

# INTERCULTURAL EDUCATION OPPORTUNITIES ACROSS THE CURRICULUM

*Intercultural Education in the Post-Primary School—Guidelines for Schools* states that the integration of intercultural content across a variety of subject areas provides the student with a more coherent and richer learning experience. Although integration can be planned in a number of ways, many teachers find that a thematic approach to planning is useful. This provides them with the means of ensuring the acquisition of appropriate knowledge, understanding, skills, capacities, values and attitudes through classroom planning and interaction that are already a part of their teaching in their subject areas.

To support teachers with this integration, the guidelines present five themes within which the content of intercultural education may be developed.

The themes are:

- Identity and belonging
- Similarity and difference
- Human rights and responsibilities
- Discrimination and equality
- Conflict and conflict resolution.

As an aid to classroom planning, this resource outlines some of the opportunities for the integration of intercultural education as they arise across subject areas. It identifies, for a range of subjects, opportunities for dealing with identity and belonging, similarity and difference, human rights and responsibilities, discrimination and equality and conflict and conflict resolution. All subject areas contain opportunities for engaging in intercultural education and this is not an exhaustive list of such opportunities.

Teachers will, in their planning, identify many more such opportunities. It is intended to be a starting point for such planning. The opportunities identified support the aims and objectives of each syllabus and as such they present new ideas for how the existing content and learning outcomes can be approached. It is not intended that the opportunities would represent extra work for teacher or student.

**There are two sections to the resource:**

- (i) Curriculum audits—an audit of each subject to begin the process of identifying opportunities for exploring each of the themes within that subject.
- (ii) Exemplars—a set of subject-specific exemplars to support teachers to integrate the intercultural themes into their teaching.

CIVIC, SOCIAL AND POLITICAL EDUCATION	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p><b>Unit 1 - The Individual and Citizenship</b></p> <p><b>Unit 2 - The Community</b></p> <p><b>Unit 3 - The State, Ireland</b></p> <p><b>Unit 4 - Europe and the Wider World</b></p> <p><b>KEY CONCEPTS:</b></p> <p><b>Development</b>  <b>Human Rights and Responsibilities</b>  <b>Dignity</b>  <b>Law</b>  <b>Democracy</b>  <b>Interdependence</b>  <b>Stewardship</b></p>	<p><b>Units 1,2,3,4</b></p> <p>The role of the individual as a citizen, as part of a community, as part of the State, as part of the international community.</p> <p>Links with the concept of <b>Democracy</b>. Why all people should have a voice within a community. How people participate within a society/democracy. Non participation or exclusion can lead to alienation, apathy, even conflict. Whose voices are not heard in Ireland?</p> <ul style="list-style-type: none"> <li>• Have a class election for representatives on Student Council</li> <li>• Celebrate Europe Day (May), One World Week (Nov) Invite a visitor from the Irish Traveller Movement to talk about Traveller identity.</li> <li>• Produce a booklet on <b>Our Community</b> and show the diversity of peoples that make up a community today.</li> </ul>	<p><b>Unit 2</b></p> <p>We are all members of differing and various communities. How are they similar or different? How can our communities show an appreciation for diversity?</p> <p>Links with the concept of <b>Interdependence</b> – How do we depend on each other?</p> <ul style="list-style-type: none"> <li>• Imagine what it would be like to be arriving from another country to Ireland for the first time – what would you notice? What would be the same or different?</li> <li>• Invite a visitor from an organisation working with refugees or migrant workers to talk to the class about their experience of coming to Ireland and what they found different and similar.</li> <li>• Organise an awareness day on different world cultures. Serve foods and play music from around the world.</li> </ul>	<p><b>Units 1,2, 3, 4</b></p> <p>Each individual has social, cultural, economic, civic, religious and political rights.</p> <p>Linked with the concept of <b>Human Dignity</b>. Linked with the concept of <b>Law</b>. Laws inform us of our rights and of our responsibilities in the observance of these rights. They ensure that the rights of all individuals are protected and promoted.</p> <ul style="list-style-type: none"> <li>• Draw up a class charter of rights and responsibilities.</li> <li>• Carry out a survey on bullying.</li> <li>• Celebrate international Human Rights Day (Dec.10).</li> <li>• Invite a guest speaker from an organisation working for human rights, like Trócaire, Amnesty, the Equality Authority.</li> <li>• Hold an awareness day on Children’s Rights.</li> </ul>	<p><b>Units 3, 4</b></p> <p>Linked with the concept of <b>Human Dignity/ Rights and Responsibilities/ Law/Democracy</b>.</p> <p>Exploration of terms like stereotyping, prejudice, racism, xenophobia, homophobia, pluralism inclusion, exclusion, sexism, ageism. These can be examined in the context of the following:</p> <ul style="list-style-type: none"> <li>&gt; UNDHR</li> <li>&gt; UNCRC</li> <li>&gt; The State, Laws</li> <li>&gt; European Legislation.</li> <li>&gt; Equal Status Act</li> <li>&gt; The Constitution</li> </ul> <ul style="list-style-type: none"> <li>• Examine issues of equity before the law, e.g. the rights of non-nationals versus Irish citizens, the rights of gay couples, etc.</li> <li>• Have an awareness day around different groups in society e.g. the elderly, disabled people, refugees, etc.</li> </ul> <p>www.ageaction.ie www.enableireland.ie</p>	<p><b>Units 1,2, 3, 4</b></p> <p>Linked with the concept of <b>Rights and Responsibilities</b>. Linked with needs and wants as different needs and wants can lead to controversy and conflict. Linked with the concept of <b>Law</b> in that society ensures that these needs are met through the enforcement of laws.</p> <p>Linked to issues of discrimination and injustice which can lead to conflict.</p> <ul style="list-style-type: none"> <li>• Help students to develop and practice skills of conflict resolution. <b>Exemplars 27 &amp; 28.</b></li> <li>• Invite a guest speaker from a Human Rights Organisation to inform students about the impact of conflict on countries.</li> <li>• Campaign against the Arms Trade. See <a href="http://www.caat.org.uk">www.caat.org.uk</a>, <a href="http://www.commondreams.org">www.commondreams.org</a> <a href="http://www.Afri.buz.org">www.Afri.buz.org</a> (Just a second schools campaign), <a href="http://www.trocaire.org">www.trocaire.org</a></li> </ul>

CIVIC, SOCIAL AND POLITICAL EDUCATION	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
	<ul style="list-style-type: none"> <li>Survey the class on the different groups, clubs or organisations to which they belong</li> </ul>	<ul style="list-style-type: none"> <li>Organise an exhibition showing the connections we have with people around the world – food we eat, clothes we wear, music, etc. <b>Exemplar 12.</b></li> </ul>	<ul style="list-style-type: none"> <li>Organise a letter of protest highlighting the denial of human rights in a particular situation. <b>Exemplar 3.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use a simulation activity to give students an experience of discrimination. <b>Exemplar 4.</b></li> <li>Organise a petition around a particular issue of discrimination. <b>Exemplar 3.</b></li> <li>Celebrate International Women’s Day, March 8th.</li> </ul>	<ul style="list-style-type: none"> <li>Invite a guest speaker to talk about the role of the UN Security Council in resolving conflicts today.</li> <li>Use the web or newspapers to examine stories of conflict. <b>Exemplar 5.</b></li> </ul>

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<p>Teaching English in junior cycle seeks to develop personal language proficiency in three inter-related domains:</p> <p><b>Personal literacy (P)</b>  <b>Social literacy (S)</b>  <b>Cultural literacy (C)</b></p> <p>Although growth in language will occur through an integration of the three strands, they will be treated separately for the purposes of this audit.</p> <p><b>P</b> encourages and promotes respect for each student’s linguistic competence and the community characteristics of his/her language. In addition to the development of their personal language base students encounter the personal and language experience/s of others and are encouraged to respond positively and creatively to them.</p>	<p>Many of the texts and themes explored in the English classroom at the time of transition from primary to post-primary school centre naturally on the experience of adolescents at this important stage in their lives.</p> <p>Consciousness of the newness of their environment and of their differing status within the new school setting raises inevitable questions of Identity and Belonging.</p> <p>A poem such as <i>What Has Happened to Lulu?</i> by Charles Causley can provide useful stimulus for exploration of feelings of identity and belonging or, more particularly in this case, their loss. Explorations of the poem that involve speculative interpretations (interventions) can be used to open up discussion and promote awareness of and empathy towards the outsider.</p>	<p>A short literary text such as <i>The Iron Man</i> by Ted Hughes can provide very useful stimulus for exploration of the manner in which the outsider, the person or phenomenon that is alien to the community, is treated.</p> <p><b>Exemplar 24.</b></p> <p>An accompanying reading of a poem such as <i>Timothy Winters</i> by Charles Causley can bring additional perspectives to this kind of thematic work.</p>	<p><i>To Kill a Mockingbird</i> by Harper Lee is frequently studied in junior cycle. A detailed reading log which records the central character’s (Scout) growing awareness of the complexity of the adult world and of her father’s principled championing of the weak and marginalised can open up questions of human rights and responsibilities.</p> <p>Aspects of media studies, particularly the manner in which different newspapers cover court cases, report on crime, and characterise the duty of care (or lack of it) which those in positions of power and authority exercise towards others can provide useful additional perspectives here.</p> <p>Organise a series of Human Rights debates in the class on motions such as “ All children born in Ireland have the right to citizenship”</p> <p>“Under 18s should have the right to vote”, etc.</p>	<p>A syllabus unit designed around the study of a Shakespearean drama such as <i>The Merchant of Venice</i> might include exploration of this area. Rather than simply accept a superficial ‘mean Shylock versus good Antonio and Bassanio’ reading of the play, students might be encouraged to explore the stereotyping of the villain, the religious bigotry displayed by both sides, the tendency of the ‘Christian’ figures to rejoice in punitive justice, the distortions of mercy and justice made evident in the courtroom scene, and so on.</p> <p>Frank O’Connor’s short story, <i>The Majesty of the Law</i>, provides a contrasting perspective on questions of justice and equity.</p> <p>The reading of texts like these can become occasions for debate on topics such as discrimination.</p>	<p>Virtually all literary texts deal in some way with issues of conflict and conflict resolution of one kind or another. A recurrent theme is the manner in which conflict arises through misunderstanding or partial understanding of the experience, values, and intentions of others.</p> <p>Drama can be developed around conflict situations to develop an understanding of conflict processes, e.g. dramatise a situation where a young person is refused entry to a shop. This can be related to the experience of black people, Travellers, etc. who are sometimes denied admission to public places.</p> <p>Anne Frank’s diary can be read to explore issues of persecution and conflict and its impact on a young girl.</p>

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<p><b>S</b> aims to develop the language skills necessary for full and effective participation in society in a variety of roles. In this context students engage with a range of social and political issues.</p> <p><b>C</b> engages students with their own affective and intellectual responses to a wide range of literary and media genres. This promotes empathy with the experiences of others and affords insights into the cultural diversity and complexity of life. Learning in this domain develops a critical consciousness with respect to all language use, thereby enhancing each student’s capacity to recognise prejudice and bias.</p>	<p>Drama-in-education techniques such as role-play, hot-seating, thought-tracking for characters, and so on, can be used effectively in this context. Students could write and design a set of guidelines to help new students settling into post primary school.</p> <p><b>Exemplar 6.</b></p>		<p>Investigate what makes a good speech by examining a number of famous speeches from human rights advocates, e.g. Martin Luther King’s “I have a dream” speech or Nelson Mandela’s speech on his release from prison.</p> <p>Investigate the language used in human rights charters, e.g. UNDHR and then invite students to write their own classroom charter for human rights.</p>	<p>Students can be encouraged, through their personal writing, to relate their classroom reading to current local or world events and to significant issues and moments in their own lives.</p> <p>Read sections from biographies which tell the story of a person overcoming discrimination, e.g. Nelson Mandela’s <i>Long Walk to Freedom</i>.</p>	

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<p>D'fhéadfaí na réimsí seo a fhí leis na feidhmeanna teanga seo a leanas:</p> <p><b>4.1.</b> Daoine a chur in aithne dá chéile (Ich. 19)</p> <p><b>4.2.</b> Bualadh le daoine (Ich. 19)</p> <p><b>4.6.</b> Ag iarraidh go n-aithneofaí duine nó rud (Ich. 20)</p> <p><b>4.7.</b> Cur síos a dhéanamh (Ich. 21)</p> <p><b>4.11.</b> Dearcadh duine a lorg (Ich. 22)</p> <p><b>4.13.</b> A rá go n-aontaíonn/ nach n-aontaíonn tú le rud</p> <p><b>4.20.</b> Mothúcháin a chur in iúl (Ich. 26)</p>	<p><b>1. Teaghlaigh (6.1)</b> Trína bheith ag cur síos orthu féin, ar a dteaghlaigh éagsúla, tuigfidh foghlaimeoirí na cosúlachtaí idir teaghlaigh i ngach cearn den domhan. Tuigfidh said na cosúlachtaí:</p> <ul style="list-style-type: none"> <li>• Cineálacha teaghlaigh</li> <li>• Rólanna agus freagrachtaí</li> <li>• Traidisiúin teaghlaigh</li> <li>• Ceiliúradh teaghlaigh</li> <li>• Ag filleadh abhaile</li> </ul> <p><b>2. Caitheamh Aimsire (6.3)</b> Téamaí faoi seo agus na feidhmeanna seo a leanas á gcomhlíonadh: cur síos <b>a dhéanamh ar (4.7)</b> dearcadh duine a chur in iúl <b>(4.11)/</b> mothúcháin a chur in iúl <b>(4.20)</b> Tuigfidh foghlaimeoirí <b>na pointí comónta</b> a bhaineann le <b>fleánna</b> agus <b>féilte dúchais timpeall an domhain:</b></p> <p>Lá 'le Pádraig, a leithéid céanna d'fhéilte dúchais i dtíortha eile</p>	<p>Tá go leor deiseanna chun cosúlachtaí agus difríochtaí a bhlaiseadh agus a thuiscint ag <b>braith</b> ar ábhar an cheachta agus ar an ábhar foghlama (labhairt, léamh agus scríobh) chun díriú orthu.</p> <p>Seo a leanas roinnt samplaí:</p> <p>1. <b>Beannachtaí</b> agus tagairtí do Dhia i mbeannachtaí i dteangacha éagsúla: <b>(4.1)</b> Dia duit <i>Grossgott</i> (Gearmáinis) Le cúnaimh Dé In shaa' Al-aah (Arabais)</p> <p>2. <b>Sloinnte agus ainmneacha</b>, m.sh. Cian Ó Floinn Maria Pilar Jafond Jorda (An Airgintín)-ainm an athar/na máthar Moshe Ben Yosef, (mac), srl.</p> <p>3. Agus <b>Ceol</b> idir lámha mar théama, d'fhéadfadh foghlaimeoirí samplaí de cheol ó thíortha éagsúla/ uirlisí éagsúla/ a bhlaiseadh <b>(6.3)</b></p>	<p>1. D'fhéadfaí samplaí Léamhthuisceana bunaithe ar an ábhar as <i>Foinse</i> a úsáid i gcás go mbeadh fáil orthu.</p> <p>I gcás nach mbeadh fáil orthu d'fhéadfaí grianghraif a bhíonn in irisí agus i nuachtáin a úsáid agus gníomhaíochtaí cumarsáide a bhunú orthu, m.sh. pictiúr de ghorta nó de chogadh.</p> <p>2. Bíonn cuntais sna téacsleabhair agus cláir fhaisnéise ar TG4 (m.sh. <i>Fíorscéal</i>) ar chúrsaí cearta daonna go minic a d'fhéadfaí a úsáid, m.sh. scríos na timpeallachta, mná i dtíortha eile, srl. D'fhéadfaí sraith de thascanna agus de ghníomhaíochtaí réamhchumarsáide, cumarsáide agus iarchumarsáide a bhunú orthu.</p> <p>3. D'fhéadfaí suirbhé ranga a eagrú ar: 'Bheadh an domhan seo níos fearr dá mbeadh/ muna mbeadh...' (úsaid an mhodha choinníollaigh) <b>(6.20)</b></p>	<p>1. D'fhéadfaí samplaí Léamhthuisceana bunaithe ar an ábhar as <i>Foinse</i> a úsáid i gcás go mbeadh fáil orthu.</p> <p>I gcás nach mbeadh fáil orthu d'fhéadfaí grianghraif a bhíonn in irisí agus i nuachtáin a úsáid agus gníomhaíochtaí cumarsáide a bhunú orthu.</p> <p>2. Cuntais i dtéacsleabhair, m.sh. <i>An Punc</i> le Ré Ó Laighléis a scrúdaíonn claondearcadh ar bhonn éadaí, agus cláir fhaisnéise ar TG4 (<i>Fíorscéal Amú/Hector</i>). <b>(6.14)</b></p> <p>3. Díriú ar líricí popcheoil a bhíonn ar eolas ag na foghlaimeoirí. Roghnaítear líricí popcheoil a bhfuil téama an chiníochais go sonrath iontu agus aistrítear na líricí go Gaeilge. Bunaítear tionscnamh ar na líricí sin.</p>	<p>1. D'fhéadfaí samplaí Léamhthuisceana bunaithe ar an ábhar as <i>Foinse</i> a úsáid i gcás go mbeadh fáil orthu.</p> <p>I ndánta/saothar próis nuair a bhíonn díoma (<i>An tÁdh</i> le Pádraig Ó Conaire) nó fearg (<i>Fís an Daill</i>) iontu, scrúdaigh na mothúcháin seo. Bunaigh ról-imirt orthu.</p> <p>2. Cuntais i dtéacsleabhair agus i gcláir fhaisnéise ar TG4 (<i>Fíorscéal</i>).</p> <p>3. Agus <b>Cairde</b> idir lámha mar théama, d'fhéadfadh foghlaimeoirí <b>rólaithe</b> a bhunú ar shamplaí de choimhlint idir cairde Pléitear cúiseanna na coimhlinte i ngrúpaí tar éis na ról-imirte agus pléitear réiteach na coimhlinte-d'fhéadfadh grúpaí éagsúla réitigh éagsúla a thairiscint.</p>

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<p><b>4.27.</b> A rá go bhfuil súil agat (Ich 28)</p> <p>Beidh na nithe seo a leanas i gceist:</p> <p><b>6.1.</b> An dalta féin</p> <ul style="list-style-type: none"> <li>- ainm</li> <li>- áit chónaithe</li> <li>- aois (Ich 39)</li> </ul> <p><b>6.3.</b> Caitheamh aimsire</p> <ul style="list-style-type: none"> <li>&gt; cúrsaí spóirt</li> <li>&gt; ceol agus damhsa</li> <li>&gt; amharclann</li> <li>&gt; scannáin</li> <li>&gt; teilifís</li> <li>&gt; raidió</li> <li>&gt; féilte agus fleánna</li> <li>&gt; áitiúla</li> </ul> <p><b>6.4.</b> An teach</p> <p><b>6.5.</b> Bia agus deoch</p> <ul style="list-style-type: none"> <li>- béilí sa bhaile</li> <li>- cócaireacht</li> </ul> <p><b>6.6.</b> Laethanta saoire</p>	<p>Laethanta saora ón scoil Conas a cheiliúran daoine Siombalachas Ceol agus damhsa</p> <p><b>3. Spórt i dtíortha agus i gcultúir éagsúla (6.3)</b> Obair thionscnaimh/ obair ghrúpa ag comhlíonadh na bhfeidhmeanna teanga seo: cur síos a dhéanamh/dearcadh a léiriú/mothúcháin a léiriú</p> <ul style="list-style-type: none"> <li>• laochra spóirt</li> <li>• lucht leanúna</li> <li>• teacht le chéile agus tacaíocht</li> <li>• bheith ar an bhfoireann</li> <li>• daoine éagsúla ar an bhfoireann ag comhoibriú</li> <li>• spiorad foirne.</li> </ul>	<p>D'fhéadfaí iarraidh ar fhoghlaimeoirí ón Iaráin, ón bPailistín ón Nígéir, srl. eolas a roinnt ar cheol/damhsa ina dtíortha féin, trí dhlúthdhioscaí/ fhíseáin a sheinm agus foghlaimeoirí i ngrúpaí ag iarraidh níos mó eolais ina thaobh, ag cur dearcadh <b>(4.12)</b>/ tuairime in iúl faoi.</p> <p>4. Tá go leor féidearthachtaí a bhaineann le <b>hAimsir agus cúrsaí aimsire (6.18)</b> d'obair den chineál céanna. D'fhéadfaí an téama seo a chomhtháthú le <b>hÉadaí agus faisean</b>.</p> <p>Samplaí : Seó faisín a eagrú le samplaí d'fheistis agus éadaí éagsúla on Ind, ó Chad, ón tSín, srl.</p> <p>5. D'fhéadfaí gníomhaíochtaí den chineál seo a bhunú ar théama <b>Siopaí agus siopadóireacht (6.9)</b> agus <b>Cúrsaí airgid (6.13)</b>, m.sh. rudaí a cheannófa sa Nígéir nach bhfuil ar fáil in Éirinn.</p>	<p>4. Tá roinnt dánta agus sleachta próis ann a bhfuil téama sárú/ cearta daonna/ dínit daonnachta iontu, m.sh. <i>Gealt? Áine Ní Ghlinn</i> <i>Fear Lasta Lampaí</i> Máirtín Ó Direáin <i>Mo Bheirt Phailistíneach</i> Mícheál Davitt <i>Fís an Daill</i> Máirtín Ó Direáin, srl.</p>	<p>4. Roghnaítear samplaí de liricí, dánta agus sleachta próis ina bhfuil léiriú ar chomhionannas.</p> <p>5. D'fhéadfaí tuiscint ar chomhionannas a fhorbairt trí chomhtháthú le téama an spóirt agus chaitheamh aimsire <b>(6.3)</b> Tarraing as taithí fhoghlaimeoirí ar</p> <ul style="list-style-type: none"> <li>• bheith ar fhoireann</li> <li>• dpiorad foirne</li> <li>• comhoibriú foirne.</li> </ul>	<p>4. Roghnaítear liricí popcheoil a bhfuil téama na coimhlinte go sonrath iontu agus aistrítear na liricí go Gaeilge. Bunaítear tionscnamh ar na liricí sin.</p>

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<p><b>6.9.</b> Siopaí agus siopadóireacht</p> <p><b>6.10.</b> Postanna agus slite beatha</p> <p><b>6.11.</b> An tuath</p> <p><b>6.14.</b> Eadaí agus faisean</p> <p><b>6.15.</b> An corp, sláinte agus tinneas</p> <p><b>6.18.</b> An aimsir agus cúrsaí aimsire</p> <p><b>6.20.1.</b> Caitheamh aimsire in Éirinn (Ardchúrsa amháin)</p> <p><b>6.20.2.</b> <b>An saol sóisialta sa tseanaimsir</b></p> <p><b>6.20.4.</b> Saol eacnamaíochta san am i láthair</p>	<p><b>4. Éadaí agus faisean (6.14)</b></p> <p>Feistis agus éadaí dúchasacha</p> <p>Faisean ar fud an domhain</p> <p>Go leor féidearthachtaí ar an dul céanna ag baint le cúrsaí bia chomh maith.</p>				



GEOGRAPHY	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
	<p><b>Human settlement – past and present</b></p> <p>Students can study what our ancient monuments tell us about the lives of our ancestors.</p> <p>Megalithic tombs, early Christian sites and castles are all found in other countries, which tells us that our ancestors were immigrants.</p>	<p><b>Cities</b></p> <p>Use aerial photographs, maps, statistics, showing income distribution, crime figures, unemployment patterns, revealing startling differences in quality of life particularly within large urban areas.</p> <p><b>Problems of urban dwellers</b></p> <p>Housing, traffic and increasing pollution. Case study of an Irish city. Explore the contrasts between cities in developed world and developing world.</p> <p><b>The North-South divide - Rich and poor regions</b></p> <p>Students can study demographic, social and economic data to notice similarities and differences between the Developed and Developing World. Important to note that the South was not always the poor relation – achievements of Ancient Egyptians, Aztec and Inca empires, Khymer civilisations.</p>	<p><b>Factors which influence population growth – the role of women in society</b></p> <p>Changes in the role of women in Irish society and elsewhere.</p> <p><b>Problems of urban dwellers</b></p> <p>Urban renewal and redevelopment Developing world cities Role of Ireland’s Aid agencies in promoting human rights.</p> <p><b>Colonisation</b></p> <p>Study how slavery was brought to the ‘new world’ and the existence of slavery today.</p> <p><b>Trade</b></p> <p>Discuss concepts of unfair trade, Fair Trade Invite students to research where their breakfast (orange juice, bananas, tea, coffee, sugar, etc.) comes from and under what conditions it is produced. Students might also research the origins of the clothes they are wearing. (www.oneworld.net)</p>	<p><b>Migration</b></p> <p>Recent immigration. The changing composition of the Irish workforce. <b>Exemplar 9.</b></p> <p><b>Social inequalities – the North-South divide</b></p> <p>Discuss reasons why the South is lagging behind. Find out about Ireland’s Development Aid Programme.</p> <p><b>How Ireland fits into the global economic pattern</b></p> <p>Examine comparative tables of economic data showing how Ireland ranks among the wealthiest developed countries. Examine list of Least Developed Countries (LDCs) and discuss reasons for the gap between the wealthiest and poorest countries.</p>	<p>Conflict may arise between different interests as to how resources and landscapes are used Explore a local case study</p> <p>Conflicts of interest may arise between industrialists and others. Explore a case study of local controversy. For example, development of a factory, landfill site, incineration, etc. <b>Exemplar 8.</b></p> <p><b>Tourism – unwelcome impact</b></p> <p>Case study of an Irish location and international location, e.g. Costa del Sol, Temple Bar Factors which hinder the development of a country Case study of the impact of conflict on a developing country, e.g. Sudan, Angola.</p>

HOME ECONOMICS	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p><b>Food Studies</b></p>	<p>Encourage awareness of importance of people being able to choose foods and dishes that are part of their culture, e.g. supporting flexibility in the choice of menus and dishes to meet class assignments and assessment requirements.</p> <p>Projects on the daily diets of various cultures that include reference to staple foods, daily menus, cooking methods used, main foods used in each of the food groups, how these would fit into the food pyramid or square meal.</p> <p><b>Exemplar 12.</b></p>	<p>Explore the relationship between food choices and lifestyle—similarities and differences between the choices of:</p> <ul style="list-style-type: none"> <li>• Male and female teenagers</li> <li>• Different socio-economic groups</li> <li>• Those who are health conscious and those who appear not to be.</li> </ul> <p>Explore the similarities and differences in food choices between different cultures:</p> <ul style="list-style-type: none"> <li>• Balanced diet</li> <li>• Different types of staple carbohydrates</li> <li>• Use of local produce and how this is changing with increased globalisation.</li> </ul> <p>Investigate daily menus of different cultures and compare with current nutritional guidelines.</p> <p>Explore how dishes from different cultures are based on the same basic cooking principles, for example, Stewing – Irish stew, Beef Stroganoff, Chicken Korma, Chilli Con Carne.</p>	<p>Explore how we all have the right to choose the foods we eat and how this is balanced with the responsibilities we have ensure that all people have access to healthy food.</p>	<p>Encourage students to value the ability to discriminate when making choices in relation to food selection and draw their attention to the difference between this type of discrimination and unfair discrimination.</p> <p>Students frequently work in pairs or groups in practical activities in Home Economics. They should be encouraged to have a say in the rules that need to be observed to ensure that everybody gets to participate and that no-one is discriminated against.</p> <p>Explore the Food and Culinary Skills assignments to see how they can facilitate the use of dishes from other cultures.</p>	

HOME ECONOMICS	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
				<p>Encourage students to be open-minded about dishes that are popular in other cultures but unfamiliar in their own culture.</p> <p>Conduct a practical investigation and cookery class around a dish that is different and encourage students to evaluate the dish in an open and well-constructed manner.</p>	
<p><b>Consumer studies</b></p>	<p>Students can be encouraged to have a strong sense of their rights and responsibilities as consumers and to value the knowledge and skills that allow them to exercise those rights and responsibilities for the good of themselves and others.</p>	<p>Students are encouraged to value the diversity of products that we have available to us and to value the role of other cultures in providing that diversity. For example, the diversity of foods that we have due to cultural exchange, diversity of clothing, including the popularity of ethnic styles, diversity in music—rap, hip-hop, traditional Irish, south American, etc.</p>	<p>Discuss the balance between rights and responsibilities. Where consumers have rights, they also have responsibilities:</p> <ul style="list-style-type: none"> <li>● To be informed</li> <li>● To the environment</li> <li>● To ensure value for money</li> <li>● To know where and how products are produced.</li> </ul> <p>Explore the concept of fair trade. See <a href="http://www.oxfam.org.uk/coolplanet">www.oxfam.org.uk/coolplanet</a></p> <p>For some excellent resources on coffee and banana production.</p>	<p>Discuss racial discrimination of consumers and relate to the rights and responsibilities of consumers.</p> <p>Explore discrimination, stereotyping and bias in advertising on T.V., in print, etc. Refer to groups of people referred to in the nine grounds for discrimination under the equality legislation. How fairly are these groups represented in advertising and in the media in general?</p>	<p>Students are encouraged to select an appropriate course of action when consumer rights are infringed, for example, making a complaint, writing a letter of complaint. Comparisons can be drawn with situations where a person's personal rights are infringed or when a person is treated in a prejudiced way. Encourage students to apply the same principles learned in relation to the rights of consumers.</p>

HOME ECONOMICS	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
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<p><b>Textiles</b></p>	<p>Discuss the importance of clothing as an expression of self and our identity.</p> <p>Explore current fashion trends and how these are influenced by various factors including our own and other cultures.</p> <p>First year students could carry out a project on ‘My Fashion’ with reference to the following:</p> <ul style="list-style-type: none"> <li>• What I like to wear</li> <li>• What influences my choices</li> <li>• Which of my choices have been influenced by other cultures</li> <li>• What my clothes say about me.</li> </ul>	<p>Discuss how our clothes contribute to a) being similar—part of a group, e.g. a uniform and b) being different—expressing our individuality. The discussion can then lead to the importance of people being able to express their individuality freely and without discrimination.</p> <p><b>Exemplar 1.</b></p> <p>Use examples of ethnic patterns and designs as influences and stimulus in the design process for household items and garments.</p>	<p>Encourage students to consider trade justice issues in relation to their purchase of clothing and footwear—child labour, poor pay, poor health and safety standards. See <a href="http://www.peopleandplanet.org">www.peopleandplanet.org</a> and <a href="http://www.oxfam.org">www.oxfam.org</a> for resources and information.</p>	<p>Encourage students to decide how they can make a difference in their responses to bias and stereotyping.</p> <p>Explore the Textiles assignments to see how they can facilitate the use of household items or garments that are influenced by other cultures.</p>	
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HISTORY	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p><b>Section I:</b> How we find out about the past</p> <p><b>Section II:</b> Studies of change</p> <p><b>Section III:</b> Understanding the modern world</p>	<p><b>Our roots in ancient civilisation:</b></p> <p><b>A study, based on archaeological evidence, of various aspects of everyday life in pre-Christian and early Christian Ireland and in one ancient civilisation outside of Ireland.</b></p> <p>Identify the contributions of a range of diverse people to the development of Ireland from the Mesolithic period to the early Christian period. Identify the extent to which Ireland was – during these formative periods – a multicultural society. <b>Exemplar 10.</b></p> <p><b>III: Understanding the modern world.</b></p> <p>Explore different historical and contemporary concepts of ‘Irishness’. For example, the understanding of Wolf Tone, Douglas Hyde, De Valera.</p>	<p><b>Castle, church and city:</b></p> <p><b>A study, based on buildings, settlements and other material sources, of various aspects of medieval society – at local, national or European level, as appropriate.</b></p> <p>Identify the prevalence of castle buildings in various European countries and the trans-national similarities in living conditions of their inhabitants.</p> <p>Identify the differences in the living and working conditions of medieval lord and peasant in the highly stratified feudal society of the time.</p> <p>Contrast with the egalitarian attitudes and aspirations of today’s society.</p>	<p><b>Political change:</b></p> <p><b>Revolutionary movements – causes and consequences; including the impact in Ireland of revolutionary movements in America and France.</b></p> <p>Identify the underlying issues that led to the assertion of some basic human rights during the American and French Revolutions.</p> <p>Explore the limitations on the concept of rights at that time. Identify those groups whose rights were neglected. <b>Exemplar 11.</b></p> <p>Explore the United Ireland movement’s position on the universality of civil rights, including the emphasis on rights for Catholics.</p>	<p><b>Social change in the 20th century:</b></p> <p><b>Changing life-styles in Ireland, including changes in the role of women.</b></p> <p>Explore patterns and structures of discrimination against women in the early 1900s.</p> <p>Explore biased and discriminatory references in early 20th depictions of women and their role(s).</p> <p>Identify some of the main developments in the promotion of the concept of gender equity and the implementation of equality legislation.</p>	<p><b>International relations in the 20th century:</b></p> <p><b>Studies of the sources of conflict and strategies to resolve conflict.</b></p> <p>Identify the factors that contributed to the outbreak of war in 1939.</p> <p>Explore the many ways in which people suffered as a result of the war of 1939-1945.</p> <p>Research refugee flows that occurred as a result of World War 2 and in particular those groups who came to Ireland.</p> <p>Explore the different ways in which the United Nations and the E.U. have tried to promote peaceful international relations.</p>

MATHEMATICS	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p><b>Graphs, Bar charts, Pie charts, Percentages</b></p> <p><b>Interpreting data, Statistics</b></p> <p><b>Ratios</b></p> <p><b>Geometry, Fractions, Area</b></p> <p><b>Foreign Exchange</b></p>	<p><b>Graphs, Bar charts, Pie charts</b></p> <p>Make a graph of the main religious communities living in Ireland today. Examine statistics on different nationalities currently living in Ireland then graph this information</p> <p>Available from Central Statistics Office at <a href="http://www.cso.ie">www.cso.ie</a></p> <p><b>Exemplar 21.</b></p> <p>Examine projected population change around the world until the middle of the next century and draw bar charts for each area of the world. See <a href="http://www.newscientist.com/hottopics">www.newscientist.com/hottopics</a></p> <p><b>Geometry, Fractions, Area</b></p> <p>Examine national flags of different countries represented in the school and see what shapes occur. What fraction of the area of the flag is a certain colour etc.? What fraction of the area of the flag is a circle, etc.?</p>	<p><b>Area</b></p> <p>Find out the area of Ireland and compare its size to a number of other countries. How many times bigger/smaller is Ireland? Approximate the shape of a country to a simple geometrical shape e.g. rectangle, circle, triangle, and use a formula to work it out. (e.g. use something like Simpson’s Rule)</p> <p><b>Foreign Exchange</b></p> <p>Calculate conversion rates from euro to other non-euro currencies on various items of purchase. Examine time zone and temperature differences in different parts of the world. <b>Exemplar 13.</b></p>	<p><b>Interpreting data, statistics</b></p> <p>Compare statistics on refugee flows to Ireland and other countries Draw a list of the 20 poorest countries in the world and then rank them in order using GDP per head, Foreign debt as % of GDP, infant mortality rates, etc. (See UN State of the World’s Children annual report <a href="http://www.un.org">www.un.org</a>)</p> <p>Compare statistics on health and lifestyle relating to settled and Travelling communities in Ireland. <a href="http://www.paveepoint.ie">www.paveepoint.ie</a></p> <p>Work out the best value for money in organising a holiday</p> <p><b>Exemplar 14.</b></p>	<p><b>Ratios</b></p> <p>Invite students to find out the number of asylum seekers and non-nationals with work permits currently in Ireland and then work out the ratio of Irish citizens to asylum seekers and Irish citizens to non-nationals with work permits. <a href="http://www.entemp.ie">www.entemp.ie</a></p> <p>Invite students to look at the current list of T.D.s in Dail Eireann and work out the ratio of men to women.</p> <p>Work out wage entitlements based on the national minimum hourly rate.</p> <p><b>Exemplar 14.</b></p>	<p><b>Area</b></p> <p>Using a map of the world calculate area of the world currently experiencing conflict.</p>

MODERN LANGUAGES	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p>The Junior Certificate modern languages syllabus (French, German, Spanish, Italian) lists the following general activities/themes where learners are expected to acquire productive (P) or receptive (R) use of the target language.</p> <p><b>P1</b> Meeting and getting to know people</p> <p><b>P2</b> Engaging in and talking about leisure pursuits</p> <p><b>P3</b> Making plans</p> <p><b>P4</b> Visiting/staying in a home where the target language is spoken</p> <p><b>P5</b> Talking about your own family and home</p> <p><b>P6</b> Talking about animals</p> <p><b>P7</b> Talking about the weather</p> <p><b>P8</b> Talking about things you have done, things that have happened and the way things were</p> <p><b>P9</b> Talking about school and communicating in the classroom</p>	<p>In talking about themselves, their families, their lives (e.g. <b>P1, P5, P18</b> etc.), students will realize that they belong to many groups and have many different ways of describing themselves, that they are different from people in their own groups, and that they have things in common with people they think of as being different from themselves.</p> <p><b>(P1)</b> Explore stereotypes while describing self and others. Give students stereotyped descriptions of several nationalities, including Irish. First, ask students to guess the nationality being described in each case. Then question, do Irish people really all have red hair? etc.</p> <p>From this discuss how inaccurate stereotypical images are.</p>	<p>The modern languages syllabus provides rich opportunities for exploring similarities and differences. These can range from meal times and foods eaten, to accommodation, to how leisure time is spent, etc.</p> <p><b>(P5)</b> Expand the standard comparison between living in a house in Ireland and living in an apartment in Germany or wherever to take in a comparison with a home in the developing world. (If you are feeling really adventurous, <i>Project Work</i> by Diana L Fried-Booth, OUP, 1986, contains instructions on how to build a shanty house.)</p> <p><b>(P8)</b> Practice using past tenses by contrasting a day during which a student spent his/her pocket money or money earned from a part-time job with a day spent working by a child in a developing country whose family may depend on his or her earnings.</p>	<p>Look out for magazine or newspaper articles which provide an opportunity to explore issues of human rights and responsibilities.</p> <p><b>(R2)</b> Many textbooks consider issues of the environment, e.g. the disappearing rain forests, but tend to pay more attention to disappearing trees than to the effect on the people living there. Practise reading for information an article which reflects the human side of the story.</p> <p><b>(P3)</b> Practise the conditional tense by imagining what you would do to solve the problem of poverty in the world: “I would...” Alternatively, practise the future tense by imagining a world where discrimination and inequality do not exist: “In the future...”</p>	<p>Look out for magazine or newspaper articles which provide an opportunity to explore aspects of discrimination and equality.</p> <p><b>(R2)</b> Use as practice in reading for information an article on how the position of women in Italian society has changed in recent years.</p> <p><b>(R2)</b> Use as practice in reading for information an article on attitudes to <i>gitanos</i> in Spain which students could compare with attitudes to travellers in Ireland.</p>	<p>Look out for magazine or newspaper articles which provide an opportunity to explore aspects of conflict and conflict resolution. Work on these could be done in liaison with the CSPE teacher.</p> <p><b>(R2, P9)</b> Use as practice in reading for information an article in the target language about bullying in schools in Spain/ France/Italy/ Germany.</p> <p><b>(R2)</b> Use as practice in reading for information an article on the situation in the Basque country which students could compare with Northern Ireland.</p> <p><b>(R2, P2)</b> Use as practice in reading for information an article on an unusual method of conflict resolution. (See <b>Exemplar 17</b> ‘Le football’, which also gives students practice in talking about leisure pursuits.)</p>

MODERN LANGUAGES	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p><b>P10</b> Travelling</p> <p><b>P11</b> Coping with not feeling well or a minor accident</p> <p><b>P12</b> Finding out and telling people the time, the day, the date</p> <p><b>P13</b> Finding your way and helping other people to find their way</p> <p><b>P14</b> Eating and drinking and talking about food and drink</p> <p><b>P15</b> Shopping</p> <p><b>P16</b> Using the telephone</p> <p><b>P17</b> Writing a short note/postcard</p> <p><b>P18</b> Writing a short personal letter</p> <p><b>P19</b> Writing for information or to make a booking</p> <p><b>P20</b> Filling in a simple form/making out a simple curriculum vitae</p> <p><b>R1</b> Listening for information</p> <p><b>R2</b> Reading for information</p>	<p><b>(P2)</b> Practice talking about interests and leisure pursuits with a cultural significance. Each student brings in an object (or photo) which has some cultural meaning for them, e.g. an article of clothing, a picture of a national monument, a book by a favourite author, a musical instrument and explains in the target language what it is and what it means to them. (From <i>Cultural Awareness</i> by Barry Tomalin and Susan Stempleski, OUP, 1993)</p> <p><b>(P20)</b> When practising vocabulary of countries and nationalities, think of the items of clothing you are wearing and the everyday objects you use and indicate on a map of the world where they are from. Alternatively, research and report to the class on the top 10 nationalities living in Ireland</p>	<p><b>(R2)</b> Compare the front pages of newspapers from the same day from, say, France and Ireland. What types of story are included? How much space is given to each story? What does this tell you about what the editor thinks is more important? Which stories in one paper would not appear in the other? (From <i>Cultural Awareness</i> by Barry Tomalin and Susan Stempleski, OUP, 1993) Work on this could be done in liaison with the English teacher.</p> <p><b>(P1)</b> Practise the use of formal and informal verb forms in other languages and consider how this compares to what happens in English.</p>	<p><b>(P15)</b> Give an extra twist to a role play between a shop assistant and a customer by making the customer a non-native speaker who is struggling to make himself or herself understood and the shop assistant very impatient and unhelpful. This will enable students to empathise with people who may find themselves in this situation.</p> <p><b>(P1, P20)</b> Expand an activity involving asking for and giving personal information into a discussion of the issue of the 'disappeared'. <b>Exemplar 16.</b></p>	<p><b>(R2)</b> Use as practice in reading for information an extract of literature which reflects a different experience of being French/Spanish/German/Italian, e.g. a poem from the growing Franco-Algerian canon. Alternatively, use a short extract in English to spark off a discussion in the target language, e.g. an extract from Hugo Hamilton's <i>Speckled People</i>. (See pp. 98-99 of the 2003 paperback edition.) Students might consider the difference between actions which are deliberately racist and those which are unthinkingly racist.</p> <p><b>(R2)</b> It is important that not all material used to explore issues of discrimination and equality should be negative. Look out for articles which portray positive images and relate positive stories.</p>	



MUSIC	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p><b>Listening</b></p>	<ul style="list-style-type: none"> <li>• Explore the diversity of Irish identity through analysis of regional traditional music styles. For example, compare and contrast <i>sean nos</i> singing styles from Donegal, Cork, and Clare (C).</li> <li>• Use Set Songs and Works from other countries as a discussion point for study of other cultures, e.g. highlight the background to the ballad <i>The Streets of London</i> (C).</li> <li>• Select Choice Songs and Works from different cultures. For example, Art Songs, Rounds, Songs from Opera, can be selected from countries such as Japan, Kenya, etc (C) See <a href="http://store.amnesty.ie/">http://store.amnesty.ie/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Encourage and value individual responses to activities which require appraisal. Brainstorming in class situation allows all views to be considered. For example, examples of Programme Music evoke different (valid) responses in different people. (S).</li> <li>• Develop skills of analysis to identify similarities and difference through comparison. For example, from “Theme and Variations” to comparing different “cover versions” of well-known songs (P).</li> </ul>	<ul style="list-style-type: none"> <li>• Address area of nationalism in music. Why have some styles been adopted by nations at times (Wagner, Sibelius) and other styles forbidden (Tchaikovsky)? (C).</li> </ul>	<ul style="list-style-type: none"> <li>• Include in the history of Popular Music the emergence of the Blues, Protest songs, etc. How has music been used to express emotions of frustration, despair, resentment, etc.? (C).</li> <li>• Investigate the role of song in the development of trade union movements in various countries. (<a href="http://www.unionsong.com">www.unionsong.com</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight examples of conflict present in examples of Music, e.g. West Side Story, Romeo and Juliet. (C).</li> <li>• Identify periods in the history of music where style and expression have been connected with areas of social conflict, e.g. Punk movement of the 1970s.</li> </ul>

MUSIC	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>Encourage and value exercises involving improvisation. Encourage a climate of acceptance in the music classroom where students feel comfortable expressing themselves through live music. (P).</li> <li>Learn a song from a culture that is not familiar. (P).</li> </ul> <p><b>Exemplar 17.</b></p>	<ul style="list-style-type: none"> <li>Compare and contrast two or more performances of the same piece. Recognise the value of each. (P).</li> <li>Review a performance or a recording by surveying different sections of the audience to reveal differences or similarities in reaction.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss events where the styles of music expression have been forbidden by political movements and the effect this has on Performance. Project work can include biographies of performers, composers and conductors, e.g. Bartok, who have had to leave their homeland, to escape persecution. (C).</li> </ul>	<ul style="list-style-type: none"> <li>Give all students the role of leader of performing groups. (P)</li> <li>Develop a climate of respect for performance decisions in the group situation. Learn to value the integrity of a group decision about performance arrived at through consultation and compromise. (S).</li> </ul>	<ul style="list-style-type: none"> <li>Include a study of Music Therapy techniques in Senior Cycle where individual and group music activities can be used in difficult social situations. (C).</li> </ul>
<p><b>Composing</b></p>	<ul style="list-style-type: none"> <li>Ensure students are familiar with Irish dance and song styles and can compose simple examples of those styles. For example, students should be able to provide performance directions of expression, dynamics and tempo to their compositions in the style of Irish dances and songs (C).</li> </ul> <p><b>Exemplar 19.</b></p>	<ul style="list-style-type: none"> <li>Compose pieces in the style of different cultures. For example, “Orff” pentatonic melodies from central Europe, Country and Western harmonies from USA, etc. (C).</li> </ul>	<ul style="list-style-type: none"> <li>Using a human rights text from current (or distant times), set the words to a tune in the style of a ballad or compose background music reflecting the mood of the passage. Use as a starting point the Universal Declaration of Human. (C).</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to consider female composers, (conductors and performers) for the General Study. For example, Augusta Read Thomas, Clara Schumann (C).</li> </ul>	<ul style="list-style-type: none"> <li>Engage students in collaborative projects requiring co-operation. For example, joint compositions within the class or by email. Using simple software, set up a “chain” melody exercise among students in the same class, in different classes or schools, or in other countries (C).</li> </ul> <p><b>Exemplar 18.</b></p>

PHYSICAL EDUCATION	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p><b>Areas of Study:</b></p> <ol style="list-style-type: none"> <li>1. <b>Adventure activities</b></li> <li>2. <b>Aquatics</b></li> <li>3. <b>Athletics</b></li> <li>4. <b>Dance</b></li> <li>5. <b>Games</b></li> <li>6. <b>Gymnastics</b></li> <li>7. <b>Health-related activity</b></li> </ol>	<p><b>Area 1-7:</b></p> <ul style="list-style-type: none"> <li>• Throughout the programme the development of skilful and creative performance of practical activities fosters the enhancement of the students' sense of self (self esteem, self-awareness, and confidence).</li> <li>• Students can learn to interact and co-operate sensitively with others regardless of background, ability, personal point of view</li> <li>• Grouping of students within activities should be random and varied to ensure optimum communication among students and to avoid social discomfort/exclusion</li> <li>• Students should experience a balance of competitive and non-competitive activities. Such a balanced programme provides students with a balanced perspective of and acceptance of success and failure.</li> </ul>	<p><b>Area 1-7:</b></p> <ul style="list-style-type: none"> <li>• Throughout the programme explore and challenge stereotypes in physical activities and sport, e.g. sports for boys versus girls, etc.</li> <li>• Through the personal experience of students within a wide variety of physical activities, students can realise their individual potential and limitations.</li> </ul> <p><b>Area 3, 4, 5, 6:</b></p> <ul style="list-style-type: none"> <li>• Athletics/Dance/ Games/ Gymnastics: Awareness of local, national and international athletes and events associated with these areas. Challenge any sex-stereotyping which exists. Identify role models (both male &amp; female) from a range of nationalities and physical abilities.</li> </ul>	<p><b>Area 1-7:</b></p> <ul style="list-style-type: none"> <li>• Students can be helped to develop an awareness of safe practice within activities and adopt behaviours which ensure mutual respect for the safety of peers and self. For example, Gymnastics: aware of others when using apparatus. Aquatics: Demonstrate a knowledge of elementary principles of land-based rescue</li> <li>• Adventure Activities: demonstrate an understanding of the need for safety procedures, both personal and group and demonstrate responsible behaviour in adventure activities</li> <li>• Students explore the constraints which affect participation in sports/ leisure activities. For example, availability of time, leisure/sporting facilities available in many areas, thus highlighting the right of all to leisure.</li> </ul>	<p><b>Area 1, 3, 5:</b></p> <ul style="list-style-type: none"> <li>• Adventure activities/ Athletics/ Games. Students can explore their understanding of fair play and team spirit. Students gain increased awareness of athletes who have 'broken the rules' in the respective sports and the implications of such actions. 'Poor' role models are identified.</li> </ul> <p><b>Area 3, 5:</b></p> <ul style="list-style-type: none"> <li>• Athletics/ Games: Students become aware of and apply appropriate rules/practices governing participation in events. Students have opportunities to make decisions/solve problems in relation to rules/fair-play/appropriate behaviour. Students attain the opportunity to be involved in 'games making', naming their creation, devising appropriate rules according to the needs of the group.</li> </ul>	<p><b>Area 1-7:</b></p> <ul style="list-style-type: none"> <li>• Students can develop skills of compromising, agreeing to group decisions and negotiation within group challenges and tasks.</li> <li>• Students can be given many opportunities to value fair play and to manage conflict peacefully. <b>Exemplars 26 and 27.</b></li> </ul> <p><b>Area 1, 4, 5, 6:</b></p> <ul style="list-style-type: none"> <li>• Adventure activities/Dance/Games/ Gymnastics: Students can be given responsibility for the organisation and development of their learning, developing initiative and leadership through open-ended tasks in pairs/groups. Co-operation is central to success. For example, adventure activities. Students can become aware of interdependence in team challenges involving co-operation/trust activities, etc.</li> </ul>

PHYSICAL EDUCATION	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
	<ul style="list-style-type: none"> <li>Focus on individual/group effort and improvement rather than on winning or being the best. E.g. Adventure activities: promote trust/cooperation, group problem-solving exercises provide an alternative route for pupil achievement.</li> <li>Targets or criteria for the task should be achievable for all students at their own level.</li> </ul> <p><b>Area 4 &amp; 6:</b></p> <ul style="list-style-type: none"> <li>Dance/gymnastics: A classroom environment that rewards effort and originality provides students with the confidence to perform and put forward an opinion in front of peers.</li> </ul> <p><b>Area 4, 5, 6:</b></p> <ul style="list-style-type: none"> <li>Dance/Games, Gymnastics: Awareness of local, national and international athletes and events associated with these areas.</li> </ul>	<p><b>Area 7:</b></p> <ul style="list-style-type: none"> <li>Health-related Activities: Identify the fitness components e.g. muscular endurance vital for different sports. Look at the variety of events in the media/ local area/ Olympics.</li> </ul> <p><b>Area 5:</b></p> <ul style="list-style-type: none"> <li>Games: Awareness of the origins and history of many games and the modification of games over the years, facilitating the inclusion of rules which originated in other games. For example, yellow/ red cards in soccer are now used in Gaelic games; the combination of 'Aussie rules' and Gaelic games for the international event known as the 'compromised rules', etc.</li> </ul>	<ul style="list-style-type: none"> <li>Within classroom interaction students can demonstrate respect for others' view point, listening to each other, taking turns, and recognise different viewpoints. Students are provided with many opportunities to discuss opinions, explain reasoning and learn to de-personalise views.</li> <li>Students can learn to identify and practice the skills involved in peacefully challenging unfairness (disagreeing, asking questions, presenting ideas, etc.)</li> </ul>	<p>Students develop respect for opponents, officials, rules and spectators.</p>	<p><b>Area 4, 6:</b></p> <ul style="list-style-type: none"> <li>Dance/gymnastics: Class discussion and analysis after observation of dance/gymnastics motifs—providing positive feedback to peers. Students develop the capacity to communicate with sensitivity.</li> </ul> <p><b>Area 4:</b></p> <ul style="list-style-type: none"> <li>Dance: Students can explore social issues through movement, where students respond to stimuli and themes in order to communicate a range of moods and feelings. Students can observe dance performances, interpreting the feelings that they represent.</li> </ul>

PHYSICAL EDUCATION	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
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	<p><b>Area 5:</b></p> <ul style="list-style-type: none"> <li>Games: Awareness of the origins and history of many games and the modification of games over the years, facilitating the inclusion of rules which originated in other games. For example, yellow/red cards in soccer are now used in Gaelic games; the combination of 'Aussie rules' and Gaelic games for the international event known as the 'compromised rules, etc.</li> <li>Games: Validating the culture from various nations through the appropriate selection of a range of games (e.g. rugby, Gaelic games, soccer, baseball, etc.)</li> </ul>	<p><b>Area 4:</b></p> <ul style="list-style-type: none"> <li>Dance: Range of different dance forms representing a diversity of cultures/traditions (folk dance, line dance, salsa dance, etc.)</li> <li>Dance: Awareness of the similarities and diversity of traditional folk dance in many countries.</li> </ul> <p><b>Exemplar 19.</b></p> <ul style="list-style-type: none"> <li>Identify how different dance forms borrow from each other (e.g. River Dance).</li> </ul>			
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RELIGIOUS EDUCATION	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
	<p><b>Section A – Communities of Faith</b></p> <p>Part 1 - Different types of communities</p> <ul style="list-style-type: none"> <li>• Discuss the different kinds of communities to which students belong – school, sporting, town, parish, etc. and why they are important.</li> <li>• Discuss the personal opportunities and challenges involved in living in community with people from different faiths and cultures.</li> </ul> <p>Part 3 – Churches and religious groups found in Ireland today</p> <ul style="list-style-type: none"> <li>• Research the churches and religious groups found in Ireland today. A good starting point might be <a href="http://www.cso.ie">www.cso.ie</a> or <a href="http://www.materdei.ie/logos">www.materdei.ie/logos</a>. <b>Exemplar 22.</b></li> <li>• Explore the relationships between different communities of faith in Ireland today.</li> </ul>	<p><b>Section C – Major World Religions</b></p> <p>Explore a major world religion and the impact of this religion of its followers today and on others.</p> <p>Have an awareness of the links between the chosen major world religion and other major world religions, including Christianity</p> <ul style="list-style-type: none"> <li>• Visit a place of worship to learn about the beliefs and symbols of a faith tradition other than one's own.</li> <li>• Invite a member of a major world religion to talk to the class about his/her beliefs and practices.</li> <li>• Map out the global distribution of followers of the major world religions and display in class. (See <a href="http://www.adherents.com">www.adherents.com</a>)</li> </ul>	<p><b>Section F – The Moral Challenge</b></p> <p>Part 1 – Exploring the connection between action and consequences, rights and responsibilities.</p> <ul style="list-style-type: none"> <li>• All people have rights and all people have a responsibility to protect human rights. Discuss those groups whose rights are in special need of protection. Discuss ways that people of faith promote the rights of others.</li> </ul> <p>Part 4 - Exploring concepts of justice, peace, stewardship, respect, etc, as they relate to moral decision-making.</p> <ul style="list-style-type: none"> <li>• Examine through role-play how a religious person might approach specific examples of justice, peace, respect, etc. For example, how a religious person might respond to someone arriving in Ireland for the first time from another culture or how s/he might respond to someone who is making</li> </ul>	<p><b>Section B – Christianity</b></p> <p>Part 3 – Jesus treatment of the outsider, women, the poor, the despised.</p> <ul style="list-style-type: none"> <li>• Discuss the similarities and differences between how Christians respond today to excluded groups in society and the example of Jesus.</li> <li>• Describe incidences and experiences of discrimination in student's own lives.</li> <li>• Draw up a classroom charter for inclusive behaviour.</li> <li>• Invite a visitor to speak to the class about their work in promoting justice and equality. E.g. Pavee Point, Irish Refugee Council, Enable Ireland, etc.</li> </ul>	<p><b>Section A – Communities of Faith</b></p> <p>Part 4 –Interfaith dialogue, sectarianism, religious conflict.</p> <ul style="list-style-type: none"> <li>• Explore the meaning and consequences of sectarianism in Ireland and elsewhere.</li> <li>• Identify some examples of conflict as a result of religious difference. <b>Exemplar 22.</b></li> <li>• Investigate one example of religious and political conflict in the world today, its origins and some possible solutions.</li> <li>• Practice skills of peaceful negotiation with students. <b>Exemplars 26 and 27.</b></li> </ul> <p><b>Section B Christianity</b></p> <p>Part 4 – be able to recognise moments of conflict in the life of Jesus.</p> <p>Discuss ways that Jesus dealt with conflict</p>

RELIGIOUS EDUCATION	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
	<p><b>Section D – The Question of Faith</b></p> <p>Part 1 – Be able to identify evidence of religious belief in stories from two religious traditions.</p> <p><b>Section E – The Celebration of Faith</b></p> <p>Part 4 – Be aware of the place of sign and symbol in human life and in religious traditions.</p>	<p><b>Section D – The Question of Faith: Part 1</b></p> <p>Identifying the characteristics of religious belief and practice in other parts of the world and differences between religion in Europe and religion elsewhere.</p> <ul style="list-style-type: none"> <li>Organise group projects on religious practice in different parts of the world</li> </ul> <p><b>Section E – The Celebration of Faith.</b></p> <p>Part 2 – The Experience of Worship</p> <p>Participate in or observe an experience of worship in a religious tradition with which one is not already familiar.</p> <p><b>Section E</b></p> <p>Part 5 – Have an understanding of the importance of prayer in the lives of individuals and in different religious traditions.</p>	<p>fun of another person because of being different.</p> <p><b>Section A – Communities of Faith: Part 1</b></p> <p>The human need to live in community and the tensions between the needs of the group and the needs of the individual.</p> <ul style="list-style-type: none"> <li>Discuss examples of when individual rights and community/group rights might be in conflict.</li> </ul> <p><b>Exemplar 22.</b></p>		

SCIENCE	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p><b>Application to each of the syllabus sections:</b></p> <p><b>Biology, Physics and Chemistry;</b></p> <p><b>Syllabus code given for each item referred to.</b></p>	<p><b>1A1</b></p> <p><b>Food:</b> Use examples of foods from non-European countries. Construct food pyramid using examples of food from Asia only, from Africa only, etc.</p> <p><b>1C7</b></p> <p><b>Ecology:</b> Understand that there are many different types of habitats in the many countries of the world. Discuss examples of habitats characteristic of the countries from which there are students represented in the class.</p>	<p><b>2B1; 3A4</b></p> <p><b>Pressure and oxygen availability:</b> At high altitudes, the lower air pressure makes it more difficult for oxygen to enter our vascular systems. Indians of the Andes mountains in South America and the Tibetans and Nepalese of the Himalayan mountains have adapted to living in these conditions.</p> <p><b>2A2; 2A7</b></p> <p>Collecting water in the desert regions of the world using the Mexican still.</p> <p>Using an Indian Chhatti to store and cool water <b>Exemplar 23.</b></p> <p><b>2B1;1C7</b></p> <p><b>C02 Emissions</b> leading to climate change in coastal areas, natural eco- systems, hydrological cycle.</p>	<p><b>1C7</b></p> <p><b>Conservation and rights denied:</b> Humans have destroyed more than a third of the natural world over the past three decades. Discuss the consequences of this for people in different parts of the world</p> <p><b>Example:</b> Between 1970 and 2002 the Earth's forest cover shrank by about 12%. Marine life has declined by a third in 217 species, while freshwater species show a 54% decline in 195 surveyed species.</p> <p><b>Addressing the problem:</b> Particular mention could be made of Agenda 21 which aims to improve the sustainability of consumption and production at regional and national level to promote social and economic development.</p> <p>Refer to individual and group responsibility. <a href="http://www.un.org/esa/sustdev/agenda21">www.un.org/esa/sustdev/agenda21</a> <a href="http://www.sustainable.ie">www.sustainable.ie</a></p>	<p>Develop good practice in science work by teaching students to</p> <ul style="list-style-type: none"> <li>question sources of information and validity of experimental work</li> <li>make informed and balanced judgements based on evidence</li> <li>discuss gender inequities in science.</li> </ul> <p><a href="http://www.ncrel.org/sdrs/">www.ncrel.org/sdrs/</a></p> <p>Discuss cultural inequities in science.</p>	<p><b>1C7</b></p> <p><b>How human activity of war affects the environment</b></p> <p>Negative impact of landmines: millions planted in 70 war-torn countries across the world, killing and maiming long after wars are over, and denying agricultural use of the land. Nearly a quarter of landmine victims are children.</p> <p>During wars crude oil released into the sea killing tens of thousands of marine birds and mammals.</p> <p>Oil from extinguished wells forms huge petrochemical lakes, destroying the land surface. Toxic smoke and fumes kill migratory birds and aggravate human chest conditions. <a href="http://www.ppu.org.uk/learn/infodocs">www.ppu.org.uk/learn/infodocs</a></p>



SCIENCE	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
	<p><b>Capacity of individual to make a difference:</b></p> <p>Develop the concept of the “ecological footprint” Based on factors such as a nation’s consumption of grain, fish, wood and fresh water along with its emissions of carbon dioxide from industry and cars, it is possible to calculate an ecological ‘footprint’ for each country by showing how much land is required to support each resident.</p> <p><b>Ref:</b> www.peopleandplanet.net</p>	<p><b>3A6</b></p> <p><b>Interdependence of all people:</b></p> <p>Energy use in different parts of the world. For example, in the EU, total annual subsidies for fossil fuels and nuclear energy account for over 15 billion euro compared to 1.5 billion euro support to renewable energies. In the developed world we consume ten times the amount of oil per year per person when compared with developing countries.</p>	<p><b>3A6</b></p> <p>Discuss importance of Bio-energy</p> <ul style="list-style-type: none"> <li>- the use of biomass could reduce emissions of CO2, by about 1,000 million tones each year — a figure equivalent to the combined annual emissions of Canada and Italy.</li> </ul> <p><b>Water:</b></p> <p>Stress that water is a precious resource. 1.1 billion people lack access to clean water and 2.4 billion people lack access to basic sanitation. Nearly 5,000 children die every day from diseases caused by a lack of clean water.</p> <p>Discuss causes of water pollution and individual and community responsibility.</p>		<p><b>3A6</b></p> <p>Nuclear power derived from nuclear energy is a reliable source of electricity, which does not emit carbon dioxide. International Atomic Energy Agency (IAEA) promotes various initiatives for enhancement of nuclear safety.</p> <p>Debate the pros and cons of nuclear energy.</p>

SOCIAL, PERSONAL AND HEALTH EDUCATION	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
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<p><b>Belonging and Integrating</b></p>	<p>Topics</p> <ul style="list-style-type: none"> <li>• Joining a new group</li> <li>• Coping with change</li> <li>• Looking back</li> <li>• Group work</li> </ul> <p>These topics present many opportunities for exploring the experiences of students in coping with being the ‘outsider’. The experience of adjusting to a new school, new friends, etc. can help build empathy for those coming from a different culture. This lesson can include discussion on different approaches to “joining in” in different cultures, what is acceptable, where and when and why?</p> <p><b>Exemplar 24.</b></p>	<p>Topics</p> <ul style="list-style-type: none"> <li>• Appreciating difference</li> <li>• Family ties</li> </ul> <p>How do I learn from friends who are different?  How do I show appreciation of difference?  How do we currently respect/disrespect similarities and differences?  What changes might we make to be more respectful of each other?  What are common to families everywhere and what things might be different?</p>			
<p><b>Substance Use</b></p>		<p>Topics</p> <ul style="list-style-type: none"> <li>• Alcohol</li> </ul> <p>This topic can be adapted to highlight different attitudes to alcohol in different cultures and religious traditions.</p>			

SOCIAL, PERSONAL AND HEALTH EDUCATION	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
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<p><b>Communication Skills</b></p>	<p>Topics</p> <ul style="list-style-type: none"> <li>• Assertive communication</li> <li>• Learning to communicate</li> </ul> <p>The role of positive self-image and respect in relationships can be explored as well as the negative impact of stereotyping and labelling. Lessons might include situations where criticism is given in relation to one's colour, gender, social group or ability. <b>Exemplars 25, 26, 27.</b></p>	<p>Topics</p> <ul style="list-style-type: none"> <li>• Body care</li> <li>• Healthy Eating</li> <li>• Physical exercise</li> <li>• Diet</li> </ul> <p>Research different images of beauty found in different cultures. Different food choices around the world. Lesson can show sensitivity to the cultural differences and sensitivities around physical health.</p>			<p>Topics</p> <ul style="list-style-type: none"> <li>• Assertive communication</li> <li>• Communication in situations of conflict.</li> <li>• Resolving Conflict</li> </ul> <p>Lessons can be adapted to include situations/role plays that are relevant to an intercultural context.</p> <p>Skills of conflict resolution can be highlighted as well as learning to listen with respect and considerations for the views of others. <b>Exemplars 25, 26, 27.</b></p>
<p><b>Physical Health</b></p>					

SOCIAL, PERSONAL AND HEALTH EDUCATION	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p><b>Friendship Relationships and Sexuality Education</b></p> <p><b>Emotional Health</b></p> <p><b>Personal Safety</b></p>	<p>Topics</p> <ul style="list-style-type: none"> <li>• Making new friends</li> <li>• A good friend</li> <li>• Me as unique and different</li> <li>• Relationships – what’s important.</li> </ul> <p>Topics</p> <ul style="list-style-type: none"> <li>• Recognising feelings</li> <li>• Respecting my feelings and the feelings of others</li> <li>• Feelings and moods</li> </ul>	<p>Topics</p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Images of male and female</li> <li>• Recognising and expressing feelings</li> <li>• Health and personal safety.</li> </ul> <p>Sensitivity to the different religious, cultural and social backgrounds of the students will inform much of this work.</p>	<p>Topics</p> <p>The three R’s respect, rights and responsibilities</p> <p>While many of the lessons included in ‘On My Own Two Feet’ use examples based on substance use, they may be adapted to feature situations relevant to intercultural education. For example, standing up for someone who is the target of bullying or racist jokes.</p> <p>Topics</p> <ul style="list-style-type: none"> <li>• Looking after yourself.</li> <li>• Feeling threatened.</li> <li>• Recognising unsafe situations.</li> </ul> <p>These lessons can be easily adapted to consider situations where people are threatened because of being different, (e.g. racist attacks or name-calling).</p>		<p>Topic</p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Dealing with anger</li> <li>• Learning to handle conflict</li> <li>• Co operation.</li> </ul>

TECHNOLOGY EDUCATION	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p><b>Materials Technology (Wood), Metalwork, Technology</b></p> <p><b>Generic</b></p> <p><b>(1) Designing and Making</b> Most design situations set-up for students by a teacher can incorporate intercultural concepts.</p> <p><b>(2) Making</b> Prescribed manufacturing exercises set by the teacher.</p> <p><b>(3) Hardwoods and Softwoods</b></p>	<p>(1) Design a CD rack which incorporates features based on the traditional Traveller caravan.</p> <p>(2) Design a trailer to be attached to a bicycle which could be used to carry water from a well in a rural community.</p> <p>(1) Fabricate a key fob based on the shape of the African country of your choice. <b>Exemplar 28.</b></p> <p>(2) Model boat – based on the Currach, Chinese Boat, Nigerian canoe, etc.</p>	<p>(1) Develop a design for a low seat which is easily carried and suitable for use in a house, hut or tent.</p> <p>(2) Ask students to develop a list of characteristics of softwood and hardwoods. Explore situations where each can successfully meet the required needs. Explore the concept that neither type is superior to the other.</p> <p>(3) Examine an item made of scrap metal from a developing country. Identify and list the skills and processes involved.</p>	<p>(1) Design a piece of craft work which has as its theme “One Human Race”</p> <p>(3) Supply of Hardwoods In 1995 it was estimated that 25 acres of African forest per day were being felled to meet the needs of Ireland, 80% of this was in Ghana and the Ivory Coast.</p> <ul style="list-style-type: none"> <li>&gt; Identify a local 25 acre location</li> <li>&gt; Identify the location of Ghana and the Ivory Coast on the world map, make sketch of these countries and contrast them with Ireland. (www.cso.ie www.westafrica.com)</li> </ul> <p>(3) Explore Ghana on line. (www.oxfam.org.uk/coolplanet/ontheline/explore/journey ghana)</p>	<p>(1) Design a piece of craft work which has as its theme “No Racism”.</p>	<p>1) Any process of design involves the resolution of conflicting factors and problem solving.</p> <p>Engage students in reflection on the key stages in solving the problem and how they can apply this process to broader situations.</p>

TECHNOLOGY EDUCATION	IDENTITY AND BELONGING	SIMILARITY AND DIFFERENCE	HUMAN RIGHTS AND RESPONSIBILITIES	DISCRIMINATION AND EQUALITY	CONFLICT AND CONFLICT RESOLUTION
<p>(4) <b>Tools and Equipment</b></p> <p>(5) <b>Orthographic Projection</b> Examples given in Technical Graphics can be utilised.</p> <p><b>SUBJECT SPECIFIC</b></p> <p>(6) <b>Materials Technology</b> <b>Wood</b></p> <p>(7) <b>Metalwork</b></p> <p>(8) <b>Technology</b></p>	<p>(5) Use modified representations of images from Eastern &amp; African cultures as the basis for student drawings. For example, Pegoda, Bank of China, Hong Kong, or an Islamic Mosque <a href="http://www.greatbuildings.com">www.greatbuildings.com</a></p> <p>Draw a fair trade logo and discuss its symbolism. <b>Exemplar 29.</b></p>	<p>(2) Examine an item of woodcraft made in a third world country. Identify and list the skills and processes involved. Estimate the manufacturing time for an Irish student.</p> <p>(4) Explore different types of hand tools used in other countries. For example, Japanese saws and chisels.</p> <p>(4) Discuss the tool and equipment needs of African communities.</p> <p>(8) Contrast agriculture in Ireland with agriculture in Ghana. <a href="http://www.oxfam.org.uk/coolplanet/">www.oxfam.org.uk/coolplanet/</a> <a href="http://www.teagasc.ie">www.teagasc.ie</a></p>	<p>(7) Discuss a case study on the impact of mining. <a href="http://www.minesandcommunities.org">www.minesandcommunities.org</a></p>		<p>(6) Explore rainforests – What’s happening in the Amazon today? <a href="http://www.amazonwatch.org">www.amazonwatch.org</a></p>