Issues

Lay the Foundations

- Reflect on what you want to teach and why. The 'why' should always reflect the learning outcomes or objectives of the module and the principles of Development Education.
- Be sensitive to your limits and the limits of your students
- Keep in mind that your role should not be to change students' minds or attitudes
- Decide what stance(s) you will take as an educator, E.g. neutral facilitator, declared interest, devil's advocate, official view, ally for minority viewpoints.

Create a Safe Space

- With the class, draw up a set of class guidelines outlining core values (e.g. Respect one another, Listen, Don't interrupt, Don't use hurtful language, Don't generalise, Take turns,)
- Explain to students what critical thinking is and how to approach it. Model a critical literacy approach with a topic that is not sensitive.
- Set the scene with a student-friendly version of the Development Education Principles

De-personalize the issue

- Use a 'Social Responsibility Framework' – explore the role of the individual, society and the state in relation to the topic rather than personal viewpoints of students (what is the government doing about homelessness?)
- Use a Human Rights Framework (what rights does this issue impact on?) or a Legal Framework (what does the law say on this issue?)
- Reframe questions to avoid personal responses, e.g. Instead of 'What do you think about migrant workers coming here?' ask 'How do people in Ireland feel about migrant workers?'

Offer escape routes when things get bogged down or over-heated.

- Take time to acknowledge when consensus takes place and when disagreement takes place
- Remind students that nothing is black or white or has a single story and it is ok to 'agree to disagree'
- Have a no-easy-answer board for recording points where there is no agreement and park them there.
- Establish a clear procedure for handling heated situations (e.g. use a code word, call time-out to stop the conversation so that you can de-escalate the situation)

SECTION 2: INTERPERSONAL SKILLS

Verbal and Non-Verbal Communication

Communication is a two-way process—at a very simple level, it is about the transfer of information from one party to another. Verbal communication—that is speaking and listening, is the most common way of communicating complex ideas, thoughts and/or news and knowledge. However, the success of verbal communication is often limited by the following factors:

- Having the fluency and/or vocabulary to express what you want to say
- Having the fluency and/or vocabulary to understand what is being said

Effective verbal communication takes place when the speaker uses

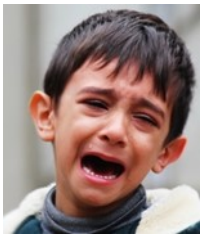
- Appropriate pitch, tone and volume
- Appropriate pace, speed and articulation
- Appropriate body language
- Appropriate vocabulary, idioms and examples

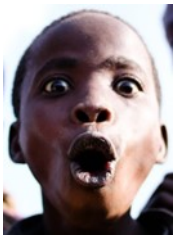
And when the listener is

- Actively listening
- Engaged and/or interested in the topic
- Familiar with the speaker's idioms, body language and speech patterns
- Able to understand the content and relate it to their own experience

Non-Verbal Communication

Non-verbal communication (NVC) is the transfer of information between parties without the use of words. In a physical sense, NVC includes body language, facial expressions, stance, touching, gestures and eye contact. In an aesthetic sense, NVC includes creative expression through dance, art or music. NVC also includes the use of signs (e.g. information signs, warnings, flags, sirens, etc.) and symbols, for example, objects that denote something such as the wearing of a hijab or a crucifix to indicate religious beliefs. The vast majority of NVC is learned behaviour. Experts suggest that only five non-verbal expressions of emotion are universal: happiness/smiling, sadness, surprise, disgust and tiredness. Expressions of fear and anger are also very similar across cultures.





Cross-Cultural Communication

Effective cross-cultural communication can only take place when we have a good understanding of what culture means. The ICEBERG MODEL on page 12 explains that culture is made of **visible aspects** (such as language, dress, customs, traditions) and **invisible aspects** (such as communication style, values, concept of personal space, concept of polite behaviour). Information about cultural norms is acquired through a **socialisation process** that begins as soon as we are born. Cultural learning has **advantages and disadvantages**. On a positive note, it allows us to feel a sense of belonging and it provides us with a blueprint of how to behave in many different situations. However, cultural learning does not equip us with the skills to live amongst diverse groups and in multicultural settings. It can lead to a fear and distrust of anything considered 'different' and if left unchallenged, can develop into xenophobic and/or racist behaviour .

Dimensions of Culture

Geert Hofstede defines culture as "the collective programming of the mind distinguishing the members of one group or category of people from others". He identified six dimensions of national culture which distinguish nations (rather than individuals) from each other. The dimensions are listed in the table below along with Ireland's rating in each of the dimensions. (More information and up-to-date scores available from: http://geert-hofstede.com/ries.html)

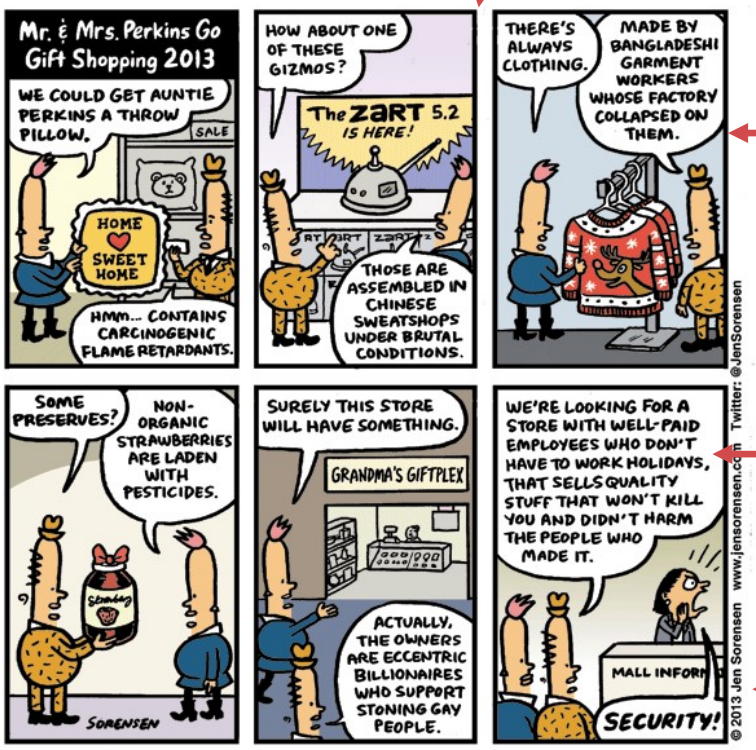
Power / Distance	How a nation accepts and expects an unequal distribution of power	**Ireland: 28/100** Low tolerance of unequal power relationships
Individualism vs Collectivism	The extent of individual freedom and choice over duty and loyalty to the family and other institutions	**Ireland: 70/100** High support for individual freedom and choice
Masculinity vs Femininity	How much a nation values masculine traits such as assertiveness and competitiveness over feminine traits such as caring and collaboration	**Ireland: 68/100** Moderately higher value placed on masculine traits
Uncertainty Avoidance	How a nation tolerates and tries to manage risk, uncertainty and ambiguity as opposed to being comfortable 'going with the flow'.	**Ireland: 35/100** Relatively relaxed in unstructured situations
Long-term Orientation	The extent to which a nation encourages virtues that pay attention to future rewards (e.g. being thrifty)	**Ireland: 24/100** Preference for 'quick results' spending over saving, etc.
Indulgence vs Restraint	How much a nation views or suppresses the gratification of needs and wants.	**Ireland: 65/100** Moderately high importance placed on personal happiness

Using Cartoons as Non-Verbal Communication

Political cartoons are excellent examples of non-verbal communication of complex issues and arguments. Encourage students to 'decode' the meaning in cartoons.

Ask small groups to look closely at the detail:

- ◊ What is the cartoon saying?
- ◊ What issues is the cartoon trying to draw attention to?
- ◊ What symbols are used?
- ◊ Who are the characters?



Cartoon by Jen Sorenson.

What is this cartoon about?

What are Mr and Mrs Perkins trying to do?

Do most consumers ever think about these things?

Have you ever felt like Mr and Mrs Perkins?

Is this a reasonable request? Why / Why not?

Why is the lady at the information desk calling for security?

Cartoons on various global justice topics are available from www.developmenteducation.ie.

Suggested extension activities:

- ♦ Write a short story or poem based on the cartoon (creative writing).
- ♦ Research and write a paragraph about sweatshops in China (factual writing).
- ♦ Write a letter to a well-know chain store asking if their clothes are sourced ethically from factories with fair working conditions (formal letter writing).

Lesson Plan 1: Non-Verbal Communication

Communication Learning Outcome

- Use appropriate non-verbal and visual communication skills (LO3)
- Critique information from visual media texts (LO7)

Development Education Learning Outcome

- Understand cultural differences in communicating verbally and non-verbally.

Tutor Input:

Explain the meaning of 'non-verbal communication' and give examples. Explain gestures and facial expressions can have different meanings in different cultures. Show the group some gestures that have harmless meanings in Ireland but would be considered rude or offensive in other settings. (e.g. sticking your tongue out or crossing your fingers).

Group Discussion:

Discuss with the group how they would express the following messages using gestures and body language:

- Everything is good.
- Stop.
- Come Here.

Explain that gestures and expressions often have culturally specific meanings and might not mean the same thing elsewhere.

Gesture/Expression	***Meaning in Ireland***	***Meaning elsewhere***
Thumbs Up	Everything is ok/good	Offensive in Thailand, similar to sticking your tongue out.
Displaying the palm of your hand.	Stop.	Insulting in Greece, considered very offensive.
Curling your forefinger towards you.	Come here.	Insulting in Philippines, used to call dogs, not people.

Brainstorm

Brainstorm with the group examples of non-verbal communication that have different meanings in different cultural settings. Ask for examples of situations where people have misunderstood non-verbal communication.

Pair and Share:

Split group into pairs (if the group is multicultural, ask people from different cultural backgrounds to pair up). Assign the role of 'interpreter' to one person and the role of 'communicator' to the other. Give the communicator a list of feelings/thoughts/messages to convey to the interpreter non-verbally. The interpreter must write down the 'answer' to each non-verbal message, without showing the communicator.

For example:

- This chair is hurting my back.
- The food I am eating tastes horrible.
- I am scared of you.
- I think you are a lovely person and I would like to be your friend.
- I am in danger and I need help.

Share the answers with the whole group and ask each pair to award themselves three points for each correct answer. Pairs should then share their experiences of communicating non-verbally – what message was difficult to convey, what was easy? What message had the potential to cause embarrassment or conflict? Did the absence or presence of a shared cultural background have an influence on the interpreter's ability to understand the message?

Group Discussion—Body language and Personal Space

The concept of personal space (i.e. the invisible zone around us that makes us feel safe) differs hugely from culture to culture. People living in sparsely populated countries like Ireland usually have a well-defined sense of personal space and feel uncomfortable when a stranger stands 'too close' or sits next to them when other chairs are free. People living in densely populated countries like India have grown accustomed to sharing their personal space and do not mind being in very close proximity to strangers.

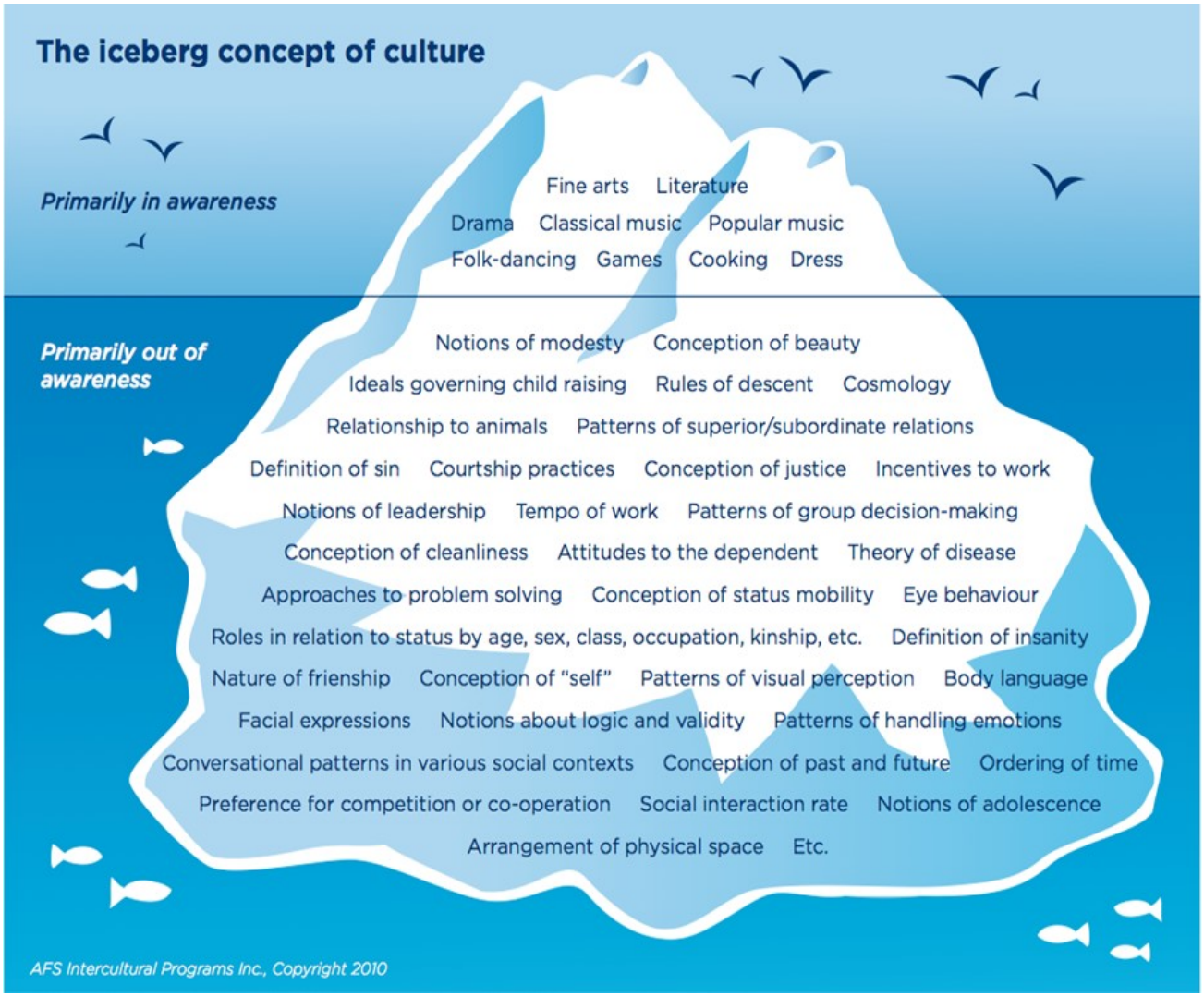
Show the Pixar short film 'For the Birds' (available on YouTube) and ask students to discuss in small groups what happens when a person violates cultural norms around personal space. What kind of emotional response is generated? Why? How do people convey their disapproval? How should situations like these be handled?

© Pixar

Handout 1: Iceberg Concept of Culture

Most people think of culture in terms of food, art, language and traditions. However, there are countless aspects to culture and cultural identity, most of which go unnoticed.

Sigmund Freud first used an iceberg to describe how some things operate at a conscious or visible level and other things operate at a subconscious or invisible level. Edward T. Hall used the Iceberg Model to explain the concept of culture (See: Beyond Culture (1976) by Edward T. Hall).

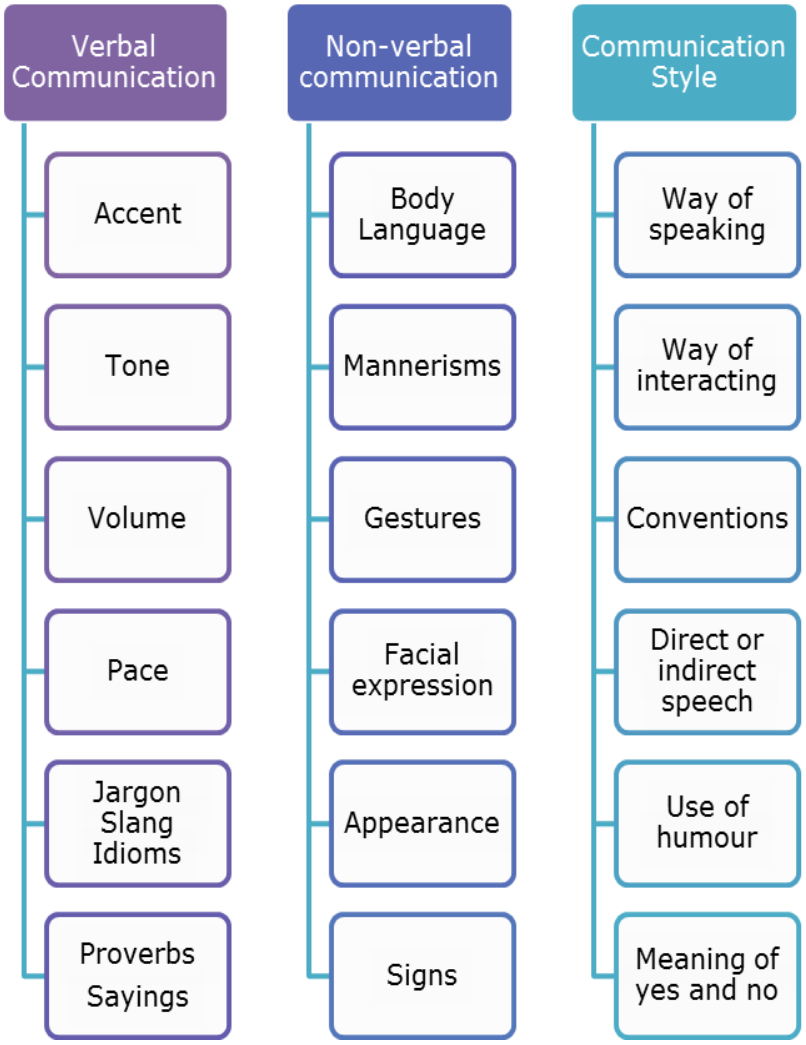


When you first encounter a new culture, you will only 'see' the visible aspects; underlying beliefs, meanings, values and thought patterns that dictate the behaviour you see will only become visible if you spend time with people from that culture. Hall suggests that the only way to learn the internal culture of others is through communication and active participation.

Handout 2: Intercultural or Cross-Cultural Communication

Communication is easier when both parties have similar or shared communication behaviours and style.

- ◊ Verbal Behaviour – what we say and how we say it
- ◊ Non-verbal behaviour – what we say when we're not talking
- ◊ Communication style – how we like to express ourselves



Misunderstandings can arise when people from different cultural backgrounds interpret verbal and non-verbal behaviour differently, when they have mismatched communication styles, when they are unfamiliar with specific contexts or conventions and they are unaware of indigenous/local meanings.

Cultural Differences:

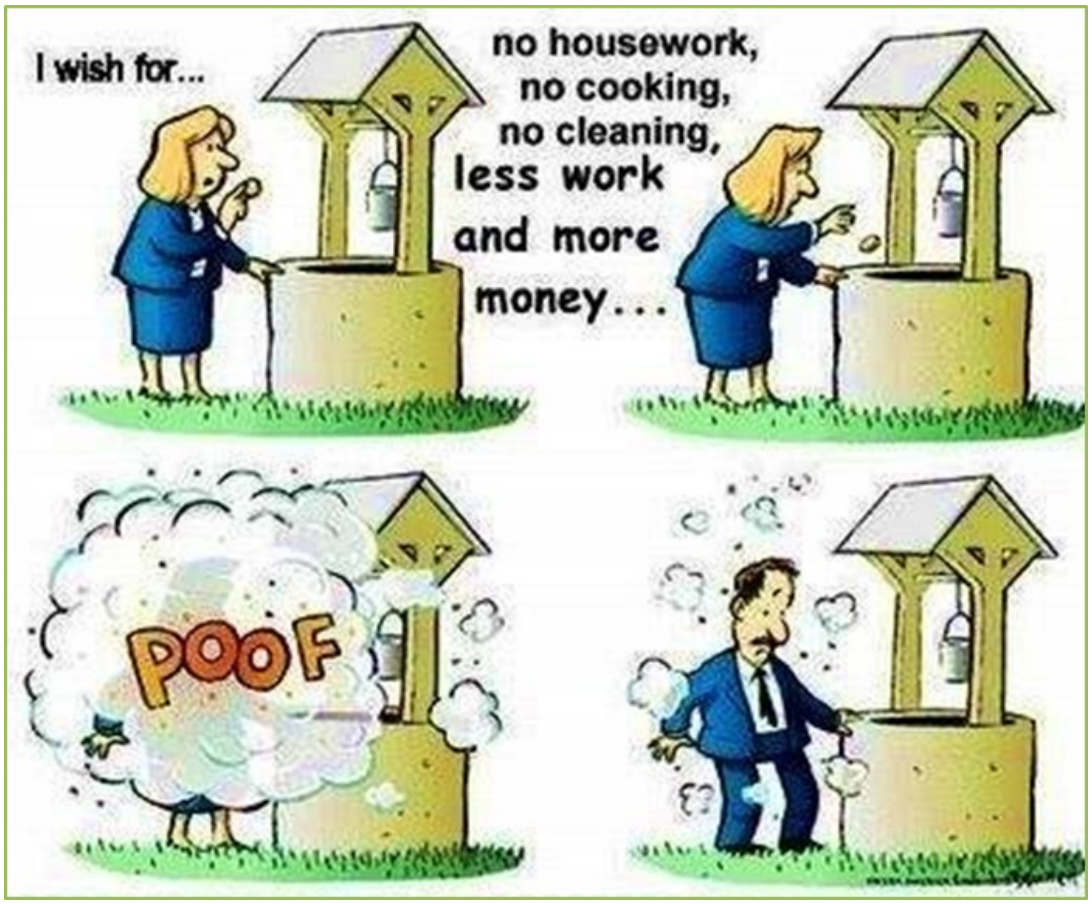
Patting a child on the head is a sign of affection in some cultures and disrespectful in others.

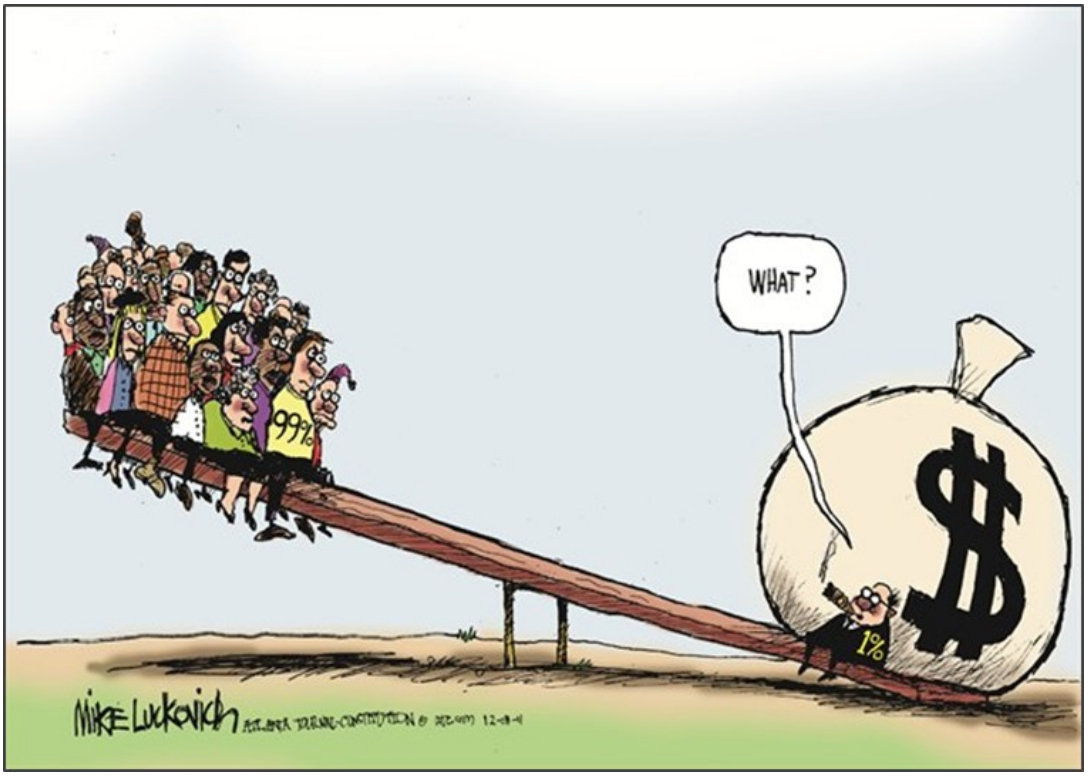
Making eye contact is a sign of respect in some cultures and a sign of disrespect in others.

A guest clearing their plate is a compliment to the host in some cultures and an insult in others.

Handout 3: Non-Verbal Communication through images.

Individual Work: Both of these cartoons are saying something about inequality. Explain what you think is the message behind each cartoon, whether you agree with the point being made and why.





Cartoons sourced from www.developmenteducation.ie

Lesson Plan 2: Verbal Communication Skills

Communication Learning Outcome

- Demonstrate verbal skills appropriate to working under general direction, to include making a case and presenting a point of view in a group discussion (LO4)

Development Education Learning Outcome

- Explore and assess the purpose and effectiveness of overseas aid.

DEBATING OVERSEAS AID

Tutor Input:

Using the tutor notes on Overseas Aid (page 19), give the students a brief overview of the topic.

Group Discussion:

Facilitate a group discussion on overseas aid, drawing out students' own knowledge, understanding and experiences of overseas aid. In Irish schools, the Trócaire Box is often the first time the concept of overseas aid is introduced and a rich discussion can be generated around students' memories of this or other school-based fundraising activities.

Walking Debate:

Place a sign stating 'Strongly Agree' at one end of the room and place another sign stating 'Strongly Disagree' at the opposite end. Read out the following statements and ask students to physically place themselves across the room depending on how strongly they agree or disagree with the following statements:

Lesson Plan 2: Verbal Communication Skills

Oral Presentation—Instructions:

Split group into an even number of teams with three or four people to each team. Pair the teams off and ask them to agree which side will debate **in favour** of the motion and which side will debate **against.**

Motion:

Overseas Aid is a waste of money – it never gets to the people who need it.

Ask people to work individually for five minutes, thinking about the topic and writing down their own ideas and arguments.

Provide each team with access to information about the topic (e.g. handouts or internet access) and give them 45 - 60 minutes to prepare.

Each team should write up a short introduction, three main points or arguments and a conclusion. When each team is happy to move on, ask them to guess what the counter arguments will be and how they might respond to those points during 'open floor' time.

Instruct the teams that they will be judged on the following:

- ◊ Use of persuasive speech and appropriate body language
- ◊ Use of correct tone, volume, pitch and pace
- ◊ Engagement with audience
- ◊ Ability to clearly explain their arguments
- ◊ Ability to listen to and respond to counter arguments

Start the debate by introducing the motion and the two teams. Tell each team to note down any points by the opposing team that they would like to respond to. After each team has stated their case, open the discussion up to the floor.

To debrief: facilitate a group discussion on the points that have been made by each side. Encourage students to reflect on the consequences of continuing to provide aid overseas and/or stopping it. Students could also write a short reflection on what they have learned from the activity in relation to communication skills and/or development education.

Tutor Notes: Overseas Aid:

Overseas Aid (also known as Foreign Aid or Development Assistance) is used to describe the voluntary transfer of resources from one country to another, usually based on the assumption that the transfer of resources will help the beneficiary country meet developmental needs.

Most modern countries, including Ireland, have a policy on International Development which recognises that the majority of the world's population experience poverty and hunger on a daily basis. Overseas aid programmes provide money, resources and support to help alleviate the effects of global inequality. Irish Aid is responsible for the Irish overseas aid policy and programmes (more information available from www.irishaid.ie)

Overseas Aid Target – 0.7%

In 1970, the United Nations asked richer countries to commit to donating at least 0.7% of Gross National Income (GNI) in overseas development aid to poorer countries. This figure would make a substantial impact on reducing the effects of poverty, hunger, malnutrition, disease, inequality and exploitation. In 2005, Ireland, along with 14 other EU member states agreed to reach the target by 2015. In 2013, Ireland donated 0.45% of our Gross National Income (GNI) to provide aid and assistance to some of the poorest countries in the world. Only five countries currently meet the target and the average has never exceeded 0.4%. (more information available at: *http://www.developmenteducation.ie/8020-extracts/17-the-debate-on-aid.pdf*)

Arguments for and against overseas aid

Photo:
Aref Karimi
Getty Images

Supporters of aid argue that it is essential in crisis situations and for disaster relief. They also argue that aid is extremely effective in addressing health, welfare, educational and environmental problems in very poor communities and that aid has reduced the number of people dying from hunger and disease. Aid advocates also believe that richer countries in the Northern hemisphere have a moral obligation to help people who do not have the same advantages in life.

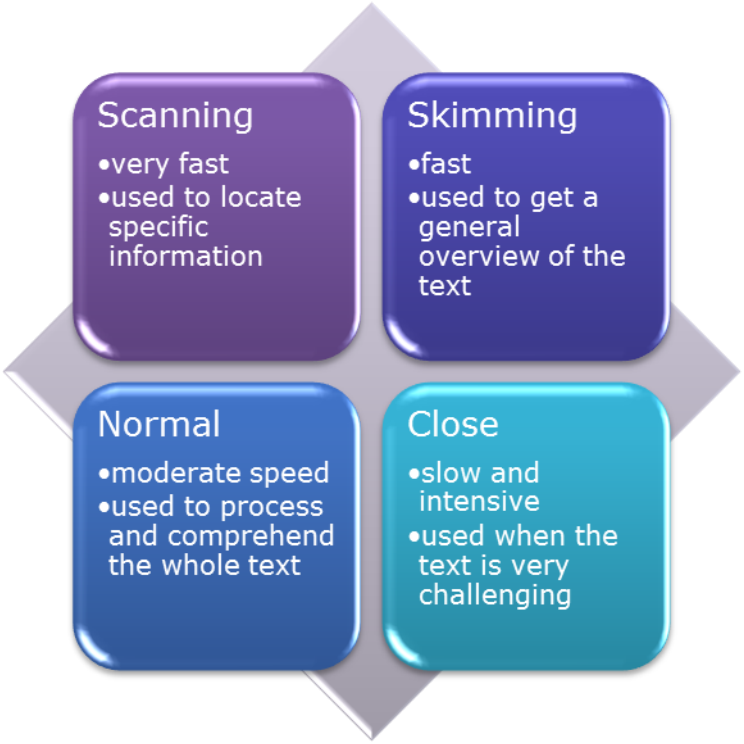
Cartoon: Adrian Raeside / Victoria Times

Critics of aid argue that aid projects are inefficient, unplanned and fail to deliver money or resources to those who need it most. Many argue that overseas aid is often embezzled by corrupt NGOs and/or governments. Other critics argue that poor countries need justice, not charity and that an end to exploitation would be more effective in reducing global inequality.

SECTION 3 – READING SKILLS

The whole world opened to me
when I learned to read.
-Mary Mcleod Bethune

Once we have learned the basics of reading we quickly move on to developing a range of reading strategies to suit different types of reading material and different purposes. These strategies fall into four broad categories:



Scanning is used to find specific information located in a large amount of text. We scan brochures, catalogues, time-tables, dictionaries to pinpoint information that is relevant to our needs.

Skimming is useful when we want to get a broad understanding of a text. Skimming means reading key words, paragraphs or sentences to decide if the information contained is something we need to know.

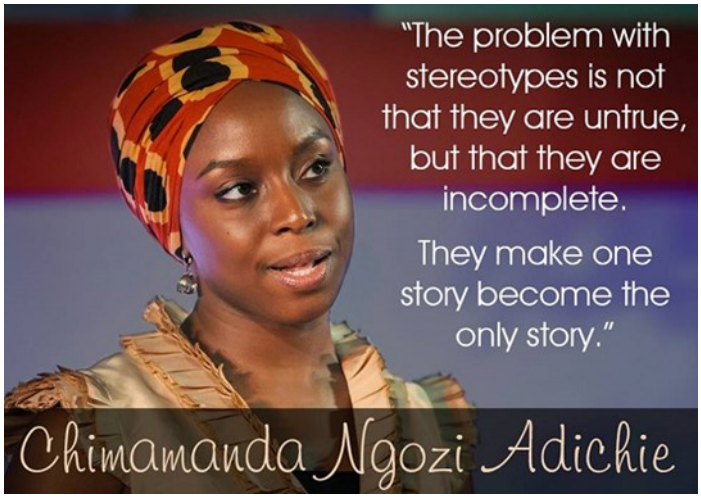
Normal reading is the type of reading we use for books, letters, newspaper articles of interest, etc. This reading strategy is slower and allows us time to get a good understanding of the text.

Close reading, also known as critical reading is used when the text is complex and needs to be analysed and critiqued. It requires intense concentration and is usually required for reading legal documents, research papers, text books and detailed instructions.

The danger of a single story:

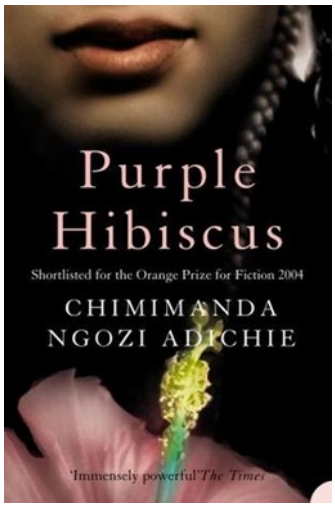
There is a Kenyan proverb that reads 'Until lions start writing their own stories, the hunters will always be the heroes'. Development Education acknowledges that much of our worldview is shaped by stories written by people from the Global North - stories that tell just a single version of events. Introducing students to multicultural literature helps build a greater understanding and appreciation of cultural diversity and combats the negative stereotyping of foreign cultures that often occur in mainstream media.

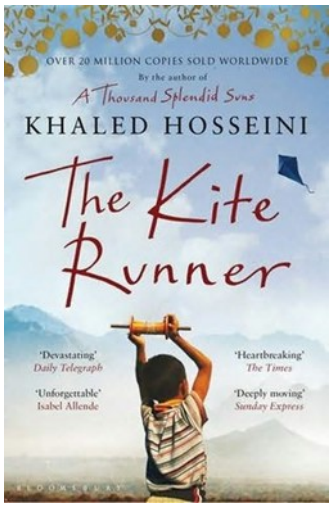
Show students the TED TALK by Chimamanda Ngozi Adichie where she speaks about the danger of a single story and encourage them to read novels and poetry written by people outside Ireland, the UK and America.

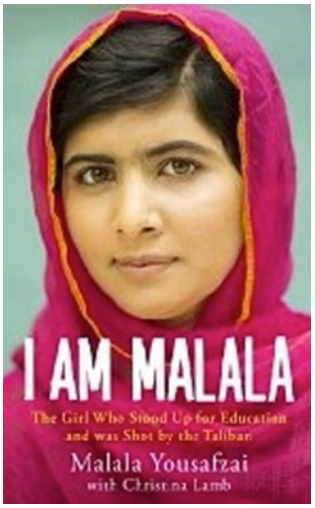


TedTalk: http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

Recommended reading:







Lesson Plan 3: Critical Reading Skills

Communication Learning Outcome

- Use reading skills to identify key points, critically evaluate a text and carry out an in-depth analysis (LO6)
- Critique information from a literary text (LO7)

Development Education Learning Outcome

- Engage with multiple and diverse perspectives on personal, local and global issues

Pre-reading activity:

Show students Handout 4—Reading Maps and facilitate a group discussion on how the maps differ from each other and what they think of the differences. Ask students to guess the population of Africa and how many countries it has.

Give them the following information:

- The population of Africa reached 1.1 billion people in 2013 (15% of world population)
- There are 54 fully recognised states, all of which belong to the United Nations

In small groups or pairs, ask students to brainstorm 'Africa' and to write down a list of words they associate with the continent. Display the lists on the wall and discuss the choice of words.

Ask:

- why were those particular words chosen?
- where do we get most of our information about Africa from?
- what words are missing from the list?

Explain the meaning of the word **stereotype**. Ask students to think of Irish stereotypes and whether they think those stereotypes are true.

Introduce the text 'How to Write about Africa' explaining that the text is a 'satire' and is not meant to be taken literally. Discuss with the class the advantages and disadvantages of satire.

Satire: ***The use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues.***

Lesson Plan 3: Critical Reading Skills

Whilst-reading activities:

Give students Handout 5—How to write about Africa and ask them to read it using the following strategies:

- ◊ Skimming—quickly glance through the article to get an overview of what it is about. Use cues, such as the title, illustrations, author's details to get a sense of what the piece is about.
- ◊ Close reading—read the text slowly and carefully. Underline words or sentences that are difficult to understand. Make notes beside the text when you see an important point being made. Jot down notes, ideas and any thoughts or questions you have about the text on a separate piece of paper.
- ◊ Active reading—ask yourself questions and try to answer them as you go along, e.g. what is the author trying to say? Do I share the same point of view as the author? Do I find the text interesting / amusing / boring / insulting?

Post-reading Activities:

- ♦ Ask students to think of three words to describe the piece they have just read.
- ♦ Ask students to give an overview of the text in one sentence.
- ♦ Record the words on a flipchart or whiteboard, broadly separating them into positive and negative categories.
- ♦ Pair students that have opposing points of view on the text and ask them to:
  - ◊ Discuss the words they chose to describe the text.
  - ◊ Discuss what the author is trying to say.
  - ◊ Discuss what the author is trying to do.

Tutor Note:

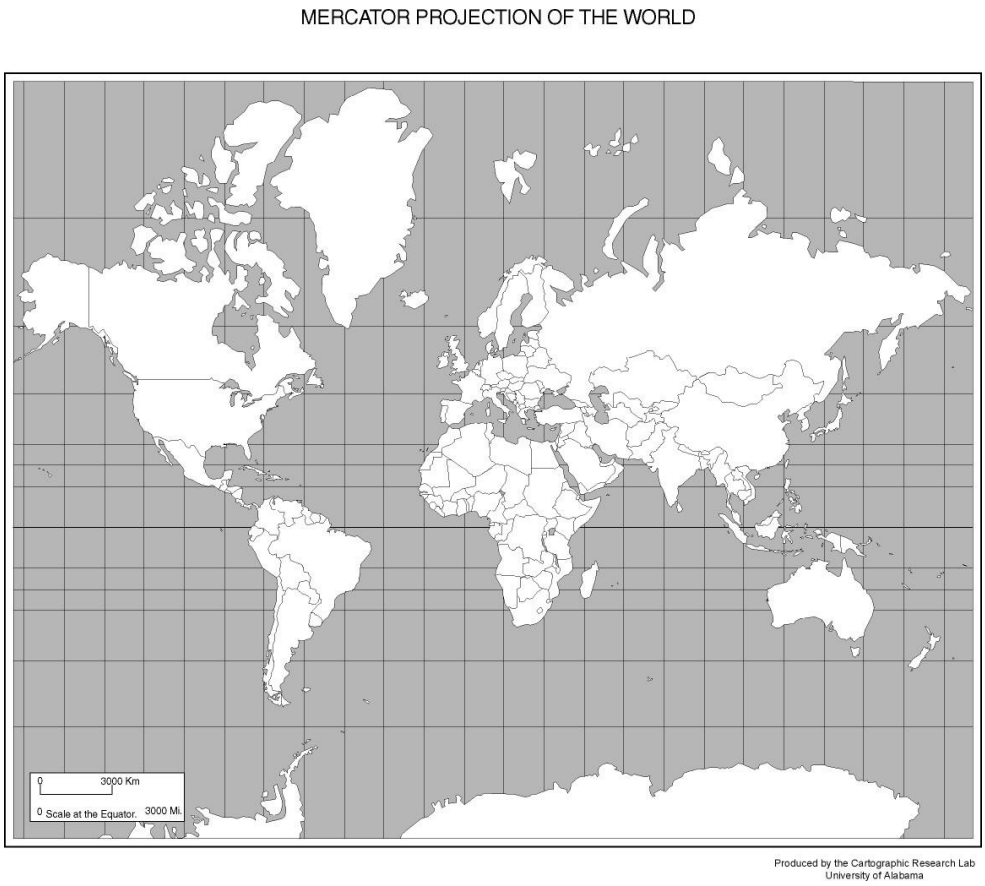
Facilitate critical reading skills by getting students to analyse the structure, language, tone, purpose, clarity and meaning of the text. Remind them that reading critically does not mean identifying what is wrong with the text, it is about evaluating and interpreting written information.

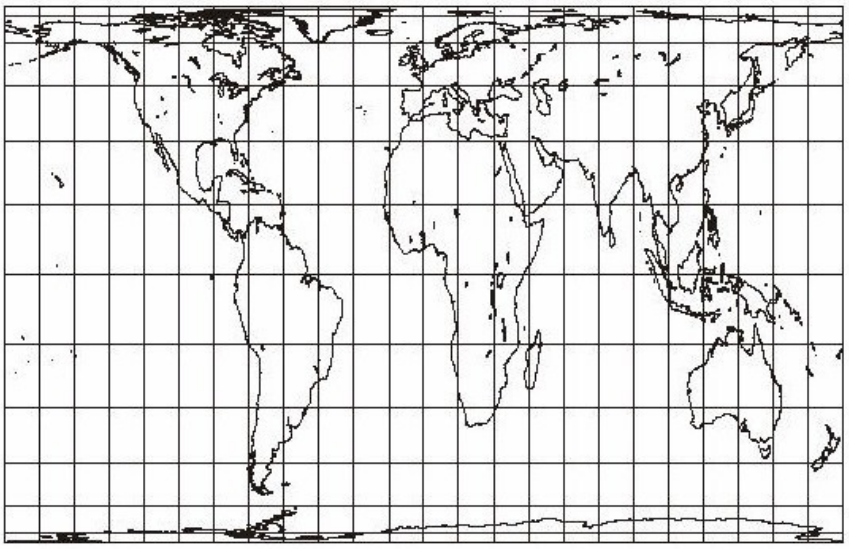
Handout 4 - Reading Maps

Mercator Projection Map

Invented by Belgian map-maker Gerardus Mercator in 1569 and used for navigating seas and oceans for centuries.

Picture: Cartographic Research Lab, University of Alabama.





Gall-Peters Projection Map -

Attributed to Gall (1865) and Peters (1967), both cartographers, who wanted to create a world map that reflected the true scale and size of different countries.

Handout 5: Reading Text—Satire

How to write about Africa.

By Binyavanga Wainana

Always use the word 'Africa' or 'Darkness' or 'Safari' in your title. Subtitles may include the words 'Zanzibar', 'Masai', 'Zulu', 'Zambezi', 'Congo', 'Nile', 'Big', 'Sky', 'Shadow', 'Drum', 'Sun' or 'Bygone'. Also useful are words such as 'Guerrillas', 'Timeless', 'Primordial' and 'Tribal'.

Never have a picture of a well-adjusted African on the cover of your book, or in it, unless that African has won the Nobel Prize. An AK-47, prominent ribs, naked breasts: use these. If you must include an African, make sure you get one in Masai or Zulu or Dogon dress.

In your text, treat Africa as if it were one country. It is hot and dusty with rolling grasslands and huge herds of animals and tall, thin people who are starving. Or it is hot and steamy with very short people who eat primates. Don't get bogged down with precise descriptions. Africa is big: fifty-four countries, 900 million people who are too busy starving and dying and warring and emigrating to read your book. The continent is full of deserts, jungles, highlands, savannahs and many other things, but your reader doesn't care about all that, so keep your descriptions romantic and evocative and unparticular.

Your African characters may include naked warriors, loyal servants, diviners and seers, ancient wise men living in hermitic splendour or corrupt politicians. The Modern African is a fat man who steals and works in the visa office, refusing to give work permits to qualified Westerners who really care about Africa. He is an enemy of development, always using his government job to make it difficult for pragmatic and good-hearted expats to set up NGOs or Legal Conservation Areas. Or he is an Oxford-educated intellectual turned serial-killing politician in a Savile Row suit. He is a cannibal who likes Cristal champagne, and his mother is a rich witch-doctor who really runs the country.

Among your characters you must always include The Starving African, who wanders the refugee camp nearly naked, and waits for the benevolence of the West. Her children have flies on their eyelids and pot bellies, and her breasts are flat and empty. She must look utterly helpless. She can have no past, no history; such diversions ruin the dramatic moment. Moans are good. She must never say anything about herself in the dialogue except to speak of her (unspeakable) suffering. These characters should buzz around your main hero, making him look good. Your hero can teach them, bathe them, feed them; he carries lots of babies and has seen Death. Your hero is you (if reportage), or a beautiful, tragic international celebrity/aristocrat who now cares for animals (if fiction).

Handout 5: Reading Text—Satire (continued)

Avoid having the African characters laugh, or struggle to educate their kids, or just make do in mundane circumstances. African characters should be colourful, exotic, larger than life—but empty inside, with no dialogue, no conflicts or resolutions in their stories, no depth or quirks to confuse the cause.

Animals, on the other hand, must be treated as well rounded, complex characters. They speak (or grunt while tossing their manes proudly) and have names, ambitions and desires. They also have family values: see how lions teach their children? Elephants are caring, and are good feminists or dignified patriarchs. So are gorillas. Never, ever say anything negative about an elephant or a gorilla. Elephants may attack people's property, destroy their crops, and even kill them. Always take the side of the elephant. Big cats have public-school accents. Hyenas are fair game and have vaguely Middle Eastern accents. Any short Africans who live in the jungle or desert may be portrayed with good humour (unless they are in conflict with an elephant or chimpanzee or gorilla, in which case they are pure evil).

Readers will be put off if you don't mention the light in Africa. And sunsets, the African sunset is a must. It is always big and red. There is always a big sky. Wide empty spaces and game are critical—Africa is the Land of Wide Empty Spaces. When writing about the plight of flora and fauna, make sure you mention that Africa is overpopulated. When your main character is in a desert or jungle living with indigenous peoples (anybody short) it is okay to mention that Africa has been severely depopulated by Aids and War (use caps).

You'll also need a nightclub called Tropicana, where mercenaries, evil nouveau riche Africans and prostitutes and guerrillas and expats hang out.

Always end your book with Nelson Mandela saying something about rainbows or renaissances. Because you care.

Source: GRANTA 92 (2008) The View from Africa; Essays and Memoirs.

http://granta.com/how-to-write-about-africa/

Handout 6: Worksheet – 'How to write about Africa'

Binyavanga Wainaina is a Kenyan author and journalist. He attended school in Nairobi and studied commerce at the University of Transkei in South Africa. He completed a postgraduate degree in Creative Writing at the University of East Anglia in 2010 and published his first book in 2011. His satirical essay, 'How to Write about Africa', developed from a long and angry email he sent to the editor of Granta Magazine in response to their 'Africa' Issue. The editor wrote back asking Binyavanga to develop the email into an essay for a new ' Africa' issue in 2008.

Comprehension Questions:

1. Name three words that the author recommends using in the title of a book about Africa.
2. According to the text, how many countries are in Africa and what is the population?
3. What can the main hero do to 'help' the Starving Africans?
4. Who/what should you never say anything negative about?
5. What accents should hyenas have?
6. What should you always end your book with?

Critical Evaluation Questions:

1. Do you think the piece is well-written and easy to understand?
2. Is the pieced subjective (a personal point of view) or objective (a neutral point of view)?
3. What is the tone of the article? (e.g. serious, factual, funny?) Does it change at any point?
4. What point is the author trying to make?
5. Do you agree or disagree with the author? Why?
6. Many celebrities do charity work in Africa, for example, Bono and Angelina Jolie. What do you think they would say in response to this article?

Suggested Writing Activities:

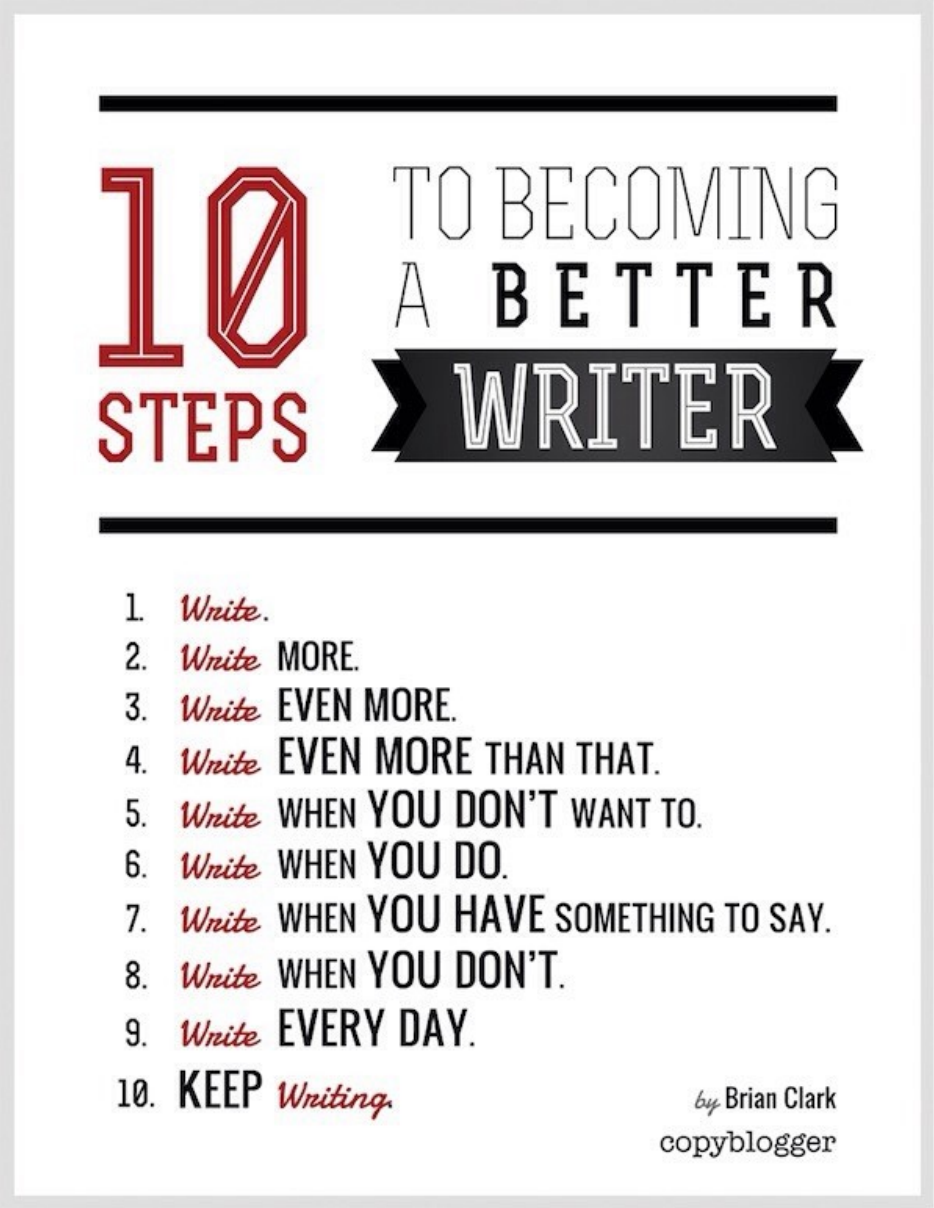
Summarize: write a short summary of the article showing that you have understood the main ideas and can communicate them clearly.

Creative writing—choose a country, nationality, ethnic group, cultural group, or any other kind of group that you belong to and write your own satire about common stereotypes associated with that group.

E.g. 'How to write about Irish People' or 'How to write about women'.

*Tutor Note: Students should only write about a group they belong to.

SECTION 4 – WRITING SKILLS



Types of Writing:

1. Expository—writing that informs, explains, defines or instructs. Examples include newspaper articles, recipes, instructions booklets and infographics.
2. Descriptive—writing that helps you build a detailed mental picture a person, place, thing or event. It appeals to the five senses— taste, touch, sight, sound and smell—and often uses metaphors, similes and symbols.
3. Narrative—writing that tells a story, either factual or fictional, from a character's point of view. It can include multiple plots, storylines and characters.
4. Persuasive—writing that presents the subjective opinion of the author. Often found in advertising, opinion pieces in print media and online blogs.

Lesson Plan 4: Writing Skills

Communication Learning Outcome

- Use drafting, proof-reading and editing skills to write a range of documents that follow the conventions of language usage (spelling, punctuation, syntax) to include creative writing, business proposals, correspondence, reports, memoranda, minutes, applications. (LO9)

Development Education Learning Outcome

- Explore the issue of migration.

Tutor Notes:

This lesson plan is designed to stimulate thinking, discussion and reflection on one of the biggest challenges the world is facing. The issue of forced migration, refugees and asylum-seeking can be sensitive topics for some students so the guide on teaching controversial issues on page 8 should be kept in mind. This lesson is adapted from a resource created by the Red Cross UK. The photos used in this lesson are available as a PowerPoint presentation (http://www.redcross.org.uk/What-we-do/Teaching-resources/Lesson-plans/Migration#Learning outcomes).

Phase 1:

Show the students the photograph on Handout 7— Photo by Arturo Rodriguez. Ask them what they think is going on. Where do they think this photo was taken? When was it taken? What is the relationship between the two men? What circumstances might explain what seems to be happening? Ask the students to collectively agree on the most likely explanation.

Phase 2:

How right were they? Unfold the answer over the course of this phase.

Invite students to think about a beach holiday. Ask them to imagine they are lying on a beach in the Canary Islands with the hot sun on their skin and the waves lapping on the shore. They are enjoying the sea and sand and sunshine on a well-deserved holiday. When they have that idea fixed in their mind, show them Handout 8—Playa La Tejita, Tenerife. Tell the students these photos were taken on the same day. Ask students to discuss the photos in pairs or small groups. Was their original explanation correct?

Explain that these photos were taken on Playa La Tejita (pronounced Te-khee-ta) in Tenerife, a Spanish owned territory but the nearest land to the north-western coast of Africa. This event is not an isolated event, nor is it recent. Ask the students to guess when the photos were taken – they may be surprised to learn that they were taken in 2006 and in that year alone, 31,000 migrants arrived in the Canaries with hundreds dying during the journey.

Invite students to compare this event from 2006 to current events in the Mediterranean, including the drowning of 700 immigrants off the coast of Lampedusa in April 2015 and to historic events such as the forced migration of 1.5 million people from Ireland during the Great Famine.

Lesson Plan 4: Writing Skills

Writing Activities:

Expository Writing:

Ask students to write a factual report for a newspaper on one of the following topics:

- ◊ The number of Irish people who have emigrated this year and why they have gone.
- ◊ The LE Eithne, an Irish naval ship which rescued 3,400 people from drowning during a two-month patrol of the Mediterranean in 2015.

Narrative Writing:

Ask students to imagine they were on that beach when a boat arrived carrying many very distressed people – just as in the photographs. They could write as if they were:

- ◊ one of the migrants on the boat, remembering the day sometime later.
- ◊ a first-time holiday maker on the beach, who was shocked by what was happening.
- ◊ a resident of Tenerife, now very familiar with the sight of migrant boats.

Ask students to structure their writing so that it brings out the following elements:

- ◊ how they felt.
- ◊ how others around them reacted.
- ◊ what they would like for the future.

Descriptive Writing:

Ask students to choose one of the photographs (or another photograph of their own choosing) and describe the scene in detail. Ask them to include metaphors, similes and other literary devices so that the reader can 'see' the scene in their mind's eye. The description should pay attention to the five senses, giving the reader an insight into the sights, sounds, smells and feelings of the people in the scene.

Handout 7 - Photo by Arturo Rodriguez

Handout 8 - Playa de Tejita, Tenerife

Photos by Arturo Rodriguez—More photographs available at: www.redcross.org.uk

SECTION 5 – INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

New forms of information and communication technology are re-shaping countries, economies and societies and changing our personal and professional lives at a rapid pace. More than 75% of people around the world have access to a mobile phone and the number of mobile phone subscriptions is approaching 7 billion (World Bank, 2015). The impact of these technological advances is immense and can be life-changing or life-saving. However, there is also a lot of concern about the social, personal and environmental cost of rapid technological growth. This section is designed to allow students to reflect on both the advantages and disadvantages of ICT at a personal, local and global level.

Technology: The Good, The Bad and The Ugly:

The 3D Peek Smartphone App helps diagnose eye disease in developing countries. Peek stands for Portable Eye Examination Kit and has the potential to help 39 million people around the world who cannot access basic healthcare. The app allows opticians to diagnose and treat eye disease such as glaucoma remotely.

There are many concerns that modern technology is damaging relationships, interrupting normal sleeping patterns and reducing our productivity. Recent studies by the American Academy of Paediatrics show excessive technology use in children can contribute to obesity, school avoidance and attention problems.

Guiya in the Guang-Dong province of China which is the largest E-waste dump in the world. The average US citizen generates 29 kg of electronic waste every year and Europeans are not far behind. Much of this waste gets shipped to poorer regions in Africa and Asia where the toxic materials contaminate the air and the water supplies.

Further Information:

- ◊ Basle Action Network—www.ban.org
- ◊ 'The Story of Stuff' available at: www.storyofstuff.org
- ◊ 'Exporting Harm—The High-Tech Trashing of Asia' available on www.YouTube
- ◊ 'US and China mostly to blame for dumping of e-waste' at http://www.irishexaminer.com/world/us-and-china-mostly-to-blame-for-dumping-of-e-waste-324883.html

Lesson Plan 5: Technology Today—Locally and Globally

Communication Learning Outcome

- Analyse a range of current issues in communications and information technology (LO1)

Development Education Learning Outcome

- Understand the local and global impact of modern technology.

Tutor Note: Begin the lesson with a Walking Debate using provocative topics to get people's opinions flowing. The three topics below are suggestions but feel free to use your own.

Walking Debate:

- ◊ Smart technology is making us dumb.
- ◊ Technological advances have helped humanity more than it has harmed it.
- ◊ Children's lives were better before computer games, social media and the internet.

Tutor note on Walking Debates:

Write the word 'Agree' in large letters on a piece of A4 paper and the word 'Disagree' on another. Place them on either side of the room. Write out one of the above statements on the board and ask students to position themselves according to how much they agree or disagree with the statement. People who are torn between choosing a side can stand in the middle. Each person is then asked to explain why they chose to stand in that place. Encourage speakers to 'persuade' people over to their side by showing them a different perspective on the issue. *(If nobody stands on one particular side, the tutor can play 'devil's advocate' and put forward opposing viewpoints. Make it clear that you are not speaking from a personal point of view, just trying to show a different side to the argument).*

Tutor Input: Give a brief input on wants and needs, checking students' understanding of the difference between the two. Explain Maslow's Hierarchy of Needs theory and ask them where they think modern technology fits in (i.e. how does it fulfil needs at each level —Physiological, Safety, Love/ Belonging, Esteem and Self-actualization.

Activity: - ICT Timeline

Ask students to search online to find out when each of the following events happened:

- ◊ The first telephone call was made
- ◊ Television was invented
- ◊ RTE 1 started broadcasting
- ◊ The first mechanical computer was invented by Charles Babbage
- ◊ The modern typewriter was invented
- ◊ Wireless communication was invented by Nicolas Tesla
- ◊ The first silicon chip was invented
- ◊ E-mail was invented by Ray Tomlinson
- ◊ The personal computer was invented
- ◊ The World Wide Web was invented by Tim Berners-Lee
- ◊ Wi-Fi was first introduced

Each group should present the information using computer technology, e.g. Infographic, PowerPoint presentation, MS Word Poster, adding other key dates if desired.

Activity—Advantages and Disadvantages of ICT—Group Exercise

Split students into pairs or small groups. Ask them to imagine they are in the following situation: An enormous electro-magnetic pulse has knocked out all information and communication technology in the world. Nothings electrical works—fridges, TVs, radios, computers, landlines, smart phones, etc.

Ask students to identify what they think would happen in the **immediate aftermath**. How would people react? What would you do? What would your main concerns be? Invite pairs/groups to share their answers with the rest of the group. Record the responses on a flip-chart or whiteboard.

Next, ask students to imagine that it is now a year later and electronic devices are still not working. What does their local community look like now? How do they think people have coped? What are the primary disadvantages? Are there any advantages? How happy do you think people would be? How healthy would they be?

Extension Activities:

- ♦ Write an essay on the advantages and disadvantages of modern technology.
- ♦ Carry out a survey to find out more about people's consumption/use of technological devices
- ♦ Write a report on Guyang in China, the largest E-waste dump in the world.
- ♦ Create an information sheet or poster on how to reduce electronic waste (E-waste)

If the world were a village of 100 people……..

50 would be female

50 would be male

26 would be 0-14

66 would be 15-64

8 would be 65 and older

60 would be from Asia

15 would be from Africa

11 would be from Europe

9 would be from Latin America & the Caribbean

5 would be from North America

15 would be undernourished

13 would be obese

39 would be overweight

48 would live on less than $2 USD per day

1 out of 2 children would live in poverty

22 would have no electricity

75 would be cell phone users

30 would be active internet users

22 would own or share a computer

65 would have improved sanitation

16 would have no toilets

13 would not have access to clean drinking water

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