

Area of Study

Local and Global Citizenship

Overview

This unit supports students who want to explore global development issues that affect their lives at personal, community, national and international levels. It engages students in analysis, reflection and action for local and global citizenship, promoting a sense of solidarity with people living in poverty. Through a series of thematic strands (Poverty, Conflict, Gender Inequality, Sustainable Environments, Trade; Health and HIV/AIDS and Human Rights) the unit supports students' understanding of the rapidly changing and unequal world in which they live and encourages action to make a positive difference.

This unit is supported by a range of resources including films, novels, print media and internet sources. It can also complement students' engagement in other TY projects such as the BT Young Scientists' Science for Development Award' and the Young Social Innovators Competition.

Related learning

Learning will build on the experience of Junior Certificate studies in:
C.S.P.E.; English and Media studies; Geography; Science; Business Studies.

Learning will also build a good foundation for Leaving Certificate studies in:
English; Religion; Geography; Biology; Economics; Home Economics—Social and Scientific; Leaving Certificate Applied—Contemporary Issues.

This Unit also complements study in other TUs such as: Debating Development (Concern); Environmental Studies (Terry Lawless, St. Killian's CS, Bray); Ireland – A level Playing Pitch? (Combat Poverty Agency), How the World Works (Debt and Development Coalition) and many more.

Outline of the unit

This transition unit consists of 7 strands. It is not envisaged that all strands would be studied to completion. Rather, teachers should teach the introduction and then choose 3-4 strands incorporating overlapping topics which meet their students' interests and needs.

A CD Rom is available to accompany this unit and this contains all the resources and websites needed for teaching the TU. The resources are also available online: www.cdpc.ie/course-resources/

Introduction

The introduction aims to prepare students for exploring global development issues. This involves, agreeing ground rules so that students feel that the class is a safe place for discussion and debate. The introduction also invites students to explore their understanding of key concepts related to global development such as 'development', 'development education', 'equality', etc and introduces them to the Millennium Development Goals.

Strand 1: Poverty

In this strand students

- define poverty and investigate the cyclical nature of poverty, locally and globally
- examine the concepts of: relative poverty, absolute poverty and the poverty line
- research how poverty is measured globally using concepts such as GNP and HDI
- familiarise themselves with the map of Africa and research a case study of an African country using positive images, culture, sport, music and geography
- compare their researched positive image with the more common media and NGO portrayal
- research responses to poverty such as micro-credit schemes and other anti-poverty strategies.

Strand 2: Gender

In this strand students

- distinguish between "sex" and "gender" and examine their own attitude to gender stereotyping
- develop a school gender charter
- conduct research on how gender affects their/others life choices and compare this with case studies of others
- examine the issue of violence against women by watching a short film about gender-based violence and in response create a poster on the issue

- learn about the reality of female genital mutilation through guided activities based on the film “Moolade” and debate the surrounding issues.

Strand 3: Conflict

In this strand students

- are introduced to the concept of conflict by examining their personal experiences
- examine causes of conflict such as global resources, ethnicity and religion
- explore the links between conflict and famine, conflict and migration and conflict and food insecurity
- explore in some depth one post-colonial conflict such as Rwanda
- review one of the films about the Rwandan genocide in order to understand the stages of genocide
- research the direct and indirect impact of the arms industry on development by watching “Lord of War”
- examine different approaches to conflict resolutions on a personal, community, national and global levels.

Strand 4: Health and HIV/AIDS

In this In this strand students

- complete a medical questionnaire about their own medical history and compare it to older members of their family
- examine the pattern and linkage between T.B. and poverty
- research the impact of Sexually Transmitted Infections and in particular HIV.
- research the causes and impact of HIV in Africa
- engage in a stigma exercise
- design an awareness raising poster campaign on the topic of HIV and AIDS.

Strand 5: Human Rights

In this strand students

- explore the question “What Is a Human Right?”
- use the internet to research the origins of the UN declaration of Human Rights and rank at least 5 human rights which are most and least important to them
- research one situation where a particular human right is abused and research an organisation that promotes and protects that right
- research how media and popular culture portray human rights using the film and song lists in the resource guide
- research and participate in a chosen campaign against a particular human rights abuse.

Strand 6: Trade

In this strand students

- examine what they had for breakfast and a typical weekly shopping basket to understand our dependency on global trade
- debate “Why Do We Trade?” and discuss the rules related to trade by playing the ‘trading game’
- research the concept of “Food Miles” by looking at 5 local products and 5 global products
- research the “Fair-trade” mark and Fair-trade products available locally
- conduct research on multinational companies and their logos
- create an art or media project to highlight an issue in global trade
- connect the issue of global trade and human rights by researching some form of human exploitation such as child labour, human trafficking or the sex trade.

Strand 7: Environmental Justice

In this strand students

- watch the film ‘An Inconvenient Truth’ or a film/documentary on a similar theme and explore key ideas and concepts raised in the film relating to sustainability
- investigate non-sustainable industries in Ireland and look for sustainable alternatives to these
- recognise the necessity of scientific research to make positive change in the developing world by watching “My Big Idea”
- examine the difference between sustainable development aid and emergency aid.
- are introduced to the carbon footprint and are encouraged to think of ways to reduce their carbon footprint
- research a personal/class/school consumption pattern to analyse the impact each member of the community has on sustainability
- devise an awareness campaign/petition/exhibition to promote sustainability in their lives/community.

Timetabling

The unit is designed to be taught over 45 hours.

Ideally a double class period per week should be timetabled for the unit as this facilitates working with various resources such as film and the internet and also allows time for group work or visiting speakers to be accommodated.

The introduction section should be completed in 2 double periods. Apart from the introduction, there are no obligatory strands. It will become obvious that the 7 strands and issues are inter-connected and it is essential for students to realise that no single issue can be dealt with in isolation from the others. Five hours approximately should be allocated for individual and group research.

Aims

This transition unit aims to:

- help students gain knowledge and understanding about the unequal development in our world
- enable students to become more skilled and independent in researching, analysing and understanding our world.
- foster a positive attitude so that students feel empowered to act to make the world a more equal and just place.

Learning Outcomes

On completion of this unit students should be able to:

- demonstrate knowledge of a range of global development issues
- review different media/sources of information and be able to question the motives and validity behind different opinions
- conduct research on a development issue of interest either individually or as part of a team
- analyse and make sense of the findings
- demonstrate effective communication and participation skills through team work; debating and presentations
- demonstrate attitudes of empathy and global solidarity
- organise and participate in an action on an issue of concern
- demonstrate appreciation for cultural diversity, respect for others and a commitment to fairness and justice.

Key skills

How evidenced

information processing

- Students will use internet, print media, films, images, statistics, questionnaires and interviews for accessing information on global issues.
- Students will record, organise and summarise information in their personal journal, portfolio and in projects.

critical and creative thinking

- Students will be prompted to critically analyse and interpret information on local and global issues.
- Students will learn to question their own assumptions and that of the popular media on issues related to development.

| | |
|----------------------------|--|
| communicating | <p>Students will learn to :</p> <ul style="list-style-type: none"> • express opinions • engage in debate • listen to the views of others • present their findings to the class/school • use music, art, drama and other media to express their understanding of development issues |
| working with others | <p>Students learn to respect diversity through dialogue and group work.</p> <p>Students will gain confidence to discuss their views and to listen and accept the views of others. Students will learn to collaborate through a variety of activities, e.g. project work, role plays, debates, inter-school workshops.</p> <p>Students will be encouraged to participate as active members of local community groups.</p> |
| being personally effective | <p>Students will learn to set achievable personal goals and also to understand their strengths as part of a group.</p> <p>Students will learn to evaluate and reflect on their personal actions and engagement with development issues by presenting weekly updates in their journal.</p> <p>Students will learn that through local and global campaigns and actions, they can impact on making the world a more just place.</p> |

Teaching and Learning approaches

Through active learning methodologies, the unit aims to empower young people to take charge of their own learning.

- Teachers can use film, images, cartoons, NGO teaching packs and texts to generate discussion and engagement with the development issues.
- Drama and role-play are used to create empathy with others.
- Speakers and workshops are used to engage students with experts on various issues.
- Students are encouraged to carry out direct research such as surveys, interviews, etc.
- Students are encouraged to take part in discussion and debate.
- Students are encouraged and supported to participate in project work and

research in events such as the BT Young Scientist and Technology exhibition, ECO-UNESCO and the Young Social Innovators programme.

- ICT is used to research and present information.
- Students are encouraged to participate in community volunteering services.
- Schools are encouraged to link with other local schools to share their learning experiences.
- Students can maintain a portfolio of their work to compliment their personal journal. This can be used as part of the end of year Transition Year graduation or display of work.

Assessment approaches

The purpose of assessment is not about passing or failing but about improving learning.

Self assessment is carried out through the Student's Journal.

In this Journal the following can be recorded:

- exercises/ homework/ research
- students' reflections on skills developed and how this was achieved/ demonstrated
- what skills need to be improved
- what was most enjoyable and least enjoyable aspect for each strand
- greatest personal success or greatest challenge/difficulty
- how the class worked together as a team and how individuals contributed and worked as a team

A combination of peer assessment and teacher assessment of action projects, essays and reports, presentations, portfolios can also be used.

Evaluation methods

Evaluation of each strand is recommended and the following methods are useful tools:

1. Likert Scales can be compiled into a self assessment tool.
2. Evaluation Wheel is also a worthwhile tool for assessing how particular objectives were met and this activity can be done individually or as a group exercise.

More information on these assessment tools can be found in the resource guide which accompanies the unit.

Resources

A CD Rom is available to accompany this unit and this contains all the resources and websites needed for teaching the TU.

The resources are available online: www.cdpc.ie/course-resources/

This resource contains:

- Worksheets
- Relevant extracts from texts
- Film guides
- NGO resources
- Photo packs
- NGO speaker contacts
- Links to relevant web sites
- Links to online films
- Games and simulations
- Case studies
- Power-points
- Music lyrics and links
- Global maps
- Evaluation tools
- Assessment tools
- Journal questions
- Teacher information on relevant methodologies for class activities.