

GLOBAL CITIZENSHIP EDUCATION IN A TIME OF COVID-19



A CROSS-CURRICULAR
RESOURCE FOR
JUNIOR CYCLE

COVID-19
Globalization
Gender inequality
Human rights
Poverty and inequality
Right to education
Media Literacy
Misinformation, disinformation,
and social stigma
Interdependence
International governance
World Health Organization

WHAT IS GLOBAL CITIZENSHIP EDUCATION?

CHANGING
ATTITUDES
DEVELOPING
SKILLS
GROWING
KNOWLEDGE

Global Citizenship Education (GCE) is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. GCE seeks to engage people in analysis, reflection and action for local and global citizenship and participation. GCE 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 GCE:

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

“Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.”

- Arundhati Roy (1961-), Indian author and political activist

Everything is going to be alright

*How should I not be glad to contemplate
the clouds clearing beyond the dormer window
and a high tide reflected on the ceiling?
There will be dying, there will be dying,
but there is no need to go into that.
The poems flow from the hand unbidden
and the hidden source is the watchful heart.
The sun rises in spite of everything
and the far cities are beautiful and bright.
I lie here in a riot of sunlight
watching the day break and the clouds flying.
Everything is going to be all right.*

- Derek Mahon (1941-2020), Irish poet

THE AIM OF THIS RESOURCE

This resource aims to support teachers of junior cycle subjects and short courses to use a cross-curricular approach to teach about some of the global issues and subthemes brought into sharp relief in contemporary times, specifically during the COVID-19 pandemic. The resource supports teachers to teach through a justice lens, a lens with great educational benefits, which meets the requirements as laid out in a range of junior cycle specifications, and in the Framework for Junior Cycle (2015). It is one of a series of WorldWise Global Schools resources that support teachers to address Global Citizenship Education-related themes and concepts. The Doing Global Citizenship Education resource series enables teachers to challenge their students to look at our world, and our place in making it more just, equitable and sustainable.

The spread of COVID-19 around our world has led many people to think about the GCE related issues and subthemes covered in this resource. Issues such as:

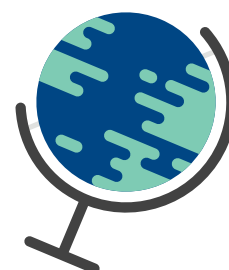
- the interdependence of people and planet and how this plays out in the relationship between globalization and the pandemic
- the great challenge of global poverty and inequality, as has been highlighted by strikingly differing levels of access to protection against and care during COVID-19
- the direct experience of so many children and young people who have had their human right to education and schooling temporarily or permanently disrupted because of school closures, together with the impact on education systems
- the importance of media literacy to counter misinformation and disinformation about COVID-19, frequently connected to online stigmatization of particular groups, often those perceived to be connected with the origin or spread of the virus
- governance in relation to national risk assessments and the capacity of international governance structures, such as the World Health Organization, to respond effectively in the context of fractured multilateral relations.

Although this is not an exhaustive list of the GCE related issues or topics that have come to the fore in contemporary times, the hope is that this resource will serve to further or spark interest, engagement and action about the way our world works amongst teachers and students alike, while simultaneously supporting achievement across a range of junior cycle subjects and short courses.

Doing GCE in junior cycle does not mean doing something extra.

STATEMENTS OF LEARNING

Global Citizenship Education (GCE) contributes to the achievement of all twenty-four Statements of Learning outlined in the *Framework for junior cycle*.



Key Skills of Junior Cycle

The 8 Key Skills outlined in the *Framework for junior cycle* (2015) have much in common with those engendered when a Global Citizenship Education (GCE) approach is employed. GCE therefore contributes to the key skill elements articulated in the junior cycle specifications supported in this resource.



Figure 1: Eight junior cycle key skills with associated key skill elements

LEARNING OUTCOMES (LOs)

Global Citizenship Education (GCE) themes are integrated in learning outcomes across junior cycle subject and short course specifications. This resource supports you to take advantage of these opportunities. It supports planning of rich and layered learning experiences and outcomes for students, ongoing and summative assessment tasks, with opportunities for self- and peer-assessment, as well as opportunities for you to give feedback to individual learners.

The learning outcomes in many junior cycle subjects / short courses include skills, content knowledge, values, and attitudes explicitly relevant to GCE. Additionally, there is potential to embed GCE perspectives into teaching, learning and assessment even when no explicit link is evident in learning outcomes. This means that it is possible to do GCE right across the range of junior cycle subjects and short courses.

The exemplification of learning outcomes in this resource is based on a mapping of the Global Citizenship Education (GCE) issues and subthemes brought into sharp relief during the COVID-19 pandemic against a cross-section of learning outcomes from sixteen junior cycle subjects and six short courses (see Figure 3, page 4). However, it is important to note that this is not an exhaustive exemplification of the full scope of COVID-19 related GCE opportunities in junior cycle.

The sample learning outcomes exemplified in this resource are identified immediately after the activities in each section and the abbreviation 'LO' is used to signify Learning Outcome. These activities can be taught as stand-alone activities in a relevant subject/short course, or as a deliberate cross-curricular approach involving several subjects/short courses.

RESOURCE STRUCTURE



Figure 2: the structure of each section in this resource

NB: The junior cycle specifications consulted during this mapping exercise were the editions available on www.curriculumonline.ie in March 2021. As a result of NCCA junior cycle early enactment processes, there may be some changes to junior cycle subject/short course learning outcomes. For this reason, you should check the references to learning outcomes in the sample cross-curricular teaching and learning activities in this resource against specifications published from April 2021 onwards.

Each section of this resource follows a common template: beginning with one of the following Global Citizenship Education (GCE) issues:

- Globalization
- Poverty and Inequality
- Human Rights
- Media Literacy
- International Governance

Background information is provided on a GCE subtheme relevant in the context of COVID-19 and this is followed by a list of Global Goals relevant to the information and activities in the section (see Figure 2, above). Ideas for activities in the classroom and beyond are included, with links to sample learning outcomes (LOs) from a range of relevant junior cycle subjects and short courses identified for each activity. Each section concludes with useful links for specific teaching and learning activities.



GLOBAL CITIZENSHIP EDUCATION ISSUE	SECTION 1 Globalization	SECTION 2 Poverty and Inequality	SECTION 3 Human Rights	SECTION 4 Media Literacy	SECTION 5 International governance
SUBTHEME	Globalization, deglobalization and COVID-19	Protection and care during COVID-19	The right to education and COVID-19	Misinformation, disinformation, and social stigma during COVID-19	Risk assessment, the World Health Organization and COVID-19
PAGES	8-17	18-29	30-39	40-49	50-63
Applied Technology	✓	✓			
Business Studies	✓	✓	✓	✓	✓
Civic, Social and Political Education (CSPE)	✓	✓	✓	✓	✓
Classics				✓	✓
Coding			✓		✓
Digital Media Literacy	✓	✓	✓	✓	✓
English	✓	✓	✓	✓	✓
Gaeilge					✓
Geography	✓	✓	✓	✓	✓
Graphics		✓			
History	✓	✓	✓	✓	✓
Home Economics	✓	✓	✓	✓	✓
Jewish Studies				✓	
Mathematics		✓	✓		✓
Modern Foreign Languages (MFL)			✓	✓	✓
Music			✓	✓	✓
Philosophy	✓	✓		✓	✓
Physical Education (PE)		✓			✓
Religious Education (RE)	✓			✓	✓
Science	✓	✓		✓	✓
Social, Personal and Health Education (SPHE)	✓	✓	✓	✓	✓
Visual Art	✓	✓	✓	✓	✓

Figure 3: junior cycle subjects/short courses supported in this resource

The United Nations (UN) Global Goals for Sustainable Development are a universal set of goals, targets, and indicators that UN member states, including Ireland, are 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 junior cycle 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).

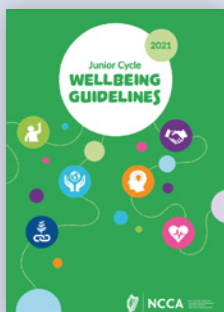


BEFORE YOU GET STARTED...

Teachers and students have all had a direct experience of COVID-19, but some people are more negatively affected by the pandemic and its' secondary impacts than others. For this reason, you, and some, or all, of your students may find that certain topics and activities in this resource are sensitive or even controversial. Depending on your students and/or your school context, you might decide that some of the sections/activities are appropriate while others are not.

Efforts have been made to integrate content and methodologies to facilitate the widest possible engagement by teachers and students. For example, cognisant of the impact of physical distancing and other COVID-19 related restrictions on active teaching and learning methodologies, we have tried to retain a strong emphasis on the importance of student agency and voice. However, post-COVID-19, activities that are currently articulated as individual student tasks can easily be revised to strengthen possibilities for pair, small group, and whole class interaction. In recognition of the fact that Global Citizenship Education (GCE) can sometimes be focused on big and seemingly unsurmountable challenges, solution-focused information, about groups or organizations who are working to address the root causes of specific problems, is included throughout. To avoid creating a resource that dates quickly, a real risk in our rapidly changing world, we have integrated activities designed to support your students to find more recent information and stories during the course of their engagement with each section. Furthermore, because we know that taking action can help to mitigate concerns about global issues and engender a renewed sense of hope, each section includes activities designed to get your students thinking about what they value and appreciate in our world, and how they can take action to bring about a better future for all.

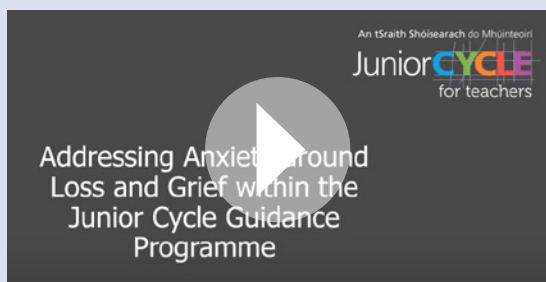
That said, in the interests of both student and teacher wellbeing, you might like to engage with supporting materials (below) provided by the National Council for Curriculum and Assessment (NCCA), the National Educational Psychology Service (NEPS) and Junior Cycle for Teachers (JCT) in response to COVID-19, before embarking on the activities in this resource.



NCCA Junior cycle wellbeing guidelines:
https://ncca.ie/media/4940/updated_guidelines_2021.pdf



Considerations in planning for junior cycle wellbeing, :
<https://ncca.ie/media/4648/considerations-in-planning-for-wellbeing-2020-2021.pdf>



JCT. 'Teaching and learning about controversial issues in the CSPE short course', screencast 14 September 2020, 49.42 mins:
https://jct.ie/wellbeing/elective_workshops

A list of further supports for teachers under the headings 'personal, professional and financial' are available:

<https://www.teachingcouncil.ie/en/About-Us1/Take-Care-of-You-Tabhair-Aire-Duit-Fein/>

GLOBAL CITIZENSHIP EDUCATION ISSUE: GLOBALIZATION

INFORMATION FOR TEACHERS: GLOBALIZATION, DEGLOBALIZATION AND COVID-19

Although it is common to talk about globalization when discussing the economy, globalization can also refer to the political, technological, and cultural connections or links between and across communities and countries.

Globalization is not new. There have been many waves of globalization over the course of human history. The Age of Exploration began in the fifteenth century, paid for by powerful and wealthy monarchs like Ferdinand and Isobel of Spain. During this time, explorers from European countries travelled to, traded with, and settled in, previously unknown corners of the world. Between 1860 and 1914 and the start of World War I, developments in technology and transport, and freer trade policies, saw a growth in international trade and a mass movement of people between countries and continents. The end of World War II in 1945 saw even more economic and political cooperation amongst groups of countries. Since 1980, technological advances have led to cheaper and faster exchange of ideas and even better transportation links. The trading system that emerged in the 1990s went further than ever before. China has become the world's factory and borders around our world have opened even more to the movement of goods, capital, people, and information. What is unique about the latest wave of globalization is the scale, speed, and variety of the flows of trade, capital, people, and information.

Today, globalization is driven by:

- technological advances such as more powerful broadband speeds, greater access to smart devices, increased number of apps and social media platforms, artificial intelligence, satellites etc.
- changes in transport, such as more roads and airports, faster trains, shipping, more frequent flights etc.
- international trade agreements (when two or more countries agree how they are going to organize buying (imports) and selling (exports) of goods and services), leading to more and bigger markets for trade and investment
- Transnational Corporations that operate across different countries, monetary and legal jurisdictions
- membership of political unions or organizations like the European Union (EU) and the United Nations (UN)
- the exchanges and movement of people that happen because of all the changes listed above.

Political stability and instability alike have promoted globalization, the former, for example, by enabling business and tourism, and the latter by fuelling human movement.

Globalization has an enormous impact upon our wellbeing – both individual and collective. For example, globalization dictates the range of information and entertainment available, styles of dress and fashion, the way that people communicate, the types of jobs and the ways that we can engage and participate in politics and society, and the health of the environment in which we live. For this reason, it is important to think about and question how globalization is affecting your life and the lives of others. Healthy debate about whether globalization is a good or bad thing, and what it means for the human story and our planet, is important.

Even though I'm pro globalization, I have to say thank God for the anti-globalization movement. They are putting important issues on the agenda.

Amartya Sen, author and Nobel Prize winning economist

Some argue that globalization in the last half century has helped to lift more than a billion people out of poverty and delivered unprecedented stability and prosperity to much of our planet. The counter argument is that this claim is based on erroneous data or application of data by adherents to capitalism. There is no doubt that globalization can be destructive as well as constructive, creating losers as well as winners, and in recent years, a growing number of governments and individuals have come to view globalization as a net risk. Critics worry about the speed of globalization, its ability to penetrate borders and regulations, its capacity to transform and even colonize countries and deepen existing inequalities.

Where globalization means, as it so often does, that the rich and powerful now have new means to further enrich and empower themselves at the cost of the poorer and weaker, we have a responsibility to protest in the name of universal freedom.

Nelson Mandela (1918-2013), anti-apartheid activist and former President of South Africa

To consider the impact of the COVID-19 pandemic on our globalized world, it is useful to take a deeper look at conflicting perspectives on different aspects of globalization:

TRADE AND INVESTMENT

Some commentators believe globalization has brought new opportunities and efficiency gains, for example, better-paying jobs in export-oriented factories or agriculture, and higher quality, less expensive consumer goods. Others argue that all this has come at a cost. For example, poor working conditions, increased unemployment when imports replace domestic production etc. In recent years, opposition to free trade has grown, leading to calls for governments to limit imports, promote exports, or both. The decade following the recession of the 2000s saw a resurgence of protectionism, while global trade patterns and foreign direct investment never bounced back to pre-recession levels. Into this mix, COVID-19 is what economists call an exogenous shock, something that has a big impact, but comes from outside our globalized economic system. Fuelled by pandemic concerns, protectionist tendencies have grown, especially where essential goods, like medical equipment and food products, are concerned. This has the potential to create avoidable problems like hoarding and panic buying in import dependent countries.

The pandemic has led to a situation where taxpayers are being asked to underwrite national businesses through stimulus packages, creating an incentive to favour these businesses. The global lockdown experience strengthened calls to bring manufacturing jobs home — or at least to spread the overseas elements of domestic businesses to more and mostly closer countries. Some analysts argue that an international trading system subject to an unstable web of national controls will mean that Global South countries will find it harder to 'catch up' and, in the Global North, life will be more expensive. They counter that the way to make supply chains more resilient is not to reshore or domesticate them, which concentrates risk and forfeits economies of scale, but to diversify. From a sustainability perspective, commentators argue that supply chains should be shortened, with

production happening closer to consumption, thereby lessening negative environmental impact. The argument is that this model would have the added benefit of reducing the risk of disruption to supply during times of shock, such as COVID-19.

During periods of lockdown, closures of factories, shops, and offices caused demand to tumble and prevented many suppliers from reaching customers. Disruptions at one point of the chain can trigger serious local problems elsewhere. The effects has been negative for countries and people that depend on tourism, inflows of international remittances (transfers of money from people who have migrated overseas to friends and family in their country of origin), or official development assistance. For example, the collapse of international travel because of COVID-19 threatens conservation efforts in places such as Namibia, because income from tourism supported this Global South nation to maintain vast natural preserves for the world's largest population of black rhinos. And, according to the World Bank, remittance flows are expected to drop by approximately 14% by 2021. This will negatively affect households and communities in recipient countries and represents a significant negative affect on an important source of income and tax revenue just when these countries need it most.

The flow of capital is also suffering as COVID-19 affects long-term investment levels. The pandemic is changing the definition of what countries see as critical national assets. In Italy, the government now has authority to veto meaningful foreign investment in any business working in electricity, water, health, media, data collection, aerospace, elections systems, banks, insurance, robotics, or biotechnology. Alarmed Italian industrialists say their country's economy needs more foreign capital, not less, to emerge from this crisis.

As governments try to pay for their new debts by taxing businesses and investors, some countries may be tempted to further restrict the flow of capital across borders. Foreign direct investment in emerging Global South markets — paying for new bridges, roads, factories, and ports — is expected to drop to levels not seen since 2006. Countries in the Global South are particularly worried about a possible pullback in Chinese investment, one of the main drivers of infrastructure projects in emerging markets. This is especially concerning for countries in Africa, since China is Africa's largest trading partner, and the continent's largest bilateral creditor.

The reopening of economies will see a recovery in trade and investment, but the eventual shape of that recovery is, at this point, unknown.

HUMAN MOVEMENT

Human movement can contribute to economic, political, scientific, and cultural richness and success. But some view migration as a negative, seeing immigrants as a threat to jobs, security, culture, and/or public health. Several political leaders used the closing of national borders during COVID-19 to keep foreigners, tourists, and migrants out, and to exploit and fuel pre-existing sentiments of xenophobia and racism. Many commentators believe that COVID-19 will further politicise travel and migration because of entrenchment of a bias towards protectionism and self-reliance.

National lockdowns left many migrant workers stranded in host countries. In the period following reopening, many newly unemployed migrants faced tighter visa restrictions and were forced to return home, putting further pressure on their countries of origin. COVID-19 restrictions on travel also impacted the irregular, undocumented flow of people across borders. These drops are likely temporary. In some countries, rising food insecurity is viewed as riskier than the dangers of crossing borders in a pandemic. The irregular flow of people may in fact increase as legal migration routes become increasingly complicated because of COVID-19.

INFORMATION AND IDEAS

The pandemic has revealed the power of digital communication tools, tools that have facilitated learning and working from home in the context of lockdowns and more relaxed COVID-19 related restrictions alike. However, the digital divide has become more significant than ever, as hundreds of millions of people globally still do not have access to reliable broadband internet. Those with internet access complain about a loss of nonverbal communication; and, with no chance for more informal conversations; with negative effects on levels of communication, the sharing of cultural experiences, and the ability to generate ideas and problem solve.

To the ardent nationalist, the pandemic has demonstrated that globalization is to blame not only for the rapid spread of COVID-19, but for the resultant disruption to supply chains, the shortages of testing kits and personal protective equipment. However, a shift away from globalization and towards deglobalization also has costs and limits. Blocking imports can cause inflation, reduce consumer choice, slow the pace of creativity and innovation, and lead others to retaliate with import restrictions of their own. Blocking the movement of people can rob societies of talent and essential workers, while contributing to the misery of those forced to flee because of political or religious persecution, war, hunger, and climate change. Blocking ideas can stifle creativity and innovation and impede the fresh and effective policy initiatives, the correction of policy errors, and a renewed global interdependence.

[COVID-19] can move quickly because we are more connected now. So, we have a disadvantage linked to globalization [...] But we have the advantage of having better technologies.

Dr Tedros Adhanom Ghebreyesus, Director General, World Health Organization

Across the political spectrum, the pandemic has led many to question our pre-COVID-19 model of globalization. There is a dawning realization that the way we travel, work, consume, invest, interact, travel, migrate, cooperate on global challenges, and pursue prosperity has likely been changed forever. The question we all must now ask is how can we #buildbackbetter, future-proofing our individual and collective wellbeing so that our world is more resilient to shocks such as pandemics, or climate disruption?

Sources: see bibliography available <https://www.worldwiseschools.ie/resource-library2/>

We're doing so much and we're doing it in the name of globalisation and some sense of chasing that wonderful thing that people call economic growth. In my view, that's becoming a malignancy, not growth, because what it's doing is driving unsustainable practices in terms of how we manage communities, how we manage development, how we manage prosperity. ...We need a world that is more sustainable, where profit is not put before communities. Where the slavery to economic growth is taken out of the equation. We need sustainable growth in our communities. We need sustainable livelihoods for our people.

**Mike Ryan, Executive Director Health Emergencies Programme,
World Health Organization**



Thinking about Global Goals

By 2030...

- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages
- **Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- **Goal 9:** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- **Goal 10:** Reduce inequality within and among countries
- **Goal 11:** Make cities and human settlements inclusive, safe, resilient and sustainable
- **Goal 12:** Ensure sustainable consumption and production patterns
- **Goal 13:** Take urgent action to combat climate change and its impacts
- **Goal 14:** Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- **Goal 15:** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- **Goal 17:** Strengthen the means of implementation and revitalize the global partnership for sustainable development



SAMPLE cross-curricular teaching and learning activities

Globalization timeline

Create a 'globalization' timeline with key dates and information about people, issues, and events. Maintain your timeline for a period agreed in class, amending or adding dates and information learned during History and/or in other subjects/short courses.

Junior cycle relevance (SAMPLE ONLY): CSPE LO 2.1;

English LOs OL4, W1, W3, W4 & W6; History LOs 1.4, 1.9, 1.10, 1.11 & 3.14



Tagging Globalization

Use Pinterest, Instagram, Flickr (or similar) to source images of artwork related to globalization. Present a selection of these images in class, explaining why you think they could be tagged as 'globalization' related images if sharing online.

Junior cycle relevance (SAMPLE ONLY): CSPE LO 2.1; Digital Media Literacy LO 2.3; English LOs OL1, OL3, OL5 & OL7; Visual Art LO 1.1

Globalization Glossary

Use language resources (dictionary, thesaurus and online resources) to produce a glossary of keywords associated with globalization in contemporary times, for example, protectionism, free trade, Trans National Corporations (TNC), supply chains, exogenous shock, international remittances, Overseas Development Aid (ODA), technology, human movement, interdependence.

Junior cycle relevance (SAMPLE ONLY): Business Studies LOs 1.10, 3.7 & 3.10; CSPE LO 2.1; English LOs R10, W3 & W4; Geography LO 3.9

Quoting Globalization

Use an online search engine to find quotes about globalization by well-known people (e.g. authors, politicians etc).

Organize these quotes into three categories: (1) in favour of globalization; (2) anti-globalization; and (3) could be either.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 2.1 & 2.9; Digital Media Literacy LO 2.3; English LOs R1, R2 & R3

Net benefit/net risk

Read through the globalization statements below. Identify whether you 'Agree', 'Disagree' or are 'Unsure' about each.

Globalization:

- helps poorer countries to develop their economies
- helps Transnational Corporations to avoid paying taxes, treat workers badly and damage the environment
- can solve some of big problems in our world today like poverty, hunger, climate change and pandemics
- creates connections and links between countries, where previously there were none
- has made our world a better than it was for our parents and grandparents
- increases health risks because people on the move can carry diseases from one place to another more easily
- makes me feel more connected to people I don't personally know
- means that more people can work and learn from home using devices
- means that governments have less power over the lives of citizens
- gives consumers more choice when picking goods and services

In pairs or small groups, compare your responses to the globalization statements.

Discuss whether the statements are positive or negative in each case; and try to come to a consensus about whether globalization is a net benefit or a net risk.

Junior cycle relevance (SAMPLE ONLY): Business Studies LOs 1.10, 3.7 & 3.10; CSPE LOs 2.1 & 2.9; English LOs OL1, OL2 & OL3; Geography LOs 3.2, 3.6 & 3.9



Global(ization) Goals

Choose one of the following aspects of modern-day globalization. Tip: base your choice on the aspect you find most interesting.

- Trade and investment
- Human movement
- Information and ideas

Go online and find two or more Global Goals to link to your chosen aspect (see Links below).

Tip: each Goal has a set of targets and this may be where you can find the links to your chosen aspect of globalization. To access the Goal targets via the link provided, click on a Global Goal and scroll down.

*Junior cycle relevance (SAMPLE ONLY): **Business Studies** LOs 1.10 & 3.7; **CSPE** LO 2.1; **Digital Media Literacy** LO 2.3; **English** LOs R1, R2 & R3; **Geography** LOs 3.2, 3.6 & 3.9*

Consumerism

Interview friends and family members about their use of technology to shop before, during and after COVID-19 related lockdowns.

Include questions about what apps or websites they used; the country of origin of the purchased goods; what they did if the goods did not arrive or were not satisfactory; the differences between the experience of shopping online and purchasing in shops; what, if anything they know about the working conditions of those who made the goods they bought; the impact the pandemic on their overall level of consumption and their attitude to buying Irish; their predictions for the future of technology in relation to consumer choice and behaviour, and the impact of technology on sustainable development.

Use your findings to come to and justify your conclusion about whether COVID-19 has had a positive or negative impact on consumerism.

*Junior cycle relevance (SAMPLE ONLY): **Applied Technology** LOs 3.8 & 3.9; **Business Studies** LOs 1.1, 1.7, 1.9 & 1.10; **CSPE** LOs 1.1, 2.1 & 2.4; **English** LOs OL1 & OL4; **Home Economics** LOs 2.9 & 2.11*

Each one, teach one

Ecological footprints are useful ways for industries, governments, and individuals to find out what we need to do to keep within the limits of Earth's regenerative capacity.

Find a YouTube video that you think gives a good explanation of ecological footprints. Watch this video, then calculate your ecological footprint, using a reputable online footprint calculator (see Links below).

Show this video to one or more friends/family members (maybe someone you interviewed in the Consumerism activity, above). Talk to them about your experience of completing the ecological footprint calculator and encourage them to take the time to do this themselves.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1, 2.1, 2.4, 2.9 & 2.10; **English** LOs OL1, OL5, OL7, R1, R2, R3 & W3; **Geography** LOs 2.2, 2.6 & 2.9; **Science** LOs 2.7, 4.8 & 5.10*



Pros and cons

Use Google Forms, Microsoft Forms, Survey Monkey or similar, to find out what junior cycle Business Studies and/or senior cycle Economics students think are the benefits and challenges of COVID-19 where economic globalization is concerned.

Prepare a summary of survey data and discuss this in class.

*Junior cycle relevance (SAMPLE ONLY): **Business Studies** LOs 3.7 & 3.10; **CSPE** LO 2.1; **Digital Media Literacy** LO 4.5; **English** LOs OL1, OL3, OL5, W3 & W11; **Geography** LOs 3.6 & 3.9; **Mathematics** LOs U6 & N4*

Debating globalization

Imagine there is going to be a class debate on the following motion: 'COVID-19 is an example of globalization gone mad'.

Come up with two or more arguments in favour and two or more arguments against the motion.

*Junior cycle relevance (SAMPLE ONLY): **Business Studies** LOs 3.7 & 3.10; **CSPE** LO 2.1; **Geography** LO 3.9*

International development

In February 2018, Irish Aid, the Irish Governments' official development cooperation programme, launched a new policy for international development called *A Better World*.

Read about the new initiatives planned by Irish Aid under this strategy (page vi – see Links below), highlighting those that are related to economic globalization.

From your highlighted list, pick the three that you think are most relevant, given events since the strategy was published.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1, 2.1 & 2.9; **English** LOs R1, R2 & R3; **Geography** LOs 3.6 & 3.8*

Vaccine nationalism or multilateralism

In an address on 4 September 2020, Dr Tedros Adhanom Ghebreyesus, Director General of the World Health Organization, said that once an effective COVID-19 vaccine was produced, supply would likely be limited, and in this context certain people would need to be given vaccinations as a priority.

In December 2020, as the first COVID-19 vaccines were administered, messages about the importance of an ethical and equitable approach to the roll out of vaccines were echoed by Dr Mike Ryan, Executive Director WHO health emergencies programme, and by Pope Francis as part of his annual Christmas message.

Drawing on what you know about globalization in the context of COVID-19, make a list of the people who should be prioritised for COVID-19 vaccination.

Watch 'Dr Tedros talks about the threat of vaccine nationalism' (1.25 mins) (See Links below).

Check the people the WHO believe should be prioritized for COVID-19 vaccination against your list.

Participate in a small group or whole class discussion to try to come to a consensus about the roll out of an ethical and equitable COVID-19 vaccination programme. Try to reach your



agreed decision based on a full discussion about the implications in terms of aspects of globalization, such as trade and investment, human movement, information and ideas; and, a consideration of the moral implications of the various options discussed.

*Junior cycle relevance (SAMPLE ONLY): **Business Studies** LOs 1.10 & 3.10; **CSPE** LOs 1.1, 2.1, 2.9 & 3.5; **English** OL2, OL8 & W3; **Geography** LO 3.2, 3.6 & 3.9; **Philosophy** LOs 7.1-7.6; **Religious Education** LOs 3.2, 3.6 & 3.9; **Science** LO 1.10*

A positive note

Scientists often communicate with one another at an international level, and in the context of COVID-19 these connections are more important than ever. Scientists and public health professionals globally are constantly in touch, in person and by keeping up to date each other's COVID-19 research publications. Emergency medical equipment and staff has been supplied by countries helping others.

Write the following heading on the top of a page:
"A positive note"

Draw a large speech bubble underneath.

Find 3 people who can say something positive about our interconnected world in the context of COVID-19.

Write the best quote in your speech bubble.

Display your speech bubble on the classroom wall, door, or along the hallway.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1 & 2.1; **Science** LOs 1.7, 1.10 & 5.6; **SPHE** LO 4.8*

Up to date

Investigate recent news reports about the impact of COVID-19 on globalization.

Create a collage or poster with headlines summarising recent relevant developments.

Share your collage or poster in class. Tip: You might want to use digital technology to create your collage/poster.

*Junior cycle relevance (SAMPLE ONLY): **Business Studies** LOs 1.10, 3.7 & 3.10; **CSPE** LO 2.1; **Digital Media Literacy** LO 2.5; **Geography** LOs 3.6 & 3.9; **Visual Art** LOs 1.11 & 1.14*

T-shirt or tote?

Announce a year or school-wide competition to see who can come up with the best slogan about globalization. Tip: you might want to explain what globalization means first!

Use your Visual Art and/or Home Economics skills to transfer the best globalization slogans to a t-shirt or a tote bag.

Display the t-shirts/totes (and the winner's names) in the reception area of the school.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LO 2.1; **Home Economics** LOs 3.1, 3.2 & 3.3; **Visual Art** LOs 1.11 & 1.14*

NOTE FOR TEACHERS:
People who work as public health professionals are involved in protecting the safety and improving the health of communities through education, policy making and research about human diseases and injuries.

Write, record, create or make

The Indian author and political activist, Arundhati Roy, referred to the COVID-19 pandemic as a 'portal, a gateway between one world and the next'. She wrote, that if we are 'ready to fight for it', COVID-19 could be an opportunity to 'imagine another world'.

Drawing on what you know about globalization and the impact of COVID-19, write, record, create or make your vision for another, better world of the future, the future that you think that we should all be ready to fight for.

Take a photo of your finished work and disseminate it via relevant social media platforms using the hashtag #ABetterWorld.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 1.1 & 2.1;

Digital Media Literacy LO 4.5; Philosophy LOs 7.1-7.6 & 8.1-8.6; SPHE LO 4.8

Hit Pause

The pause symbol is made up of an outside circle and two inside rectangles, or stadiums (rectangles with semi-circles at opposing sides - also referred to as obrounds) like in the example to the right.



Take a piece of paper, orientated in landscape.

Copy the pause symbol onto your paper, making it as large as possible in the available space.

Imagine that the circle in the pause symbol encompasses everything that you have learned in this section on globalization. Your learning might be related to content that was new to you, or it could be a skill that you learned or improved, or it could be a change in attitude or opinion that you have experienced; it could be questions that you are left with or skills that you have identified as wanting to learn, or a behaviour change you want to master or an action you want to undertake. The possibilities are endless.

Use the two rectangles (stadiums or obrounds) in the pause button to write down the two most important things you have learned related to what you know, can do, or think about globalization.

Reflection is relevant for all junior cycle specifications and particularly linked to the key skills of managing myself and managing information and thinking



Useful Links

Global(ization) Goals

- 17 Global Goals for Sustainable Development and targets for each Goal: www.globalgoals.org

Each one, teach one

- Global Footprint Network: <https://www.footprintcalculator.org/>
- WWF footprint calculator: <https://footprint.wwf.org.uk/#/>

International development

- Irish Aid (Department of Foreign Affairs and Trade) (2018). *A Better World: Ireland's policy for international development*: www.irishaid.ie

Vaccine nationalism or multilateralism

- World Health Organization (2020), 'Dr Tedros talks about the threat of vaccine nationalism' (1.25 mins): <https://www.youtube.com/watch?v=LUAsKbH7yeY>

GLOBAL CITIZENSHIP EDUCATION ISSUE: POVERTY AND INEQUALITY

INFORMATION FOR TEACHERS: PROTECTION AND CARE DURING COVID-19

Initial reporting on COVID-19 focused on the Chinese city of Wuhan, where the virus is believed to have originated, and on the rising infection rates in early hotspots like Italy, Spain, and the United States. In the following months, media attention in the Global North remained largely fixed on the Global North, even though the pandemic became a global phenomenon. This was partly a function of the fact that countries in the Global North reported the most coronavirus cases and deaths. But the global humanitarian relief body, the International Rescue Committee, believes the true scale of the pandemic in the Global South may be hidden because of a lack of testing and issues with data.

COVID-19 is indiscriminate in terms of who it affects and how it affects, but the ongoing pandemic is far from a global equalizer or leveller. Although everyone is potentially affected in one way or another by this pandemic, some individuals and groups are more vulnerable health-wise and or disadvantaged in other ways. In a sense, this pandemic has underscored the deadliness of the extreme inequality of wealth, resources, and power between the Global North and Global South. For example, according to the United Nations Development Programme (UNDP), a very high human development country has on average 55 hospital beds, over 30 physicians, and 81 nurses per 10,000 people, compared to 7 hospital beds, 2.5 physicians, and 6 nurses in a country ranked as low on the human development index. Despite recently reported progress in poverty reduction, about 1 in 4 people still live in multidimensional poverty or are vulnerable to it, and more than 40 percent of the global population does not have any social protection.

Individual nation-states have differing capacities to respond to shocks like COVID-19 and support their populations, especially as large portions of labour markets come to a halt. Capacity to respond is also determined by different policy and fiscal spaces, and levels of liquidity. Along with its direct health effects, COVID-19 indirectly imperils the lives of disadvantaged populations due to the economic fallout. For many people living in the Global South, particularly those without savings or those working in the informal economy, the indirect economic impact of the virus can be fatal. A UN Women report, *From Insights to Action: Gender equality in the wake of COVID-19*, stated that the pandemic will push 96 million people into extreme poverty by 2021, 47 million of whom are women and girls. This will increase the number of women and girls living in extreme poverty worldwide to

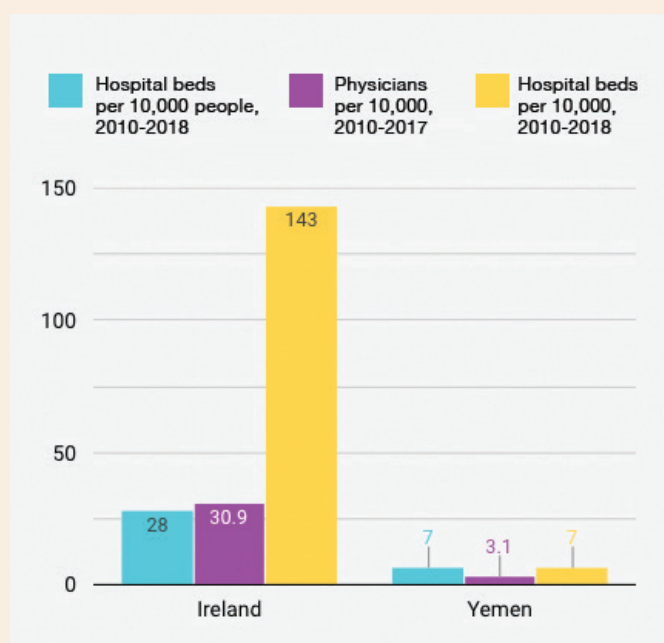


Figure 4: Health system capacity.

Source: UNDP, 2020. COVID-19 and human development:
Exploring global preparedness and vulnerability.

<http://hdr.undp.org/>

435 million, with projections showing that these levels will not revert to pre-pandemic levels until 2030.

In countries with highly informal economies, with weak or non-existent social protection, physical distancing and self-quarantining or self-isolation by individuals who have tested positive for COVID-19 (or are exhibiting symptoms associated with the virus) - key public health steps recommended by the World Health Organization (WHO) - are extremely difficult to implement. Many cities in the Global South are, like Nairobi in Kenya, densely populated with narrow footpaths and overcrowded public transportation. Moreover, the people in these cities cannot afford to be unemployed. Many people share bathrooms, living spaces, and bedrooms with their family, as well as people outside of their immediate family. Only a small number of privileged residents can come close to practicing the kind of physical distancing recommended by the WHO.

Physical distancing and self-isolation are also major challenges wherever you find large populations who have been forced from their homes. Many countries in the Global South are home to Internally Displaced Persons (IDPs), people driven from their homes by violence, political conflict, social strife, competition for resources, the effects of climate breakdown or other environmental challenges. Unlike refugees, IDPs remain within the borders of their home countries. In 2019, the UNHCR, the United Nations' refugee agency, reported 45.7 million IDPs worldwide. These populations lack stable, independent accommodation, and are often forced to live in cramped camps or settlements, where physical distancing is functionally impossible. COVID-19 has created new risks for these already disadvantaged populations and has worsened the factors that pushed people from their homes in the first place.

In Nigeria, for example, population displacement has largely been caused by conflict with the militant group Boko Haram, competition between pastoralists and farmers, and, natural disasters, like seasonal flooding. This flooding is the result of poor urban planning, rapid urbanization, and increasing rainfall levels attributed to climate change. IDPs in Nigeria end up in large, longstanding camps like the Gubio displaced person camp in northeast Nigeria, an overcrowded home to approximately 38,000 people. Conditions in Gubio and similar camps make physical distancing extremely hard.

In 2019, the UNHRC estimated that there were 26 million refugees worldwide. Refugee populations are particularly large in countries like Turkey, Columbia, Pakistan, and Uganda. One of the biggest, most densely packed refugee camps in our world is Cox's Bazar in Bangladesh, where 859,000 refugees are living after fleeing Myanmar in 2017. Here, an estimated 40,000 people per square kilometre live in plastic shelters crammed side-by-side.

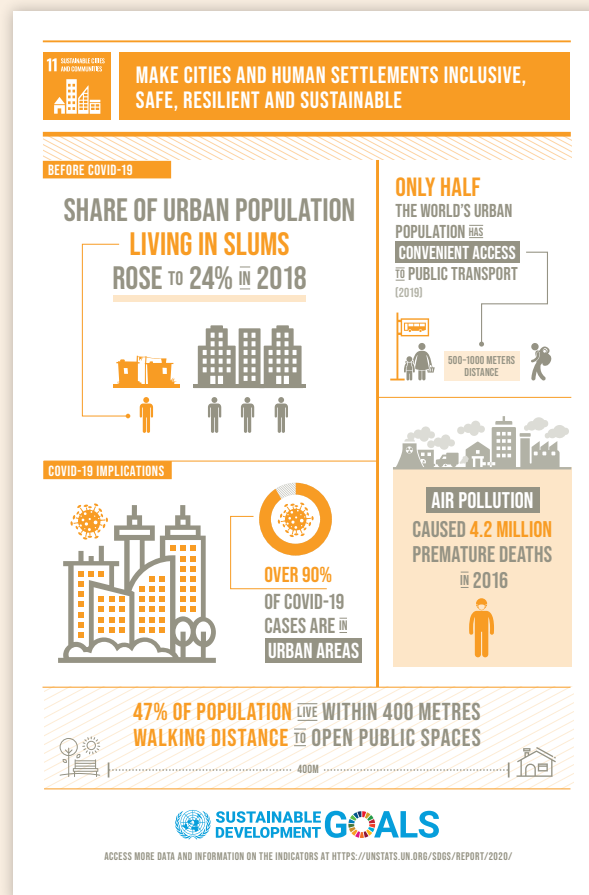


Figure 5: COVID-19, cities and communities
Source: <https://www.un.org/sustainabledevelopment/>

In 2018, the United Nations estimated that 24%, or 828 million people, in urban areas were living in slum conditions. The majority of slums dwellers live in three regions: Eastern and South-Eastern Asia, Central and Southern Asia and sub-Saharan Africa. In Brazil's Favela de Rocinha, Rio de Janeiro's biggest slum, about 250,000 people live in cramped conditions. Living quarters are overcrowded, as residents typically share their homes with other families. Most homes do not have running water, making regular handwashing with soap and clean water difficult. If a person living in one of Brazil's many favelas tests positive for the virus or exhibits symptoms associated with it, there is likely to be no space for them to isolate.

Seen in global terms, the world requires radical changes and a more cohesive multilateral response to the ongoing multidimensional crises. Without international support, it will be difficult for countries in the Global South to come out of this crisis. Financial Justice Ireland, together with other NGOs based in Ireland and elsewhere, called on governments and international organizations like the World Bank and the International Monetary Fund, to agree to a cancellation of low-income country debt as a way of tackling the COVID-19 crisis. They argued that cancelling all debt payments due to other governments, multilateral institutions and private lenders would free up to US\$25.5 billion in 2020. Extending the cancellation to apply to payments due in 2021 would make another US\$24.9 billion available to help save lives now and in the future.

As countries work in collaboration to roll out vaccination and secure their economies, the world also needs to pay attention to the unique difficulties being faced in the Global South and to try and find comprehensive solutions. This means international, including financial, cooperation, and it also means that those of us who are in the privileged position of being able to follow the best advice from reputable public health agencies about how to avoid the spread of COVID-19 have a responsibility to do so.

Sources: see bibliography available <https://www.worldwiseschools.ie/resource-library2/>

Figure 6: COVID-19 information



Thinking about Global Goals

By 2030...

- **Goal 1:** End poverty in all its forms everywhere
- **Goal 2:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages
- **Goal 5:** Achieve gender equality and empower all women and girls
- **Goal 6:** Ensure availability and sustainable management of water and sanitation for all
- **Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- **Goal 10:** Reduce inequality within and among countries
- **Goal 17:** Strengthen the means of implementation and revitalize the global partnership for sustainable development



SAMPLE cross-curricular teaching and learning activities

I see, I think, I wonder

In March 2020, Dr Jagadish J. Hiremath, an Indian doctor who runs a hospital in an industrial area of Bangalore, authored a Twitter thread that went viral. Many commentators said that his tweets provided a global perspective on the impact of COVID-19 and a reminder of the inequalities in our world. Read through Dr Hiremath's twitter thread and complete the following stem sentences:

I see...

I think...

I wonder...

Discuss your completed stem sentences with one other person.

Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1, 2.1, 2.5, 2.9 & 2.10; **English** LOs OL1, OL2, R1, R2, R3, W3; **Philosophy** LOs 8.1, 8.2 & 8.3

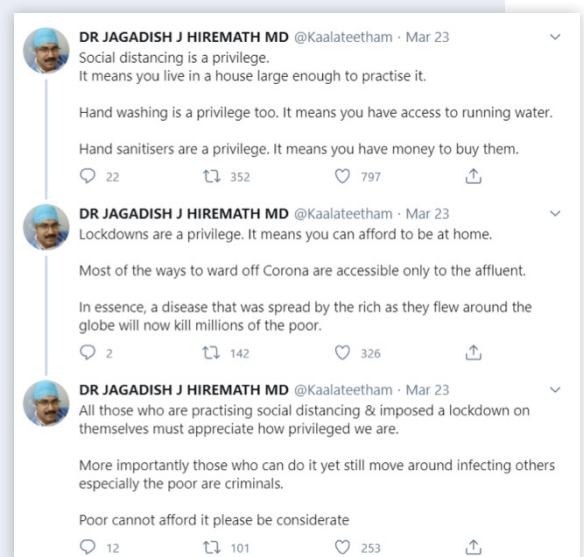


Figure 7: Twitter thread by Dr Jagadish J. Hiremath, March 2020



Privilege

Come up with a list of three or more synonyms for the word 'privilege'.

Use one of your synonyms in a sentence about the COVID-19 experiences of a privileged person, and another to describe the experiences of a person living in poverty, as referenced by Dr Hiremath in his twitter thread.

Now, come up with a list of three or more antonyms for the word 'privilege'.

This time use one of your antonyms in a sentence about the COVID-19 experiences of a privileged person, and another to describe the experiences of a person living in poverty.

Reflect on what the people you thought about when writing these sentences would say if they read your four sentences.

If needed, revise your sentences according to how you think the other people would have written them.

Reflect on your own COVID-19 experiences in comparison to people who are privileged and people who are living in poverty.

Discuss your completed stem sentences with one other person.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 1.1, 1.11, 2.1, 2.5, 2.9, 2.10 & 2.12; English LOs W1, W3, W4, W7 & W10; Philosophy LO 8.2

Defining

On your own come up with definitions for the following:

- Internally Displaced Person (IDP)
- Refugee
- Asylum seeker

Join with one other person and compare your three definitions. Working together, chose the best definition for each of the terms.

Share your definitions in class by posting them on Padlet (or similar) or displaying them on Show-Me boards.

Search the UNHCR website for definitions of these three terms, the edit your own definitions if you wish (see Links below).

Junior cycle relevance (SAMPLE ONLY): CSPE LO 2.9; English OL1, OL2, OL3 & W3; Geography LO 3.2

Within

In Ireland, as in other countries, certain groups are more vulnerable to the health effects of COVID-19 and/or more or further disadvantaged by the secondary effects of the



pandemic.

Research the COVID-19 experiences of one of the following groups of people (or another group that you are interested in):

- Meat plant employees
- People living in direct provision centres
- Children and young people in low socio-economic households
- Elderly people in care homes
- Urban residents

Share your findings with the rest of the class, with reference to the reasons why the group you researched has been disproportionately affected by the pandemic; and, specify the Global Goals which, if achieved, would help to improve the lives of people in your research group.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 2.5, 2.8 & 2.9; Digital Media Literacy LO 2.3; English LO R2; Geography LOs 3.5

Slán

“None of us are safe until all of us are safe.

António Guterres, Secretary-General of the United Nations, May 2020.

A word for ‘safe’ in Gaeilge is ‘slán’. ‘Slán’ can also mean ‘clear’ or ‘goodbye’, while ‘sláinte’ means ‘health’.

Get markers or crayons and a blank piece of A4 paper.

Turn your page sideways (i.e. landscape orientation).

Write the word ‘slán’, or a word with the same meaning in a language of your own choosing, in the centre of your page.

Use lots of thick, coloured lines or branches radiating out from your central word to connect to other words or phrases that come into mind as you reflect on the quote from António Guterres and the meaning of this word in the context of COVID-19.

If you feel comfortable, you might like to share your finished mind map with one or more classmates.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 1.1, 1.11, 2.1 & 2.12; English LOs OL3 & W3; SPHE LO 2.4

Plague doctors

Read/watch ‘Why plague doctors wore those strange beaked masks’ (see Links below).

Research the ‘personal protective equipment’ worn by doctors during outbreaks of the



bubonic plague. Focus especially on the origin and reason for the doctor's beaked masks, and the contents of these masks (herbs, dried flowers etc).

Research representation of plague doctors in art and sketch the beaked masks and their contents.

Investigate the anti-bacterial and anti-viral properties of the posies in the masks. Compare the science behind the beaked mask with present day scientific evidence about the spread of disease and the use of face masks.

Use your research findings to help you prepare a short statement about the role of art and/or science in helping to achieve Global Goal 3 (Good health and wellbeing).

Junior cycle relevance (SAMPLE ONLY): English LOs R2, R3, W3 & W4;

History LOs 1.1, 1.11, 3.6 & 3.14; Science LOs 1.1, 1.10 & 5.6; Visual Art LOs 1.4 & 1.7

Two truths and a slide

Find one (or more) evidence-based fact about the environmental impact of single-use face masks (see Links below).

Find one (or more) example of a business, social enterprise or voluntary organization which has produced a sustainable face mask (see Links below).

Create and present one PowerPoint slide, including visuals and text, to showcase the highlights of your research findings.

Junior cycle relevance (SAMPLE ONLY): Business Studies LO 2.1;

CSPE LOs 1.1, 2.1, 2.8 & 2.9; Digital Media Literacy LO 2.3; English LOs R2 & R3;

Geography LO 2.6; Science LOs 5.6 & 2.7

Masking for a friend

Inspired by the Red Cross advertisement during the 1918 influenza pandemic (right) and based on your knowledge of COVID-19, use technology to create a modern advertisement, to encourage friends and family to protect themselves and others by wearing effective and sustainable face masks.

Consider publishing your advertisement online on relevant social media platforms.

Junior cycle relevance (SAMPLE ONLY):

CSPE 1.1, 2.1, 2.9 & 2.10; Digital Media Literacy LO 4.5;

English LOs R1, R2, W3 & W4; History LOs 1.1, 1.11 & 3.14;

Home Economics LO 2.7; Visual Art LO 1.14



Figure 8: 1918 Red Cross mask advertisement



3-D online

Research stories about second-level students and teachers in Ireland using 3-D printers in schools to produce personal protective equipment (PPE) for frontline workers during the COVID-19 pandemic.

Present your findings in class using the following headings:

- Reasons why students/teachers decided to produce PPE using 3-D printers
- The materials/technology employed
- Societal impact, including any feedback from frontline workers and other end users

Engage in a whole class discussion about the potential of young people and educators to use school-based technology to respond to pandemic-related challenges and progress the Global Goals (see Link below).

*Junior cycle relevance (SAMPLE ONLY): **Applied Graphics** LOs 1.5, 3.3, 3.5, 3.8 & 3.9; **CSPE** LOs 1.1, 1.5, 2.8, 2.9 & 2.10; **Digital Media Literacy** LO 4.5; **Graphics** LO 2.4; **English** LOs OL1, OL2 & OL5; **Philosophy** Strand 6*

Masked crusader

Research the most effective homemade reusable face masks (see Links below).

Find or devise a set of instructions for a reusable face mask, to be made using sustainable products (e.g. reusing material commonly found in homes).

Make the mask as a gift or donation for another person or an organization, in child or adult size as appropriate.

Include, with your gift/donation, information about the science behind the mask, instructions for mask making, handling and care; and, a message of hope for the mask wearer.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1, 2.1, 2.9 & 2.10; **Digital Media Literacy** LO 2.3; **English** LOs R1, R2, R3, W3 & W4; **Home Economics** LOs 2.7, 3.1, 3.2, 3.3, 3.6, 3.8 & 3.9; **Mathematics** U6; **Science** LOs 1.3 & 5.6; **SPHE** LOs 4.8 & 4.9*

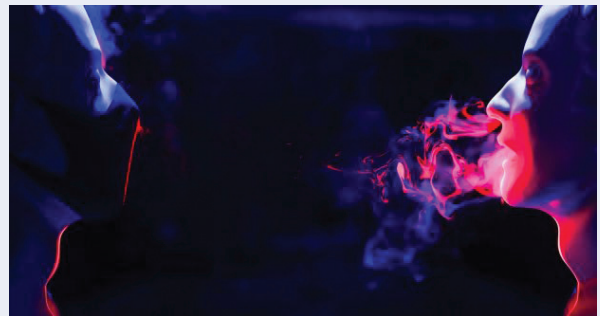


Figure 9: "Talking Heads". Science Foundation Ireland Research Image of the Year 2020. © Niall Smith, Steven Darby, Krishna Chullipaliyalil and Danielle Wilcox, Cork Institute of Technology.



Sustainable Suds

Search for an online tutorial for homemade anti-viral liquid soap.

Make the product and package it in a glass bottle. Design and adhere a label to your soap bottle.

Using your product, teach younger siblings or friends how to wash their hands properly, explaining why it is important in the context of COVID-19.

Compare your anti-viral liquid soap to a readily available commercial product using the following criteria: cost, smell/feel, impact on skin, convenience (e.g. time it takes to make versus to go to the shop and buy), impact on the society, economy and the environment.

Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1, 2.1, 2.9 & 2.10;
Home Economics LOs 2.4, 2.5 & 2.7; **Science** LO 5.6; **SPHE** LOs 4.8 & 4.9;
Visual Art LOs 3.4, 3.5 & 3.6

2 metres

2 metres or 6.5 feet is the distance recommended by the Health Service Executive as a safe physical space between people to protect against the spread of COVID-19.

Survey students in your class, year, or school to see how many of them can gauge 2-metres (6.5 feet) correctly. Represent your survey findings using graphs.

Organize a 2-metre games programme during lunch or PE class, for example, activities to see who can jump, throw a ball, pull a heavy object etc 2-metres or multiples of 2-metres.

Administer your survey again and represent the findings in graphs.

Compare your pre- and post- graphs to see what, if any, impact your games event had on people's ability to gauge 2-metres.

Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1, 2.1, 2.9 & 2.10;
Mathematics U4, U6 & N4; **PE** LOs 1.4 & 1.6; **SPHE** LOs 4.8 & 4.9

Balancing act

Audit local and national media outlets for a period of 2-4 weeks for reporting on the impact of COVID-19 in countries in the Global South versus the Global North.

Use the results of your audit to lobby media outlets for geopolitically balanced reporting on the impact of COVID-19 and other global issues.

If lobbying via online platforms include hashtags like #wereinthistogether, #allinthistogether, #thenewnormal, and #alonetogether.

Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1, 2.1, 2.9 & 3.13;
English LOs R1, R2, R3, W3 & W4; **Digital Media Literacy** LOs 2.3, 2.4 & 3.4



Blue sky solutions

Based on your own experiences and learning, engage in a discussion about the challenge of COVID-19 in an unequal world.

Work together in pairs or small groups to come with creative solutions to this challenge.

Tip: Be as divergent as possible in your thinking, the sky is the limit.

Present the two best ideas from your pair/group to the rest of the class. This can be done verbally or using Padlet, Menti or similar.

As a class, discuss how best to rank the pool of class ideas. Tip: ranking could be most to least likely to happen, most to least impactful, easiest to hardest for young people to get involved etc.

In your pair/group, rank the class ideas using two or more criteria, noting how different criteria change the ranking.

As a class, discuss the value and importance of undertaking action from both individual and collective wellbeing perspectives.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1, 2.1, 2.9 & 2.10; **English** LOs OL1 & OL2; **SPHE** LOs 4.2, 4.8 & 4.9*

International Day of Poverty

17 October every year is the date that marks the United Nations International Day of Poverty. Each year, this day has a different theme. In 2020, the theme was “Acting together to achieve social and environmental justice for all”.

Watch/listen/read a message from one or more of the following people to mark International Day of Poverty, on 17 October 2020:

- António Guterres, United Nations Secretary-General
- Michael D. Higgins, President of Ireland

As you study your chosen message, jot down the Global Goals that you can relate back to what you are watching, reading, or hearing (see Links below).

Imagine you have been asked to take part in International Day of Poverty 17 October 2030, the year by which the Global Goals are to be achieved. You have a choice of one of the following:

- Decide on the theme, preparing a short paragraph or oral presentation explaining your theme choice
- Write a short message

Share your theme/message with an organization working to end poverty in Ireland or elsewhere.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** 1.1, 2.1, 2.5, 2.6 & 2.9; **English** LOs R1, R2, R3, W3 & W4*



Reasons to be cheerful

Read or listen to '75 reasons to be cheerful – by Mary McAleese, Chris de Burgh, Sinéad O'Connor and more' (Link below).

Keep a gratitude diary in a language of your own choosing, recording three or more reasons to be cheerful every day for at least two weeks. Tip: If you don't want to keep a written diary, consider video or voice recording.

Junior cycle relevance (SAMPLE ONLY): CSPE LO 2.9; English LOs R1, R2, R3, W3, W4 & W9; SPHE LOs 4.8 & 4.9

Cloud reflection

What I've learned from this is that people are really smart, people are inherently good, and people want to do the right thing. But, sometimes they are not empowered to do that. They are not given the resources to make that happen. We are going to have to address some of these systematic inequities in our societies. We are going to have to address some of these existential issues that we face because this pandemic is just really a warning shot around how we are managing the planet, and how we are managing our societies.

Dr Mike Ryan, Executive Director Health Emergencies Programme, World Health Organization

Create a word cloud with words and phrases that come into your mind when you reflect on this quote, what you have learned from the pandemic, and the activities in this section.

Reflection is relevant across all junior cycle specifications and is particularly relevant for the key skills of managing myself and managing information and thinking



Useful Links

Defining

- UNHCR, 'Internally displaced people': <https://www.unhcr.org/sy/internally-displaced-people>
- UNHCR (2017), 'Who is an internally displaced person?': https://www.youtube.com/watch?time_continue=9&v=DCzpVQkencw&feature=emb_logo
- UNHCR, 'What is an asylum seeker': <https://www.unhcr.org/en-ie/asylum-seekers.html>
- UNHCR, 'What is a refugee?': <https://www.unhcr.org/en-ie/what-is-a-refugee.html>

Plague doctors

- National Geographic 'Why plague doctors wore those strange beaked masks': <https://www.nationalgeographic.com/history/reference/european-history/plague-doctors-beaked-masks-coronavirus/>



Two truths and a slide

- Strasser, Bruno, J. & Schlich, Thomas. 'A history of the medical mask and the rise of throwaway culture,' The Lancet, May 2020: [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)31207-1/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)31207-1/fulltext)
- Kassam, A. "More masks than jellyfish': coronavirus waste ends up in ocean,' The Guardian, 8 June 2020: <https://www.theguardian.com/environment/2020/jun/08/more-masks-than-jellyfish-coronavirus-waste-ends-up-in-ocean>
- World Economic Forum 'This French firm is making biodegradable face masks using hemp': <https://www.weforum.org/agenda/2020/09/hemp-france-face-masks-coronavirus-covid-pandemic>
- McMullan, D. 'We love these Irish face masks made from recycled ocean plastic, and so does Leonardo DiCaprio,' Image magazine, May 2020: <https://www.image.ie/life/an-irish-company-has-launched-reusable-face-masks-backed-by-leonardo-dicaprio-made-from-recycled-ocean-plastic-198664>

Masked crusader

- World Health Organization – information on masks:
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks>

<https://www.independent.ie/world-news/coronavirus/coronavirus-ireland-how-to-make-a-face-mask-with-our-step-by-step-tutorial-39209252.html>

International Day of Poverty

- Address by António Guterres, United Nations Secretary-General to mark International Day of Poverty 2020: <https://www.un.org/en/observances/day-for-eradicating-poverty/messages>
- Message from Michael D. Higgins, President of Ireland to mark International Day of Poverty 2020: <https://president.ie/en/diary/details/president-marks-un-day-for-the-eradication-of-extreme-poverty>
- Global Goals for Sustainable Development: www.globalgoals.org

Reasons to be cheerful

- '75 reasons to be cheerful – by Mary McAleese, Chris de Burgh, Sinéad O'Connor and more,' Irish Times, October 2020:
<https://www.irishtimes.com/life-and-style/75-reasons-to-be-cheerful-by-mary-mcaleese-chris-de-burgh-sin%C3%A9ad-o-connor-and-more-1.4380675?mode=amp&s=03>

Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life. While poverty persists, there is no true freedom.

Nelson Mandela, (1918-2013), anti-apartheid activist and former President of South Africa

GLOBAL CITIZENSHIP EDUCATION ISSUE: HUMAN RIGHTS

INFORMATION FOR TEACHERS: THE RIGHT TO EDUCATION AND COVID-19

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 26, Universal Declaration of Human Rights

Education is a global common good, meaning that if education systems collapse, peaceful, prosperous and productive societies cannot be sustained. Education is also a fundamental human right. It is an enabling right, which means that it can help to realize all other human rights. Similarly, quality education is a driver of progress across all 17 Global Goals for Sustainable Development. Before COVID-19, 258 million children and young people were out of school globally. But the pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and on all continents.

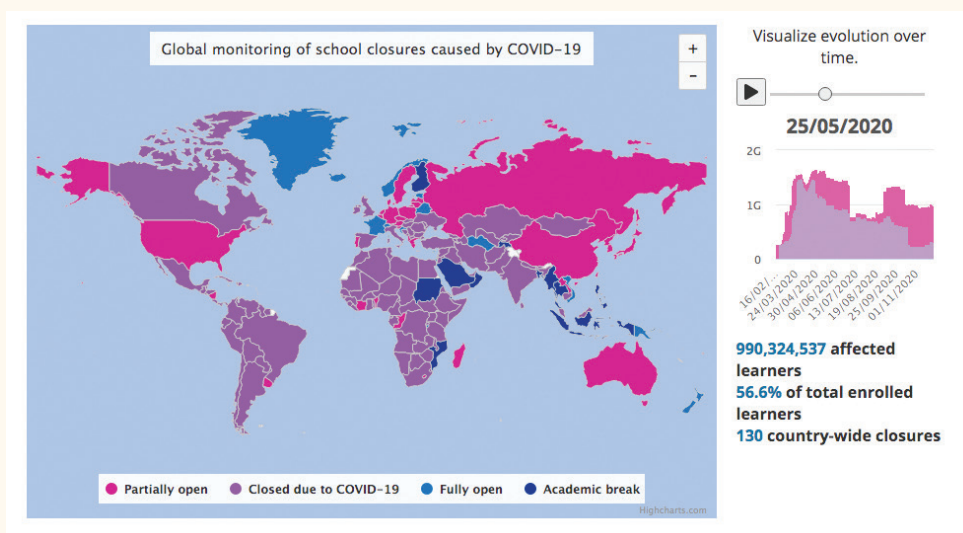


Figure 10: School closures and affected learners on 1 April 2020.

1st April is the 2020 date when the number of learners affected by country-wide school closures was at the highest.

Note: Figures correspond to number of learners enrolled at pre-primary, primary, lower-secondary, and upper-secondary levels of education [ISCED levels 0 to 3], as well as at tertiary education levels [ISCED levels 5 to 8]. Enrolment figures based on UNESCO Institute for Statistics data.

Research carried out by the ERSI in Ireland, concluded that the pandemic will have some impact on outcomes for all children, but will likely further widen the gap between the advantaged and less advantaged over time, as it will be harder for the most marginalised groups (families who are disadvantaged socio-economically, those with children with special education needs, migrants, refugees and others) to ‘catch up’. The crisis is therefore exacerbating pre-existing education inequalities in Ireland and globally, by reducing the opportunities for many of the most vulnerable children, youth, and adults to continue their learning. Globally, learning losses also threaten to extend beyond this generation and erase decades of progress, not least in support of girls and young women’s educational access and retention.

Research by Amnesty has shown that during school closures the burden of unpaid care and domestic work was greater for women and girls. This, combined with a worsening gender digital divide, meant that girls were less likely to continue learning during the global COVID-19 closures. Female children and adolescents living in refugee camps or those who are internally displaced (who unlike refugees, have not left the borders of their country of origin), face particularly challenging barriers to education. As do girls who have been subjected to, or witnesses of, increased levels of gender-based violence during the pandemic restrictions.



Figure 11: Unpaid care work globally. Source: UN Women.

We are only beginning to understand the complexity of the economic impacts of COVID-19, but we know that the effects on both the formal and informal economies are devastating. In the Global South, where limited social protection measures are in place, economic hardships caused by the crisis will impact families as they think about the financial and other consequences of educating their children. In August 2020, the United Nations estimated that approximately 23.8 million additional children and youth (from pre-primary to tertiary) could drop out or not have access to school in 2020/21 because of the economic impact of the pandemic alone. According to the Malala Fund, school closures resulted in 767 million girls temporarily out of school, with the risk that 10 million of these might never return.

The impact of Covid19 risks creating an education pandemic on top of a health pandemic; urgent global action is needed for adolescent girls’ education.

Mary Robinson (1944 -), Chair of the Elders, former United Nations High Commissioners for Refugees and former President of Ireland

The education disruption has substantial effects beyond learning. The closure of schools and other learning environments affected essential services for children and communities, including access to nutritious food and the ability of many parents to work. The pandemic will have lasting effects on public finances. As government budgets come under increasing pressure, funding for overseas development cooperation and assistance will likely also come under strain and potentially exacerbate already massive pre-COVID-19 education funding gaps.

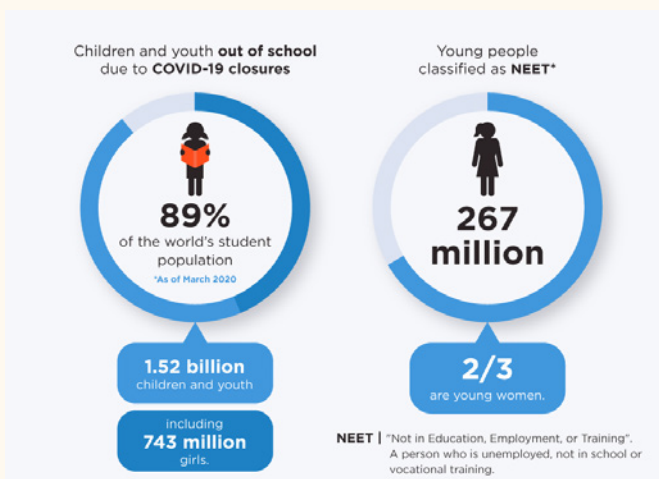


Figure 12: COVID-19 school closures. Source: UN Women.

But it is not all bad news. There is a general acceptance at an international level that investment in education, and especially in the education of girls, makes good financial sense. Girls who receive an education are less likely to marry young and more likely to lead healthy, productive lives. They earn higher incomes, participate in the decisions that most affect them, and build better futures for themselves and their families. Girls' education strengthens economies and reduces inequality.

COVID-19 has accelerated and stimulated innovation within the education sector. Worldwide we have seen innovative approaches in support of education and training continuity: learning from home was facilitated by online devices, public broadcasts, and take-home learning packages. Distance learning solutions were developed or rolled out thanks to quick responses by teachers and schools, governments, and other partners. For example, the Irish Embassy in Freetown partnered with the Government of Sierra Leone and Women in Crisis, a local Sierra Leonian NGO, to provide dignity kits and radios to children during the COVID-19 school closures. This meant that children could listen to broadcasted lessons while their schools were shut. The pandemic has reminded us of the essential role of schools, and that governments and other key partners have an ongoing duty of care to education personnel.



Figure 13: Girls in Sierra Leone with radios funded by Irish Aid, Department of Foreign Affairs. © Women in Crisis/Irish Aid

These innovative changes have highlighted that the promising future of learning, and the accelerated changes in modes of delivering quality education, cannot be separated from the international commitment, outlined in the Global Goals for Sustainable Development, of leaving no one behind. This is true for children and youth with unequal access to resources or an enabling environment to access learning. It is true for the teaching profession and their need for better training in new methods of education delivery, as well as support. Lastly, this is true for the education community at large, including local communities, upon whom education continuity depends during crisis and who are key to recovery after COVID-19. The massive efforts made in a short time to respond to the shocks to education systems remind us that change is possible.

While the COVID-19 pandemic presents many challenges, it also provides an opportunity to revolutionise education systems globally so that they are more inclusive, resilient and gender responsive.

Sources: see bibliography available <https://www.worldwiseschools.ie/resource-library2/>



Thinking about Global Goals

By 2030...

- **Goal 1:** End poverty in all its forms everywhere
- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages
- **Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- **Goal 5:** Achieve gender equality and empower all women and girls
- **Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- **Goal 10:** Reduce inequality within and among countries
- **Goal 17:** Strengthen the means of implementation and revitalize the global partnership for sustainable development

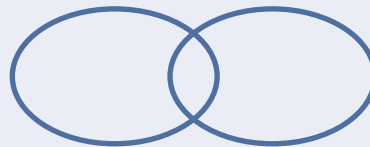


SAMPLE cross-curricular teaching and learning activities

Hedge school

Draw a large Venn Diagram, with two overlapping circles, as below:

Characteristics of at home learning during school closures



Characteristics of learning in school with COVID-19 restrictions

Think about the characteristics of at home learning during school closures, and the characteristics of learning in school with COVID-19 restrictions (things like the role of the teacher and parents/guardians, materials available, subjects or topics covered, assessment - projects, tests or examinations, your attitudes to learning, individual and peer learning opportunities etc).

Populate each circle in your Venn Diagram and where the characteristics of learning at home during school closures and learning in school with COVID-19 restrictions are the same, place these in the overlapping space between the two circles.

Research the characteristics of a 'typical' Hedge School, prevalent in Ireland during the eighteenth and nineteenth century.

Decide which of your Venn Diagram circles has more in common with the way that Hedge Schools operated. Discuss your decision with a partner, citing at least one reliable historical source you consulted.

Junior cycle relevance (SAMPLE ONLY): Digital Media Literacy LOs 2.3 & 4.6;



English LOs OL1, OL2, OL7, R2, R3 & W3; **History** LOs 1.4, 1.8, 1.11, 2.10 & 3.14

Daily load

Globally girls and women do more unpaid care and domestic work than boys and men. The pandemic and the resultant school closures added to the domestic burden of girls and women. Many girls whose education was interrupted by COVID-19 will never return to school.

Ask one or more men/boys and one or more women/girls in your extended family/friendship circle whether the males/females in their homes share unpaid care and domestic work equally.

Encourage them to take UN Women's interactive 'Daily load' quiz (see Links below).

Discuss their quiz results and ask them to reflect on what they have learned from completing the quiz.

Junior cycle relevance (SAMPLE ONLY): **CSPE** LO 1.1; **English** LOs OL1 & OL7; **Home Economics** LO 2.2

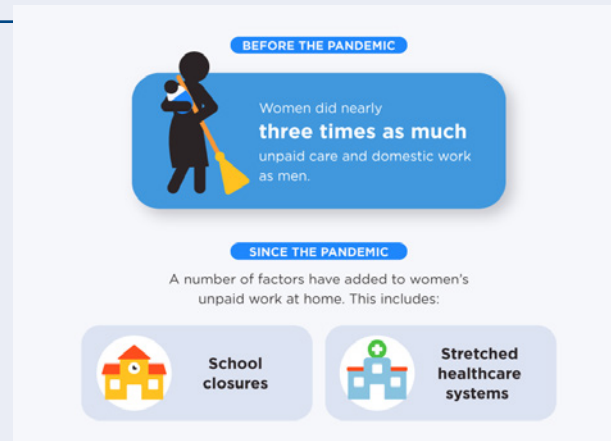


Figure 14: COVID-19 and unpaid care and domestic work. Source: UN Women.

Schools out for summer

Listen to Alice Cooper's 1972 hit song 'Schools out for summer' (See Links below).

Rewrite the lyrics to 'Schools out for summer' from the perspective of a young person your age, who did not return to education after the period of global school lockdowns.

Imagine the song is recorded, using your lyrics. Design the image that would accompany your song on music streaming apps like Spotify or iTunes.

Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1, 1.9 & 2.9; **English** OL8, W1, W3, W4, W5 & W6; **Music** LO 2.2; **Visual Art** LOs 1.5, 1.12 & 1.14

Leave no one behind

Make a list of the equipment and apps you think all young people should have access to facilitate learning in the event of school closures.

Pair up and discuss the implications of your combined list using the following prompt questions:

- What, if any, are the barriers to making these items available to all young people?
- What are the implications for the school, as an organization? That is, what are the rewards and the costs involved?



- What about in the homes of young people? What would access to your technology list mean in terms of cost, time, space, relationships etc at home?
- What, if any, are the costs and benefits to society or in terms of our environment?

Revise your combined list by keeping only the items of equipment and the apps that are strictly needed.

With your partner, discuss what would have to happen to make this list a reality for all young people, of all genders, in your community, country, globally?

*Junior cycle relevance (SAMPLE ONLY): **Business Studies** LOs 1.1 & 2.6; **Coding** LO 1.1; **CSPE** LOs 1.3 & 2.9; **Digital Media Literacy** LOs 1.1 & 1.2; **English** LOs OL1, OL3, W3, W5 & W6; **Home Economics** LOs 2.2, 2.3 & 2.9*

Hardest hit?

"...children and young people have been among the hardest hit by the COVID-19 pandemic."

Participate in a class discussion inspired by this statement by Roderic O’Gorman, T.D., and Minister for Children, Disability, Equality, and Integration.

During the discussion, back up your point of view with reference to one of the following: Universal Declaration on Human Rights, United Nations Convention on the Rights of the Child, European Convention on Human Rights, Bunreacht na hÉireann or the United Nations Global Goals for Sustainable Development.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1, 1.7, 1.9 & 2.8; **English** LOs OL1, OL2 & OL7; **History** LO 3.8*

Tell your story

Work together to gather testimonies or quotes, in one or more languages of your choosing, from your class (and teachers) about learning during the COVID-19 school closures or the changes to the way school operated during the pandemic. Try to include as many positive changes or impacts on your learning as possible. Create either a digital or paper archive of these testimonies/quotes.

Compare your experiences to those of young people and teachers in other countries (see Links below). Tip: If you are doing this activity in a Modern Foreign Language class, focus on young people and teachers in countries where your target language is spoken.

Give a copy of your testimonials/quotes to a museum, library, heritage centre, digital or other archive as a historical record of learning experiences during the COVID-19 pandemic.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LO 2.1; **Digital Media Literacy** LOs 2.3 & 4.5; **English** LOs OL1, OL2, OL4, OL5 & OL7; **Geography** LO 3.7; **History** LO 1.8; **MFL** LOs 1.2, 1.9, 1.10, 3.3, 3.4, 3.7 & 3.8; **SPHE** LOs 4.8, 4.9, 4.10 & 4.11*



School of the air

Many of the ideas and innovations for dealing with the challenges to education systems and ensuring that the right to education was respected during COVID-19 come from the experiences during and after previous health crises, such as the 2014-16 Ebola Virus Disease (EVD) outbreak in West Africa.

Watch Global Partnership for Education (2020), 'Sierra Leone: The power of great teaching' (2.46 mins) (see Links below). Pay attention to how the students described their experience of learning during EVD school closures.

Imagine you have been asked to do a short 10-minute teaching input on the right to education via a radio broadcast. Plan your input, remembering that you will have always have a variety of learning styles in any group of learners. Think about what you want your learners to know and be able to do after your session.

Use the voice recorder app on a device, or a free online voice recorder, like Vocaroo, to record your lesson.

Ask some friends to listen to the lesson and give you feedback. Take their feedback on board and re-record.

Depending on your school, you might like to ask if you can play your lesson over the school intercom.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 1.1 & 1.7; English LOs OL1, OL3, OL4, OL5, OL7, OL8, OL9 & OL10; Geography LO 3.7

Global Goal 4, Target 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.



Use Word, Excel or similar, to make a table with 7 columns. Label the first column on the left 'subjects/short courses' and label the remaining columns with each of the six headings included in the text for Target 4.7 (see Note for Teachers - right).

List the subjects/short courses you are currently studying in the rows under the first column heading ('Subjects/short courses'). Think about your learning in each of your subjects/short courses. For example, have you covered topics or learned skills related to sustainable development in Business Studies, CSPE, Geography or Science? If yes, insert a tick in the corresponding column/row.

NOTE FOR TEACHERS:

Global Goal 4 has 10 targets. These give the governments who committed to achieving the Global Goals, including Ireland, a framework for how to act to make sure that quality education becomes a reality by 2030. Target 4.7 is about making sure that all learners have opportunities to find out about, practice and raise awareness about (1) sustainable development, (2) human rights, (3) gender equality, (4) peace and non-violence, (5) global citizenship, and (6) cultural diversity.



When you have finished, think about the areas of Target 4.7 you have had opportunities to learn about, the areas where there are gaps, and, what, if anything, you would like to know or do more on.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 2.9 & 2.11; English LO W3; Mathematics LO AF.1(a)

Timetable 4.7

Drawing on your experience of what works well for you in school, what worked well for you during the 2020 period of at home learning, and your knowledge of the aspects of Target 4.7, create your ideal school timetable.

Share your timetable with your teacher(s) and ask for their honest opinion about the pros and cons of your ideas.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 1.1; English LO W3; Mathematics LO U6

Equiterra Academy

Imagine a school where gender equality has been achieved. Let's imagine this school is called Equiterra Academy!

Draw an aerial map (view from above) of Equiterra Academy. Use symbols (e.g. a little drawing of a bicycle to show a cycle track), shortened words (e.g. 'clrm' to mean classroom), different colours and lines to show footpaths, green areas, water features etc. Explain what your symbols, shortened words, colours, and lines under the heading 'Key to symbols' beside your map.

Share your map on appropriate social media platforms, using the hashtag #gendereducation. Consider tagging a relevant organization like UN Women.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 1.1, 1.5 & 2.9; Digital Media Literacy LO 4.5; Geography - geographical skills

Leaders letter

This pandemic will have a lasting impact on education. It is up to our leaders to decide what kind of impact that will be. - Maryam Adam, student, and Malala Fund activist

Write a letter or email to someone you consider has the power to bring about positive change in education system(s). For example, you could write to your local T.D., the Minister for Education and Skills, someone that works in your school, a celebrity, or an activist, like Malala Yousafzai.

Your letter/email must include: the date; an opening greeting; a section introducing yourself; the reason why you are writing, including what it is that you think they could/should be doing to bring about positive change in terms of your learning or the education system in Ireland or globally; a sign off, including a thanks to them for taking the time to read your letter/email. Make sure to check your sentence structure, paragraphing, grammar, and spelling before sending!

Junior cycle relevance (SAMPLE ONLY): CSPE LO 2.8; English LOs W1, W3, W4, W10 & W11



Virtual thoughts

Watch 'Scoil Mhuire Clarinbridge' (1.59 mins) (see Links below) to see an example of how one primary school in Ireland used technology creatively during school closures.

Be inspired by Scoil Mhuire's virtual grandparents' day to contact a teacher, schoolmate, or family member who supported you or kept you company virtually (Zoom, Skype, Whatsapp, telephone, email, letter etc) during the COVID-19 pandemic and let them know that you are thinking of them.

Junior cycle relevance (SAMPLE ONLY): Digital Media Literacy LO 1.1; SPHE LOs 4.8, 4.9 & 4.13

School caption

Find three or more images from reputable online news sources that, for you, sums up what has been happening in relation to the right to education in the last 3-6 months. Include at least one image that relates to recent events in a country in the Global South and one image that relates to events in Ireland.

Write short captions for each image. Present your favourite image/caption in class, explaining how it relates to recent events.

Junior cycle relevance (SAMPLE ONLY): Digital Media Literacy LO 2.3; CSPE LOs 2.1 & 2.9; English LOs OL1, OL5, W3 & W4; Geography LO 3.7

What did I miss?

Prepare a verbal or written overview of what you covered in this section for a classmate who may have been out of the classroom (in another part of the school or at home) and missed some or all of the activities.

Your overview must include: the main content covered; a brief description of at least one activity; something that you learned how to do or do better; and, three questions for your classmate about the information that you provided in your overview (the answers to these questions should help you to understand whether your classmate grasped what they missed and/or whether your overview was effective).

Reflection is relevant across all junior cycle specifications and is particularly relevant for the key skills of managing myself and managing information and thinking

*We do not learn from experience...
We learn from reflecting on experience.*

John Dewey, (1859-1952), American philosopher, psychologist, and educational reformer



Useful Links

Daily load

- UN Women's interactive 'Daily load' quiz:
<https://interactive.unwomen.org/multimedia/explainer/unpaidcare/en/index.html>

'Schools out for summer'

- Alice Cooper (1972), 'Schools out for summer':
<https://www.youtube.com/watch?v=2Oo8QzDHimQ>

Tell your story

- UNESCO 'How are you learning during the COVID-19 pandemic?' video stories by children, young people and teachers from a range of countries globally:
<https://en.unesco.org/covid19/educationresponse/learningneverstops/>

School of the air

- Global Partnership for Education (2020), 'Sierra Leone: The power of great teaching' (2.46 mins): https://www.youtube.com/watch?v=AM1MVXCKN_w

A positive note

- Integrated Media Solutions (IMS) (2020), 'Scoil Mhuire Clarinbridge' (1.59 mins):
https://www.youtube.com/watch?time_continue=90&v=B68EUD4OJR8&feature=emb_logo

Education is the most powerful weapon which you can use to change the world.

**Nelson Mandela, (1918-2013),
anti-apartheid activist and former
President of South Africa**

Let us pick up our books and our pencils. They are our most powerful weapon.

**Malala Yousafzai (1997 -),
Pakistani activist for education
and Nobel Peace Prize Laureate**

GLOBAL CITIZENSHIP EDUCATION ISSUE: MEDIA LITERACY

INFORMATION FOR TEACHERS: MISINFORMATION, DISINFORMATION, AND SOCIAL STIGMA DURING COVID-19

Our greatest enemy right now is not the virus itself. It's fear, rumours and stigma. Our greatest assets are facts, reason, and solidarity.

Dr Tedros Adhanom Ghebreyesus, Director-General, World Health Organization (WHO),
Opening remarks at the media briefing on COVID-19, 28 February 2020

Social stigma in the context of health is the negative association between a person or group of people who share certain characteristics and a specific disease. In an epidemic or pandemic situation, this may mean people are labelled, stereotyped, discriminated against, treated separately, and/or experience loss of status because of a perceived link with a disease. Such treatment can negatively affect those with the disease, as well as their caregivers, family, friends, and communities. People who do not have the disease, but share characteristics with this group, may also suffer from stigma. Globally, the COVID-19 outbreak has provoked incidences of social stigma and discriminatory behaviours against people of certain ethnic backgrounds, as well as against anyone perceived to have been in contact with the virus.

Social stigma in a public health crisis is not new. Anthropological and historical accounts of past epidemics provide plenty of evidence of fear 'legitimising' collective discrimination against minorities and others who are perceived as 'outsiders'. For example, although leprosy (Hansen's disease) has been around for a long time, it grew to pandemic proportions in Europe in the 11th century. At the time, it was a commonly held belief that leprosy was a divine punishment, or God punishing sufferers for their sins. This belief fuelled the ostracization of people with the disease, and their families. During the 1853 yellow fever epidemic in America, Irish and German immigrants were blamed as the cause. In New York, in 1892, outbreaks of typhus and cholera were blamed on recently arrived Russian Jewish immigrants. In 1900, a single Chinese immigrant in San Francisco was found dead with suspected case of bubonic plague. City authorities reacted by encouraging all Caucasian residents of Chinatown to leave before quarantining the area for several days. The media subsequently engaged in commentary about the possibility of mass deportation of Chinese people. A major outbreak of polio in 1916 in New York City, led to accusations that Italian immigrants brought the epidemic to the United States. During World War II, Nazi propaganda portrayed Jewish people as spreaders of disease, as a way of strengthening public support for ghettos.

While the profile of victims of discrimination during COVID-19 varies from country to country, there seems to be a common pattern: more often than not the target is generally people who are, or are perceived as being, originally from a different country, or those belonging to ethnic or cultural minorities. In the early months of COVID-19, those who suffered the most from discrimination were Asians and people of Asian descent. Discriminatory episodes reported across Europe involved incidences of verbal assaults in public places, denigrating campaigns on social media, the boycott of business activities and, in some cases, difficulties in accessing educational institutions.

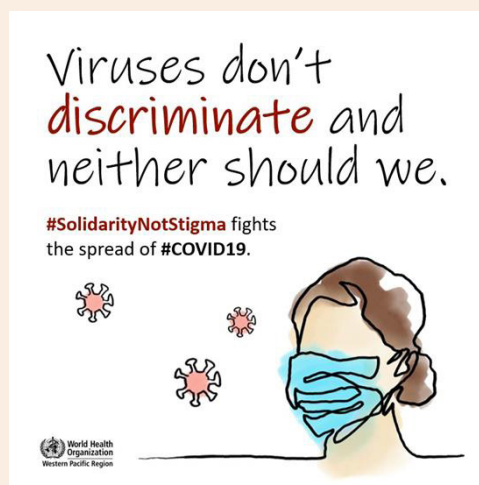


Figure 15: #SolidarityNotStigma.
Source: World Health Organization.

Discrimination against and stigmatization of migrants and refugees, including Asians or people of Asian descent, have been exacerbated by misinformation and disinformation in the media, especially social media. On March 16, 2020, Donald Trump, then president of the United States tweeted “The United States will be powerfully supporting those industries...that are particularly affected by the Chinese Virus...”. In the context of the availability of alternative scientific names such as coronavirus or COVID-19, Trump’s tweet was labelled as xenophobic and stigmatizing. University of Alabama researchers compared tweets using the term ‘Chinese virus’ in the United States before and after Trump used the term. They found a ten-fold increase at national level.

Incidents reported in newspaper articles and on social media seem to confirm that discrimination, based on race and ethnicity, is a global COVID-19 phenomenon. In Pakistan, the already marginalised Hazara Shia minority were blamed for the spread of COVID-19 and have suffered systemic discrimination as a result. Muslim communities in India, who represent the largest minority of the country, were victims of attacks and other forms of discrimination. UNESCO reports that Roma communities in northern Spain were targeted, allegedly as they were the first to be contaminated by COVID-19.

This level of discrimination and stigma associated with the COVID-19 pandemic can be attributed to three main factors:

1. It is a disease that is new and for which there are still many unknowns
2. People are often afraid of the unknown
3. It is easy to associate that fear with those who are viewed as ‘other’

The pandemic has been exploited by anti-migrant, far right and hate groups, with conspiracy theories circulating on the origin, spread and treatment of the virus. The infodemic—characterised by an overabundance of news, mixing facts, rumours, and fake news—is a key driver of COVID-19 related social stigma. Conspiracy theories that COVID-19 is a bioweapon, or is spread via 5G connectivity or migrants, or that Bill Gates caused the epidemic to sell the world a vaccine; and, false preventive treatments promoted on social media, such as that eating garlic or drinking bleach can help fight COVID-19, can even have fatal consequences.

COVID-19 disinformation and misinformation, especially on social media, compounds stigmatization which has a negative effect on social cohesion, mental health, and wellbeing of people, especially those being stigmatized-against. This can result in more severe health problems and difficulties controlling the disease. Stigma related to a public health crisis can:

- Drive people to hide the illness to avoid discrimination
- Prevent people from seeking health care immediately
- Discourage people from adopting healthy behaviours

Accurate communication about COVID-19 is critical in supporting people to take effective action to help combat COVID-19 and to avoid fuelling fear and stigma. The media are important in providing authentic and truthful information and fighting disinformation and misinformation around this issue. Mainstream journalism is an essential platform for awareness-raising, real-time coverage, and digital storytelling. For example, media outlets around our world have featured stories of how migrants, including refugees, are supporting affected communities. And, while social media has been used to spread anxiety and hate, it has also served as a space to counter stigmatization and discrimination and display solidarity. Facebook and YouTube agreed to take proactive steps to address COVID-19 conspiracy theories and health disinformation after facing considerable pressure from mainstream media and politicians.

Social media can reach large numbers of people with health information at relatively low cost. For example, in 2014, Nigeria successfully contained the Ebola outbreak that affected other West African countries, partly by employing targeted social media campaigns with accurate information and correcting hoax messages circulating on Twitter and Facebook. The intervention was particularly effective because international non-governmental organisations (NGOs), social media influencers, celebrities and bloggers used their broad platforms to forward and share accurate public health information.

During COVID-19 certain hashtags have gone viral on social media. In January 2020, the hashtag #JeNeSuisPasUnVirus was coined by the French Asian community on Twitter in response to a spate of racially motivated attacks. This hashtag campaign was quickly translated into English, German, Italian, Spanish and appeared across various platforms. Taiwanese-Spanish musician Chenta Tsai posted an Instagram picture of the phrase scrawled across his torso on the runways of Madrid Fashion Week.



Figure 16: Chenta Tsai
'I am not a virus'

In many countries, mass media campaigns have been launched by national and local authorities, and civil society, calling for citizen's solidarity and trying to change people's attitudes towards groups who are at risk of discrimination in a COVID-19 context.

Citizen-driven support and solidarity networks play a crucial role in preventing and limiting the effects of social stigmatization and ethnic discrimination associated with the virus. Health protection relies not only on a well-functioning health system with universal coverage, but also on social inclusion, justice, and solidarity.

Sources: see bibliography available <https://www.worldwiseschools.ie/resource-library2/>



Thinking about Global Goals

By 2030...

- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages
- **Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- **Goal 10:** Reduce inequality within and among countries
- **Goal 16:** 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 17:** Strengthen the means of implementation and revitalize the global partnership for sustainable development





SAMPLE cross-curricular teaching and learning activities

Misinformation

Watch 'Why people fall for misinformation - Joseph Isaac' (5.15mins) (see Links below). As you watch, listen for a definition of disinformation.

Afterwards, discuss the meaning of both misinformation and disinformation; and share examples (beyond those mentioned in the video).

*Junior cycle relevance (SAMPLE ONLY): **Business Studies** LO 3.10; **CSPE** LOs 2.9 & 3.12; **Digital Media Literacy** LOs 3.4 & 3.7; **English** LOs OL8, R7 & W8; **History** LOs 1.5 & 1.6; **Geography** (CBA1 *Geography in the news*); **MFL** LO 3.6; **SPHE** LOs 2.2 & 4.9; **Science** LO 1.8*

Stop the spread

Discuss what you can do if you come across online misinformation/disinformation about COVID-19.

Divide into seven groups, each group to be allocated one of the following: Facebook; YouTube; Twitter; Instagram; WhatsApp; LinkedIn; TikTok.

Research what your allocated social media platform says about how to report misinformation/disinformation.

Share your findings with someone who researched a different social media platform.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1 & 1.10; **Digital Media Literacy** LOs 1.7, 2.3, 3.4 & 4.13; **English** LOs OL1, OL2, OL4, OL5, OL7, R1, R2 & R3; **Home Economics** LO 2.5; **Jewish Studies** LO 1.7; **Religious Education** LO 1.7; **SPHE** LOs 1.8, 1.9, 2.10 & 4.8*

Pandemic profile

Choose one of the pandemics from the table above.

Research your chosen pandemic using reputable sources. Gather information using the following headings: pandemic name; period of public health crisis; geographic spread; preventative measures, treatment of symptoms and vaccines; examples of misinformation and disinformation, including those that relate to stigmatization of specific groups of people (if relevant); and, interesting facts and data. Try to include images, remembering to respect copyright by acknowledging sources.

Compile and present your pandemic profile in class.

Participate in a whole class discussion about the similarities and differences between pandemics across different historical eras.



NAME	Time period	Estimated death toll
Antonine Plague	165-180	5M
Japanese smallpox epidemic	735-737	1M
Plague of Justinian	541-542	30-50M
Black Death	1347-1351	200M
New World Smallpox Outbreak	1520 – onwards	56M
Great Plague of London	1665	100,000
‘Italian’ plague	1629-1631	1M
Cholera Pandemics 1-6	1817-1923	1M+
Third Plague	1885	12M (China and India)
Yellow Fever	Late 1800s	100,000-150,000 (United States)
‘Russian’ Flu	1889-1890	1M
‘Spanish’ Flu	1918-1919	40-50M
‘Asian’ Flu	1957-1958	1.1M
‘Hong Kong’ Flu	1968-1970	1M
HIV/AIDS	1981-present	25-35M
Swine Flu	2009-2010	200,000
SARS	2002-2003	770
Ebola Virus Disease	2014-2016	11,000
MERS	2015-Present	850
COVID-19	2019-Present	2,612,360 (John Hopkins University estimate as at 10 March 2021)

Adapted from: <https://www.visualcapitalist.com/history-of-pandemics-deadliest/>

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LO 1.9; **Digital Media Literacy** LOs 1.4, 2.3 & 4.6; **English** LOs OL1, OL4, OL5, OL7, R1, R2, R3 & W3; **History** LOs 1.9, 1.11, 3.1, 3.2, 3.6, & 3.14; **Jewish Studies** LOs 1.1 & 1.7; **Religious Education** LO 1.7; **Science** LOs 1.1 & 1.9; **SPHE** LOs 1.8, 1.9, 2.10 & 4.8*

Dos and Don'ts

Divide the class into two groups – (1) dos and (2) don'ts.

Watch WHO 'What can you do to fight stigma associated with COVID-19?' (1.32 mins) (see Links below).



As you watch, write down at least one thing that the girl in the video says to do (if you are in group 1) or not to do (if you are in group 2).

Take turns calling out what you heard, writing what others in your group picked up that you did not.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 1.10, 2.10 & 3.12; Digital Media Literacy LOs 1.7, 2.4, 3.4, 4.1 & 4.4; English LOs OL1, OL2, OL4, OL8, W3 & W6; Home Economics LO 2.5; SPHE LOs 1.9, 2.2, 2.3 & 4.8

Listen up

Listen to the radio interview with Xuedan (Shelley) Xiong, a Chinese lady resident in Castleknock, who was allegedly racially abused in August 2020, when she was labelled 'coronavirus' and pushed into the Royal Canal in Dublin (5.14 mins) (see Links below).

As you listen, make a list of the adjectives (describing words) used to communicate the emotions experienced by Xuedan during and after the event.

Now, write down two or more adjectives to describe how you feel about this incidence, with a short paragraph explaining why you feel this way.

Ask yourself what, if any, difference having by-standers step in and help might make to people when they experience racial verbal abuse or physical attacks?

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 1.1, 1.9, 1.10, 2.9 & 2.10; English LOs OL1, OL4, OL8 & W3; Home Economics LO 2.5; Jewish Studies LOs 1.7 & 1.8; Religious Education LOs 1.7 & 1.8; SPHE LOs 1.8, 1.9, 2.3, 2.10, 2.11, 4.8, 4.9, 4.11 & 4.13

Ring a Ring a Rosie

"Ring a Ring a Rosie" or "Ring Around Roses" is a children's nursery rhyme about the Black Death or the Bubonic Plague, a pandemic which peaked during 1340s and 50s across Europe and is estimated to have led to the deaths of 200 million people. Line 1: "Ring - a ring - a Rosie" describes the red ring-shaped rash or inflammation that occurred on the skin of affected people. Line 2: "A pocket full of posies" refers to bunch of flowers or herbs that people carried thinking that it would keep them safe from the disease. Line 3: "A-tisoooh A- tisoooh!" refers to the sneezing of an infected person. Line 4: "We all fall down", the part of the nursery rhyme where children drop to the ground, is about people falling ill and dying from the Black Death.

Think about what it feels like to be the victim of stigmatization during COVID-19. Write your own nursery rhyme, poem, or rap about the impact of stigmatization as a way of encouraging people to think twice before sharing or spreading misinformation and disinformation about specific groups of people.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 1.1 & 1.9; Digital Media Literacy LOs 1.2, 3.7, 4.1 & 4.4; English LOs W1, W3, W5, W6 & W9; History LOs 1.11, 3.6 & 3.14; Jewish Studies LOs 1.7 & 1.8; Music LO 2.2; Religious Education LOs 1.7 & 1.8; SPHE LOs 1.8, 1.9, 2.3, 4.10 & 4.11



The Angelina Jolie effect

In 2013, the actor Angela Jolie had surgery, a double mastectomy, after genetic testing indicated that she might be in danger of breast cancer. Afterwards public health communication researchers came up with the term the ‘Angelina Jolie effect’ to explain the noticeable increase in online searches about breast cancer genetics and testing when Jolie’s surgery was reported in the media. The ‘effect’ suggests that celebrity endorsement of trusted sources can help to encourage people to look for health information and knowledge.

Make a list of celebrities or social media influencers who could effectively spread accurate and up-to-date information about COVID-19 or disabuse misinformation/disinformation.

Contact some or all these individuals online, encouraging them to use their voice to amplify COVID-19 public health information from reputable sources (e.g. Health Service Executive – HSE).

Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.10 & 2.8; **Digital Media Literacy** LOs 2.3 & 4.5; **English** LOs R2, R3, W3 & W4; **Science** LO 1.6; **SPHE** LOs 1.8 & 1.9

#IAmNotAVirust

Watch ‘We are more powerful when we don’t discriminate’ (1.03 mins) (see Links below).

Find examples of good news stories in blogs, videos, and articles by or about individuals or groups often associated with stigmatization in the context of COVID-19. For example, stories of people who recovered from the disease; stories of people of Asian descent, or refugees who have helped others during the pandemic (see Links for some examples).

Share these stories in school and at home, as a way of humanizing the people involved and decreasing the stigma associated with contracting the virus or being linked with groups who are often unfairly perceived as being responsible for the origin or spread of COVID-19.

Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1, 1.5, 2.8 & 2.9; **Digital Media Literacy** LO 2.3; **English** LOs OL1, OL2, R1, R2 & R3; **SPHE** LOs 1.1, 1.9, 2.3 & 4.8

Code of honour

Watch Google’s ‘2019 Year in search’ video (see Links below) on the theme of heroes.

Write a code of honour, a set of guiding rules or moral principles, for people aspiring to be modern day heroes. Be inspired by those who stepped up to help others in their community during the COVID-19 pandemic – those who looked after elderly relatives and neighbours, those working in essential services etc.

If you are doing this activity in Classics, write your code with reference to the behaviour or way of living exercised by Achilles and other protagonists in Homer’s Iliad – that is, a desire for excellence,

NOTE FOR TEACHERS:

Probably the earliest work of Western literature, Homer’s Iliad, is set into motion by the ethical issues that arose because of a plague. Near the beginning of the Iliad, the priest Chryses prays to Apollo to inflict a plague on the Greeks to avenge the capture of his daughter Chryseis.



honour and fame balanced against the need for dignity and compassion and the recognition of suffering, human cost and mankind's mortality.

*Junior cycle relevance (SAMPLE ONLY): **Classics** LO 2.10; **CSPE** LOs 1.1, 1.10 & 2.10; **English** LOs OL8, W1, W3 & W5; **Home Economics** LO 2.5; **Religious Education** LO 3.9; **SPHE** LOs 1.9, 2.3 & 4.8*

Dis- Mis- busting

Research the misinformation and disinformation (including conspiracy theories) about COVID-19 and the negative effects that these can have (see Links below). For example, as some countries went into the first lockdown, rumours about food shortages created panic and a rush to stockpile which led to actual shortages.

Imagine you are attending a virtual march in opposition to the spread of COVID-19 related misinformation or disinformation.

Create the sign or placard that you will show at the march. Your sign must aim to educate others about your chosen conspiracy theory; you should include text and one or more images, while making sure that your placard is visible to onlookers.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.10, 2.10 & 3.12; **Digital Media Literacy** LOs 2.3, 2.4, 2.7 & 3.1; **English** LOs R1, R3 & W3; **Science** LOs 1.6 & 1.8; **SPHE** LOs 1.9, 2.2, 2.8 & 4.8; **Visual Art** LOs 1.5, 1.12 & 1.14*

Stop, Think, Check

When it comes to verifying information that we read, see, and hear we should automatically 'Stop, Think, Check'.

Find three recent news items from social media platforms or traditional media about COVID-19 and apply the 'stop, think, check' formula to these. Tip: You can find resources to help you with this task in the Links below.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.10, 2.10 & 3.12; **Digital Media Literacy** LOs 1.7, 2.4, 2.6, 3.4, 4.1 & 4.4; **English** LOs OL8, R1, R2, R3, R7 & R12; **Home Economics** LO 2.5; **SPHE** LOs 2.2 & 4.8*

Beyond echo chambers

Information can come from many different sources and perspectives. When you constantly hear the same perspectives and opinions, you may be in something called an echo chamber. Following the death of George Floyd on 25th May 2020, and the increased internationalisation of the Black Lives Matters movement, anti-racism activists deliberately used hashtags associated with conservative commentators to spread #BLM content to those beyond their echo chamber.

Research strategies used by those involved in recent online activism to bring about positive changes in our world, for example: Black Lives Matters; Climate Action; Gender Equality etc.



Create a class Facebook page, Instagram, or Snapchat account with the purpose of sharing the best ideas for online activism from your research, remembering to cite and reference your sources appropriately.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 2.8, 2.10 & 3.13; **Digital Media Literacy** LOs 2.3, 3.6, 3.7, 4.5 & 4.6; **English** OLs R1, R2, R3 & W3; **SPHE** LO 4.8*

What the world needs now...

'What the world needs now is solidarity. Only with solidarity we can defeat COVID-19 and build a better future'.

António Guterres, Secretary General of the United Nations

Make a TikTok video to show what it could be like to live in a better world in the future, a world where everyone worked together in a united and supportive way.

Remember: TikToks can be up to 15 seconds long, but you can connect multiple clips together for up to 60 seconds of total recording. Don't forget to take care with your privacy setting!

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1 & 2.1; **Digital Media Literacy** LOs 4.3 & 4.4; **Philosophy** LOs 7.1-7.6 & 8.1-8.6; **SPHE** LO 4.8*

My-selfie

Take a selfie.

Edit the picture, including emojis, stickers etc that relate to what you think about your participation and learning from the information and activities in this section.

Caption your selfie with the most important 'take away' from this section.

Show or send the finished product to one other person in class.

Reflection is relevant across all junior cycle specifications and is particularly relevant for the key skills of managing myself and managing information and thinking



Useful Links

Misinformation

- TedEd (2020), 'Why people fall for misinformation - Joseph Isaac' (5.15 mins):
<https://www.youtube.com/watch?v=hz6GULbowAk>

Stop the spread

- World Health Organization (WHO): How to report misinformation online -
<https://www.who.int/campaigns/connecting-the-world-to-combat-coronavirus/how-to-report-misinformation-online>

Dos and Don'ts

- What can you do to fight stigma associated with COVID-19?:
https://www.youtube.com/watch?time_continue=92&v=vinh0IIG1p0&feature=emb_logo

Listen up

- RTE radio interview with Xuedan (Shelley) Xiong (5.14 mins):
<https://www.rte.ie/news/2020/0816/1159483-shelley-xiong-dublin-royal-canal/>

#IAmNotAVirus

- #IAmNotAVirus (2020), 'We are more powerful when we don't discriminate', (1.03 mins):
https://www.youtube.com/watch?time_continue=61&v=_YHlpLwadS4&feature=emb_logo
- Overseas Development Institute. 'Key workers: Migrant contributions to the COVID-19 response': <https://www.odi.org/migrant-key-workers-covid-19/>
- UNHCR (2020). 'Seven refugees making a difference during the time of COVID-19':
<https://www.unhcr.org/en-ie/news/stories/2020/6/5eeb78b84/seven-refugees-making-difference-during-time-covid-19.html>

Code of honour

- Google's '2019 Year in search' video (2.05 mins):
<https://www.youtube.com/watch?v=ZRCdORJiUgU>

Mis- and dis- busters

- World Health Organization (WHO) Coronavirus disease (COVID-19) advice for the public: MythBusters: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>

Stop, Think, Check

- Be Media Smart: <https://www.bemediasmart.ie/>
- Webwise: <https://www.webwise.ie/parents/false-information-advice-for-parents/>
- Webwise Connected: An introduction to Digital Media Literacy (especially Module 2):
<https://www.webwise.ie/connected/>

GLOBAL CITIZENSHIP EDUCATION ISSUE: INTERNATIONAL GOVERNANCE

INFORMATION FOR TEACHERS: RISK ASSESSMENT, THE WORLD HEALTH ORGANIZATION AND COVID-19

COVID-19 is a reminder of the need to safeguard and protect human life against global systemic risks. The pandemic exposes a paradox between an enormously complex planetary ecosystem and our dominant form of political organisation: a fragmented system of sovereign states. The American architect and theorist Buckminster Fuller (1895-1983) captured this contradiction almost 40 years ago:

We have today, in fact, 150 supreme admirals and only one ship – Spaceship Earth. We have the 150 admirals in their 150 staterooms each trying to run their respective stateroom as if it were a separate ship.

Emerging evidence of the most successful pandemic responses in some countries and regions speak to the importance of the capacity of nation states to deliver fundamental public goods, like healthcare, especially in times of crisis. It is also important to interrogate the high levels of unpreparedness in many countries and to examine the fault lines that exist in international cooperation.

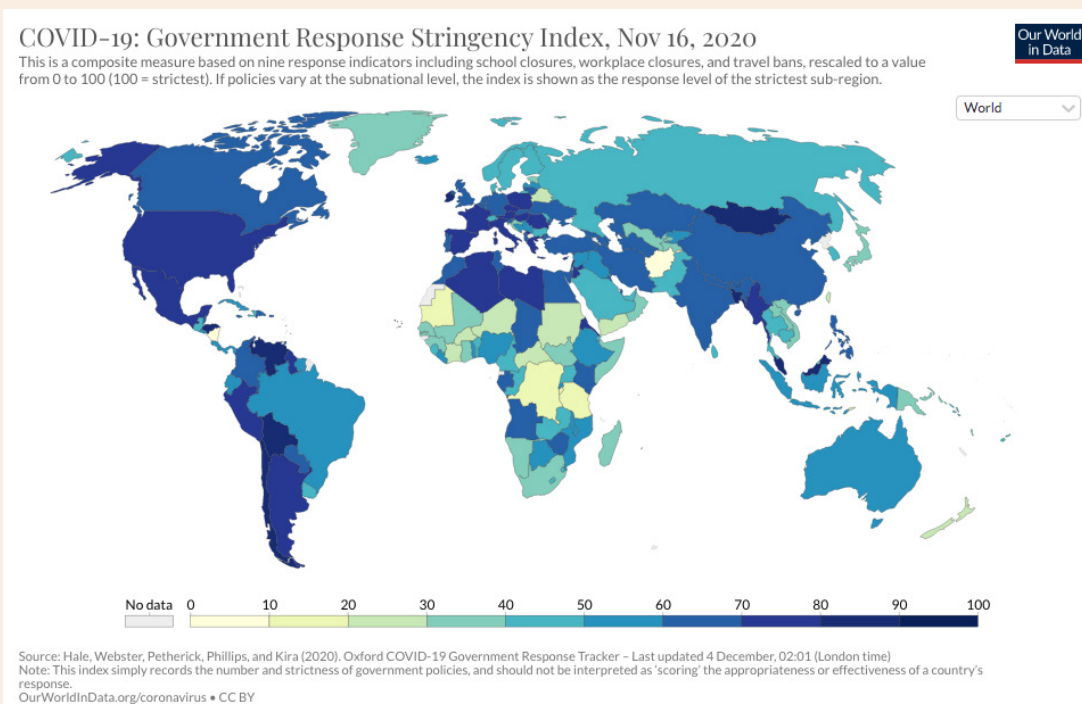


Figure 17: Government response stringency index. Source: OurWorldInData.org

With the outbreak of COVID-19, most countries in our world employed some level of quarantining to mitigate against the collapse of health systems. This was partly a response to a lack of ventilators and protective equipment, a challenge that existed despite recognition at national levels in many countries that infectious disease represents a substantial public health risk.

Pandemics have consistently featured on the national and global risk registers produced by governments and international organizations such as the World Economic Forum. These risk registers are administrative tools, which highlight the most likely and impactful events that could face societies in the short and long-term.

Despite all the effort that goes into developing national risk registers, governments around the world, including Ireland, have not been good at acting in anticipation of the risk posed by infectious diseases. There seems to have been a lack of belief, at least in the Global North, in the magnitude of the problem. This is likely caused by several factors:

- Events comparable to COVID-19 are beyond living memory. The last time that Ireland experienced anything similar was during the 1918-19 “Spanish” flu, which led to the deaths of approximately 23,000, mostly young people, nationwide.
- Recent epidemics like SARS, bird flu, swine flu and even Ebola were contained and subdued leading to a sense that modern medicine, at least in Global North countries, could cope.
- Risk registers are calculated using many assumptions, with the result that some politicians may view them as speculative and hypothetical.
- Electoral cycles are short, and areas of public policy that require long-term investment, especially intangibles such as disaster planning, tend to be lower priority.
- Human beings are good at acknowledging when problems are fixed, but not so good at acknowledging a problem averted. Consequently, government attention tends to focus on events that have already happened.

Despite the importance of national capacity, there remains a key role for global cooperation across a range of issues, including health. The 2020 Global Risk register, published by the World Economic Forum, warned that geopolitical turbulence and the retreat from multilateralism threatened our global ability to tackle shared, critical risks. An increasingly fragmented global governance architecture was evident before COVID-19, and, the pandemic has highlighted, and some would argue further undermined, these divisions.

Global health cooperation began with the first International Sanitary Conference in Paris, which opened on 23 July 1851. The objective of this conference was to implement safe minimum maritime quarantine requirements across different European countries. This conference and the other International Sanitary Conferences which followed, were the forerunners of the World Health Organization (WHO), an UN agency which came into force on 7 April 1948, a date that is now celebrated every year as World Health Day.



Figure 18: Scatter plot showing likelihood and impact of potential risks. Source: World Economic Forum Global Risks Report 2020.



Figure 19: Multilateral systems quote. Source: World Economic Forum. 2020. Global Risks Report.

On 31 December 2019, WHO's Country Office in the People's Republic of China picked up a media statement by the Wuhan Municipal Health Commission on cases of 'viral pneumonia' in Wuhan. Subsequently the WHO were criticised for a perceived: slowness in declaring the outbreak a public health emergency of international concern; deference to China; and unwitting dissemination of Chinese misinformation regarding the risk posed by COVID-19. WHO commentators say that the organizations deferential attitude to China (and other governments) reflects WHO's reliance on United Nations member states. For example, the WHO has no powers to force information-sharing or pandemic preparedness.

The WHO shares a common funding model with other agencies of the United Nations. It receives mandatory or assessed contributions from member countries, including Ireland, which are determined by each country's income level and population. The decision-making body of the WHO – the World Health Assembly (WHA) - comprised by delegations from all member states, decides how to use assessed contributions. However, assessed contribution funding have been steadily declining, representing only 16% of WHO's overall budget in 2018-19. WHO also receives voluntary contributions from both member states and non-governmental organisations (NGOs). Voluntary contributions combine both funds untied to any specific purposes and money which can only be spent on specific activities decided by donors. By 2019, 69% of WHO's overall budget was funds allocated for specific use.

WHO funds are allocated into programmes across six categories:

- Communicable diseases
- Non-communicable diseases
- Promoting health through the life course (essentially a combination of maternal, child and elderly health programmes)
- Health systems
- Health emergencies programmes
- Corporate services, which includes expenditure on improving governance, leadership, and programme management

WHO budgets are rarely spent directly on delivering health services or programmes. Instead, the money is mostly used to provide scientific and technical advice to governments. This ranges from helping to develop health policies, to collecting and using data and other scientific research evidence, and training. An important aspect of WHO's work also involves producing guidelines for implementing different health programmes and responding to major health challenges and sharing of knowledge between countries.

It is estimated that US\$3.4 billion a year is needed to fund the global functions of WHO's pandemic preparedness. However, WHO's pandemic preparedness funds fall chronically short of this target. Countries have never given the WHO the requisite independence, powers or resources required to fulfil its mission to ensure "the attainment by all peoples of the highest possible level of health".

A 2007 study by scientists in Hong Kong identified the risk of a re-emergence of a SARS-like coronavirus. If a re-emergence were predictable then a pandemic was preventable and in theory the WHO could have played a more central role in avoidance and mitigation of the COVID-19 pandemic. But WHO is embattled – with limited resources and at the mercy of obstructive member states. It has very few effective tools to directly monitor outbreaks of infectious disease, coordinate pandemic planning, allocate resources to those countries most in need, or ensure effective preparedness implementation at country-level.

In April 2020, the United States announced that it was withholding its financial support from the WHO while reviewing its performance. At a time when the WHO clearly needed an increased global humanitarian response fund to assist the world's poorest countries to tackle COVID-19 and other health emergencies, this decision was extremely unfortunate. On a more positive note, other governments, including the Government of Ireland, pledged €7.4 billion as part of a new 'international alliance,' largely driven by the European Commission, to fight COVID-19.



Figure 20: April 2020 Twitter exchange between Dr Tedros Ghebreyesus (WHO) and Simon Coveney (Minister for Foreign Affairs, Ireland).

Although the United States, under the presidency of Joe Biden, subsequently reversed Trump's decision to withdraw from the WHO, it is unknown whether combined UN member state contributions are sufficient to ensure that the WHO can fulfil its promise as a responsive global agency, preventing and mitigating against the risk of COVID-19 and other infectious diseases.

Whether or not existing global governance configurations, such as the WHO, can be repurposed to address systemic global risks is an open question. To the committed internationalist, the pandemic, cutting as it does across national, ethnic, and economic lines (while acknowledging that some groups are more vulnerable to and disadvantaged by the fallout than others) makes the inarguable case for multilateralism, deeper cooperation and better collaboration. They argue that nation-states were unprepared for the risks of the pandemic and have had highly uneven success in their response to COVID-19. We live in a world where the greatest threats to individual states are, the argument goes, from challenges that do not care about national borders: for example, the climate crisis, biodiversity emergency, gender inequality and pandemics. Internationalists believe that a divided world will make solving these global challenges more difficult, including securing an economic recovery and finding a vaccine.



Figure 21: Flyer for Concern debate motions 2020-21. Source: Concern Worldwide.

A United Nations Development Programme report published in 2020, *COVID-19 and Human Development: Assessing the Crisis, Envisioning the Recovery*, highlights the importance of collective action at community, country, and global levels. This report talked about the fact that the response to COVID-19 showed how people around the world can work together collectively. The example given was the global adoption of physical distancing behaviour — in some cases a practice that began before formal policies and regulations were put in place. Physical distancing depends on the voluntary cooperation of billions of people. The report concluded that acceptance and practice of this and other practices known to limit the spread of COVID-19 are proof of the concept that humanity can respond collectively to a shared global challenge.

Sources: see bibliography available <https://www.worldwiseschools.ie/resource-library2/>



Thinking about Global Goals

By 2030...

- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages
- **Goal 10:** Reduce inequality within and among countries
- **Goal 16:** 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 17:** Strengthen the means of implementation and revitalize the global partnership for sustainable development

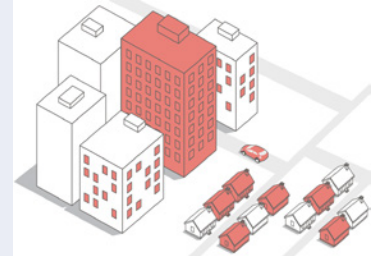


SAMPLE cross-curricular teaching and learning activities

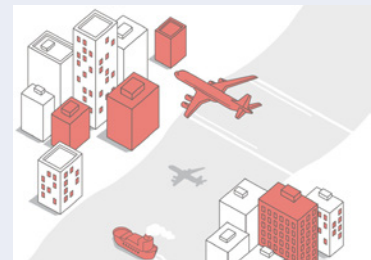
Key words

Read the four key word definitions below, then decide which of the four images best fit each definition.

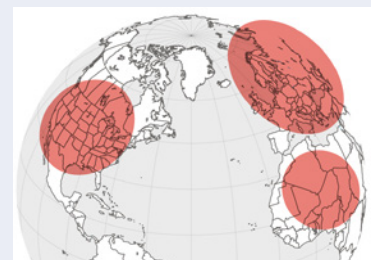
An *endemic* (from Greek *en* meaning in and *demos* meaning people) disease is a constant in a particular population, environment, or region and affects people at a reasonably stable and predictable rate. Examples include dengue fever in certain regions of Africa, Central and South America, and the Caribbean; or, malaria in certain parts of Asia and Africa.



An *outbreak* is a greater-than-anticipated increase in the number of endemic cases. The term outbreak can also be used when there is an unexpected single case in a new area.

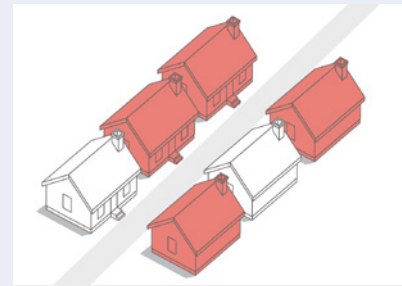


An *epidemic* (from Greek *epi* meaning upon or above and *demos* meaning people) is an outbreak that spreads over a larger geographical area. The term epidemic is not just applied to infectious diseases. It is also used with any scenario that leads to a negative increase of health risks within a society, for example, obesity.





A *pandemic* (from Greek *pan* meaning all and *demos* meaning people) is declared when a disease has shown exponential growth in several continents or worldwide. The term pandemic is more a reflection of how widespread an illness is than how lethal it is.



The characteristics of a pandemic include that it:

- Affects a wide geographical area, often global
- Infects a very large number of people
- Is often caused by a new virus or a new strain of a virus that has been dormant for many years
- Spreads quickly in humans as there is little or no existing immunity
- Can cause a high number of deaths
- Because of the need to control the spread of the disease, there is often social disruption, unrest, and economic loss

Devise your own definitions (with images, if you like) for two or more of the following key words and phrases commonly used in discussion about the COVID-19 pandemic: zoonotic, containment, contact tracing, flattening the curve, social or physical distancing, vaccine, confirmed cases, close contact, community transmission, public health.

Ask a classmate to check that your definitions are clear. Edit your definitions based on their feedback.

Junior cycle relevance (SAMPLE ONLY): **Classics** LO 3.1; **English** LOs OL1, OL3, R1, R2, W3 & W6; **Science** LO 5.6; **Visual Art** LO 1.5

Quarantines

The word 'quarantine' derives from Italian *quaranta giorni*, which means 40 days. The practice of quarantining has been around since biblical times, when people with leprosy were isolated, but the term itself was introduced during the Black Death in Europe in the 14th century, when ships from infected ports were required to sit at anchor for 40 days before docking.

Divide the class in two. One half of the class should research the practice of quarantining in the past (e.g. Black Death in medieval Europe; quarantine stations for arriving immigrants to the United States between eighteenth-twentieth centuries; 'Spanish' flu in 1918-19). The other half of the class should research the practice of quarantining in more recent times (e.g. SARS in China and Canada in 2003; H1N1 influenza in 2009; Ebola Virus Disease (EVD) in Sierra Leone, Liberia and Guinea in 2013-2016; COVID-19 from 2020).

Share your findings and discuss the different approaches to quarantining across historical eras.

Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1, 2.1 & 2.9; **Digital Media Literacy** LO 2.3; **English** LOs OL1-5 & R2; **History** LOs 1.9, 1.11, 2.8, 3.4, 3.6 & 3.14; **MFL (Italian)** LO 1.2; **Science** LOs 1.10 & 5.6



The forgotten pandemic

It is estimated that between 50 million and 100 million people worldwide died of Spanish Flu in 1918-19. President Michael D Higgins, who lost an uncle during this pandemic, has referred to a 'collective amnesia' in Ireland about this event. Spanish Flu reached Ireland as wartime troops arrived home through Dublin and Cork. The first recorded outbreak was on USS Dixie, off Cobh, in May 1918. The disease swept across Ireland in three waves: mild in spring 1918; severe in autumn 1918; and moderate in early 1919 – killing an estimated 23,000 people as a result.

Think about the following statement by the French philosopher Paul Ricoeur, “to be forgotten is to die twice.”

Participate in a whole class discussion about: why some historical events are remembered and commemorated while others are forgotten or neglected; and, the role of the historian in presenting evidence about past events to make sure that they are remembered accurately.

*Junior cycle relevance (SAMPLE ONLY): **English** LOs OL1 & OL2; **History** LOs 1.3, 1.5, 2.8, 2.11 & 3.4; **Philosophy** LOs 2.1-2.6*

Graphic risk

The Government of Ireland began compiling annual national risk assessments in 2017. The purpose, as outlined by the Department of An Taoiseach, is to identify strategic risks to Ireland’s future wellbeing, allow a bird’s eye view of the biggest risks facing the country, and, increase awareness and provide a framework for government departments to consider actions and plans.

These are the categories with associated risk identified by the Government of Ireland Risk Assessment in 2019:

Geopolitical risks:

- Departure of the UK from the EU
- Instability in Northern Ireland
- Future direction and stability of the EU
- Changing distribution of global influence and move away from a rules-based system
- Terrorist incidents and armed conflicts

Economic risks:

- Economic impact of Brexit
- Risk of overheating the economy
- Public expenditure pressures
- Global slowdown, including changes to international trading environment
- International tax changes
- Reliance on multinational corporations and sectoral concentration



Social risks:

- Capacity of higher and further education system
- Skilled labour shortages
- An ageing population including pensions and health system challenges
- Impact of social media on public debate
- Social cohesion including perceptions of regional and rural imbalances
- Migration and integration

Technological risks:

- Cyber security
- Disruptive technology trends
- Anti-microbial resistance
- Major pandemics
- Nuclear contamination

Environmental risks:

- Climate change and biodiversity
- Ensuring an affordable, sustainable, and diverse energy supply
- Delivery of public infrastructure
- Food safety
- Supply and affordability of housing

Pick the category you find most interesting, i.e. geopolitical, economic, social environmental or technological.

Risk is the balance between the likelihood of something happening and the seriousness of the impact if it does. Draw a graph with an x axis (horizontal) and y axis (vertical), where the x axis is likelihood of the risks in your chosen category happening, and the y axis is the impact of the risks in your chosen category if they did happen.

Present and discuss your finished graphs in class.

Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 2.1 & 2.9; **English** LOs OL1-5; **Mathematics** LOs U.6, AF.1 & GT.5



Our hands

“The ways humans destroy much of the natural world and engage in factory farming is based on the fallacy that what we do to the natural world will not have a negative impact on human health and well-being. Covid-19 tells us that this untrue. Either we need to drastically change our ways of relating to the natural world, or get ready for the next pandemic The choice is in our hands.”

Sean MacDonagh, Irish Columban priest, environmental theologian and author

Pick one of the following groups:

- Young people
- Households
- Schools
- Local government
- National government
- International groupings, such as the European Union or United Nations
- Domestic businesses and/or social enterprises
- Transnational corporations
- Civil society organizations and non-governmental organizations

Draw an outline of your dominant hand.

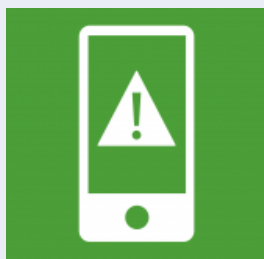
On the fingers, write up to five things that your chosen group should do to help change the ways that humans relate to our natural world.

On the palm of your hand, write down one or more ways that you can convince them to act.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.2, 1.10, 2.1, 2.9 & 2.10; **Home Economics** LO 1.15; **Philosophy** LOs 7.1-7.6; **Religious Education** LO 3.8; **Science** LO 5.6*

Risk reduction

The icon below belongs one of the Global Goal targets.



Find the target number and the text that goes with this target (see Links below).

NOTE FOR TEACHERS:

This is the icon for Global Goal 3 (Good health and wellbeing) target 3D which states: By 2030...Improve early warning systems for global health risks: Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.



Then, simplify the target text so that it is easier for children and young people to understand.

Send the simplified text, with a short explanation about the Global Goals, to one or more people in your phone contact list.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 2.1, 2.9 & 2.10; Digital Media Literacy LO 2.3; English LOs R1, R2, R3, W1 & W3

Black swan?

Some commentators argue that COVID-19 is what is known as a ‘black swan’ event. A black swan event is one that:

- Is an outlier (it lies outside of regular expectations because nothing in the past pointed to the possibility of it happening)
- Has an extreme impact
- Despite people thinking that the event could not have been anticipated, human nature makes us come up with explanations for it after it happens, making it explainable and predictable

Drawing on what you know about COVID-19 and using the ‘black swan’ criteria (above), decide whether the pandemic is a black swan event.

Share your conclusion with one other person.

Junior cycle relevance (SAMPLE ONLY): CSPE LO 2.1 & 2.9; English LOs OL1 & OL2

Picture of health

The objective of the World Health Organization (WHO) is ‘the attainment of all people of the highest possible level of health’.

Ask a family member to lie on a large piece of paper as you draw an outline around their body.

Use this outline as the basis of a poster targeting people at the same stage of life as your family member, with a view to encouraging them to attain their highest possible level of health.

Label their outline with relevant information under the following categories: nutrition and diet, physical activity, home environment.

Display your posters on World Health Day – 7 April.

Junior cycle relevance (SAMPLE ONLY): Home Economics LOs 1.8, 1.9, 1.10, 1.12 & 2.4; Physical Education LO 1.5; SPHE LO 2.1; Visual Art LOs 1.4, 1.5 & 1.6



Good news infographic

Find a good news story about progress in relation to one of the following viral diseases: Ebola Virus Disease (EVD), Hepatitis B or Polio.

Now, find an example of good news or progress about international cooperation in a response to COVID-19.

Include your findings on a 'Good news' infographic for display on the school website or on the classroom wall. Tip: You might want to use digital technology to create your infographic.

Junior cycle relevance (SAMPLE ONLY): CSPE LOs 1.1, 2.1, 2.8 & 2.9;

Digital Media Literacy LOs 2.3 & 2.7; English LOs R1, R2, R3, W1, W3 & W4;

Science LOs 1.9, 1.10 & 5.6

Partnership for the Goals

Global Goal 17 is about Partnership for the Goals. One of the ways that countries can contribute to a revitalization of the global partnership around the Global Goals for Sustainable Development is to fulfil their official development assistance commitments. In 2000, Ireland agreed to a United Nations target of spending 0.7% of Gross National Income (GNI) on overseas assistance by the end of 2007. This would mean that €0.70 out of every €100 Ireland produces would go to support overseas assistance. This commitment was renewed in 2018, with increases laid out over a period of 12 years, as per the table below, with a target date of 2030 for achievement.

Find as much information as possible about actual overseas development assistance (amount and as a percentage of GNI) in annual report(s) by Irish Aid (Department of Foreign Affairs) (see Links below). Insert this information in the third column of the table below.

YEAR	Expected GNI % Target	Actual GNI %
2019	0.30% (€817 million)	
2020	-	
2021	-	
2022	-	
2023	0.50% (€1,400 million)	
2024	-	
2025	0.57% (€1,800 million)	
2026	-	
2027	0.62% (€2,100 million)	
2028	-	
2029	-	
2030	0.70% (€2,500 million)	

Watch 'Ireland's Global Solidarity' (2.08 mins) (see Links below).

In a 2018 Dóchas survey of public attitudes in Ireland to overseas aid, 94% of respondents were found to believe that it was important to support poorer countries and 85% believed aid was effective in improving the lives of people living in overseas countries.

Discuss the results of this survey in class.

NOTE FOR TEACHERS:

Irish Aid usually produces its annual report towards the end of the following year. For example, their 2019 report was published in November 2020.

2019 Actual GNI %:
0.32% (€869.87)



Consider posting your support for meeting the commitment to reach 0.7% of GNI by 2030 online, using the hashtag #IrishAidWorks and tagging your local TDs.

*Junior cycle relevance (SAMPLE ONLY): **Business Studies** LOs 3.4 & 3.10; **CSPE** LOs 1.1, 1.10, 2.1, 2.6, 2.8, 2.9 & 2.10; **English** LOs OL1, OL2 & OL8; **Geography** LO 3.8; **Mathematics** LO U.6; **Philosophy** LOs 8.1-8.6*

Now is the time

In June 2020, Ireland was elected to the 15-member strong United Nations Security Council for the period 2021-2022. This is the fourth time that Ireland has held a non-permanent position in the Security Council since joining the United Nations in 1955.

Research Ireland's diplomatic record and achievements during one of the country's four Security Council tenures: 1962, 1981-82, 2001-2001 or 2021-2022. Tip: you might find it useful to concentrate your research by focusing on a specific global issue. If you are looking at 2021-2022 you could focus on one or more of the global issues raised by President Higgins in his September 2020 address, on the occasion of the 75th anniversary of the United Nations (see Links below).

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 2.8 & 2.9; **Digital Media Literacy** LO 2.3; **English** OL8, R1, R2 & R3; **History** LOs 1.7, 1.19, 2.12 & 3.12*

Solidarity for a better world

"We will only halt COVID-19 through solidarity."

Dr Tedros Adhanom Ghebreyesus, WHO Director-General

Watch 'The Pandemic is A Portal by Arundhati Roy - A Future where the Global Goals are achieved' (2.04mins) (see Links below).

Make a list of global problems or challenges that do not care about national borders, focusing on the challenges you would like to leave behind as 'we walk through lightly, with little luggage, ready to imagine another world'.

Share your list with your local authority Councillors, TD's and/or MEPs, strongly encouraging them to work in solidarity and partnership to fight for your reimagined better world and future.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** 1.1, 2.1, 2.9, 2.10, 3.1 & 3.4; **Digital Media Literacy** LO 4.5; **English** LO OL8, W1 & W3; **Philosophy** LOs 8.1-8.6; **SPHE** LOs 4.8 & 4.9*



#Bettertogether

Since 1963, the University of Delaware's Disaster Research Centre has conducted nearly 700 field studies on floods and earthquakes and have concluded that in crisis situations the majority of people stay calm and help each other. From the start of the COVID-19 pandemic, people shared the different ways they were rallying and working together to care for members of their communities, including children and young people. They often used the hashtag #bettertogether. In China people encouraged each other using the expression 'jiayou' ('don't give up'), in Italy it was 'andra tutto bene' ('everything will be all right').

Work together to come up with hashtags in as many languages as possible to get across the idea that the COVID-19 is not the only contagion – kindness, hope and charity are infectious too.

*Junior cycle relevance (SAMPLE ONLY): **CSPE** LOs 1.1 & 2.1; **English** LOs OL1, OL2, W1, W3 & W4; **Gaeilge** (L1) LOs 1.26 & 1.27 / (L2) LO 1.25; **MFL** LO 1.17; **Philosophy** LOs 7.1-7.6; **SPHE** LOs 4.8 & 4.9*

10-word story

Write a story with no more than 10 words, about the most interesting thing that you learned in this section.

Reflection is relevant across all junior cycle specifications and is particularly relevant for the key skills of managing myself and managing information and thinking

*We want to become a fairer, more equitable world,
we want to become a world that can tackle climate
change and share responsibility for solutions and share
responsibility for the things we want for the future.*

**Dr Mike Ryan (1965-), Executive Director Health Emergencies
Programme, World Health Organization, 22 December 2020**



Useful Links

Our Hands

- MacDonagh, S. 'Covid-19 and the future', April 2020, Association of Catholics of Ireland website:
<https://acireland.ie/how-will-covid-19-shape-the-future-sean-mcdonagh-ssc/>

Partnership for the Goals

- Dóchas Network (2020), 'Ireland's Global Solidarity' (2.08 mins) : https://www.youtube.com/watch?time_continue=1&v=eTuZwX3utCo&feature=emb_logo
- Dochas Network pre-budget 2020 submission:
https://www.dochas.ie/assets/Files/Dochas_Budget_2020_Submission.pdf
- Find out who your TD is: <https://www.whoismytd.com/>

Now is the time

- Department of Foreign Affairs, 'Ireland United Nations Security Council, 2021-22', video (2.11mins): <https://twitter.com/dfatirl/status/1309793837024382977>
- Áras an Uachtaráin (2020), 'President Higgins addresses UN 75th anniversary event – September 2020': <https://www.youtube.com/watch?v=UbNwjtkmFk>

Solidarity for a better world

- The Global Goals (2020), 'The Pandemic is A Portal by Arundhati Roy - A Future where the Global Goals are achieved' (2.04mins): <https://www.youtube.com/watch?v=ALN3UkxA8g>

*Hoping for the best,
prepared for the worst,
and unsurprised by
anything in between.*

**Maya Angelou (1928-2014),
African American poet and
civil rights activist**

*In an interconnected
world, it is high time to
recognize a simple truth:
solidarity is self-interest.
If we fail to grasp that
fact, everyone loses.*

**António Guterres (1949 -), 9th
Secretary-General of the United
Nations, 22 September 2020**



WorldWise Global Schools (WWGS)

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.

WorldWise Global Schools Programme. Doing Global Citizenship Education resources



Resources in Irish



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 6 categories (Global Passport 'stamps'), providing examples for what you are doing in each. The total score achieved in all 6 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:



Citizens Passport

for emerging engagement with Development Education



Diplomatic Passport

for established engagement with Development Education

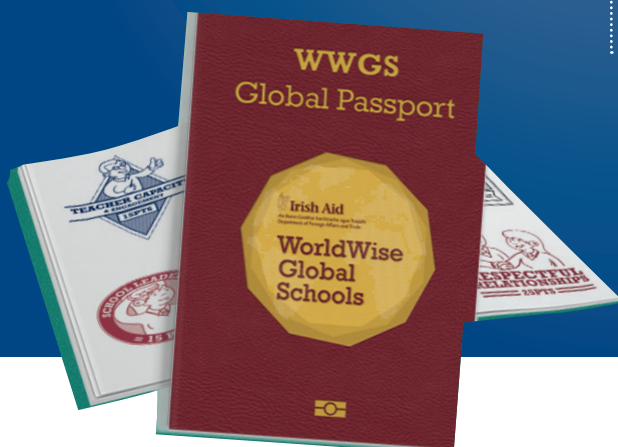


Special Passport

for exceptional engagement with Development Education

HOW TO APPLY

To get involved please register your interest online at www.worldwiseschools.ie or email global.passport@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.

Contact the WWGS team

The WorldWise Global Schools team is available to provide advice, guidance, training and resources for Development Education in post-primary schools in Ireland.

WorldWise Global Schools, Kingsbridge House, 17-22 Parkgate Street, Dublin 8
www.worldwiseschools.ie | **Email.** info@worldwiseschools.ie | **Tel.** 01 685 2078



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