



# **PLAN INTERNATIONAL IRELAND: POST-PRIMARY DEVELOPMENT EDUCATION TEACHER **HANDBOOK****

## ACKNOWLEDGEMENTS

This post-primary teacher handbook and the accompanying ICT presentation were written and created by Plan International Ireland staff member Gwen Duffy with assistance from Rebecca O'Halloran, Lewis Quigley, Cathy Anne Fox, and Ashley Westpheling. These resources were based on primary school materials produced by Plan International Ireland in 2016.

This handbook has been made possible with the financial support of Irish Aid.

Designed by: Smudge Design & Outburst Design, Ireland

Printed by: Print Fusion, Ireland

First published by Plan International Ireland in 2018.

Text, illustrations, design © Plan International Ireland 2018.

All rights reserved. This booklet may be freely copied and used by education establishments, youth clubs and youth trainers in order to educate and inform children and young people. Please credit Plan International Ireland as the source. For other uses, you must get the prior permission of Plan International Ireland to reproduce any part of this publication or to store in a retrieval system or transmit any part of this publication, in any form or by any means, electronic, mechanical, or otherwise. Please email [info@plan.ie](mailto:info@plan.ie) for more information.

For more information, please contact:  
Plan International Ireland  
11 Harrington Street  
Dublin 8  
D08 EK7D

P: +353 (1) 568 5861  
Email: [info@plan.ie](mailto:info@plan.ie)  
[www.plan.ie](http://www.plan.ie)

# CONTENTS

<b>Introduction to the Resource</b>	<b>Page 4</b>
<b>MODULE 1: GENDER</b>	<b>Page 8</b>
Lesson 1: What is Gender?	Page 10
Lesson 2: Gender Roles	Page 15
Lesson 3: Stereotypes	Page 20
Lesson 4: Women and Girls	Page 25
Lesson 5: Rights	Page 32
<b>MODULE 2: GLOBAL INEQUALITY</b>	<b>Page 42</b>
Lesson 1: Unequal Conditions	Page 44
Lesson 2: Structural Inequality	Page 49
Lesson 3: Child Inequality	Page 55
Lesson 4: Educational Inequality	Page 69
Lesson 5: Sustainable Development Goals	Page 74
<b>MODULE 3: MIGRATION AND REFUGEES</b>	<b>Page 80</b>
Lesson 1: Why does it happen?	Page 83
Lesson 2: Why would you have to leave your home?	Page 88
Lesson 3: Refugees	Page 94
Lesson 4: The Current Refugee Situation	Page 98
Lesson 5: Seeking Asylum	Page 104
<b>MODULE 4: CLIMATE CHANGE</b>	<b>Page 112</b>
Lesson 1: What is Climate Change?	Page 114
Lesson 2: Who has caused climate change?	Page 119
Lesson 3: Recognising the impact of climate change and potential consequences.	Page 124
Lesson 4: Climate change stories	Page 131
Lesson 5: The Race Against Climate Change	Page 143
<b>Conclusion</b>	<b>Page 148</b>
<b>Resources, References and Credits</b>	<b>Page 149</b>



**Disclaimer:** Plan International Ireland has changed some of the names of children depicted in this resource. While we endeavour to truthfully represent any image or depicted situation both in its immediate and in its wider context, we have used some images in a slightly different context in order to avoid using images and messages that potentially stereotype, sensationalise or discriminate against people, situations or places. The names, ages and other identifying features of the children in this resource have been changed to protect their identities. A full list of each photograph including original captions and credits is available at the back of the resource.

## PLAN INTERNATIONAL IRELAND

Established in 2003, Plan International Ireland is part of the Plan International Federation which is one of the largest international child focused NGOs in the world, active in over 70 countries. Plan International Ireland focuses on child-centred community development, which puts children who are in need at the core of programming.

Plan International Ireland is highly specialised in a number of areas, including education, engagement and inclusion, child protection, promotion of children and youth citizenship and emergency response. As such we work in a number of countries across the world. Plan International Ireland is working to realise the right to quality education for children in Burkina Faso, Mali, Guinea and Guinea Bissau by improving access, enhancing quality and strengthening school governance. Our work in education aims to ensure inclusive, safe, healthy and child-friendly learning environments. Our approach focuses on both policy and practice, and acknowledges that not only is education a basic human right, it is also

crucial for the empowerment of children, young people and their communities in securing their human rights. Another significant part of our work is Disaster Risk Management. Children in Plan International humanitarian responses are provided with access to education, psychosocial support, clean water, food, shelter, a healthy environment, and a safe place to play. Plan International Ireland has countless other international projects, spanning the areas of early childhood care and development, child protection, youth economic empowerment, and child participation to name a few. Plan International Ireland also works locally to deliver and strengthen Development Education.

# WHAT IS DEVELOPMENT EDUCATION?

Development is not simply about economic development, aid or cooperation; it is about human development – which includes education and personal empowerment. We have moved past the traditional aid model popular in the 1980s, development is now rooted in the concepts of human rights, justice and equality. Development Education aims to inform learners about these concepts and act to uphold them. Development Education is a crucial part of human development and personal responsibility. It brings together approaches for social change, education and international development.

The first task of Development Education is to ensure learners know what is happening around the world, how people live and what situations and difficulties they are facing. The second task is to illustrate the interconnectedness of the world; decisions made in one part of the world will affect and impact someone's life in another part, our lives impact other lives, our society or economies impact others. The final element of Development Education is empowering people to take action - as such Development Education is 'active' education. It is not enough for people just to know about the issues facing the world; it is about seeing how we can make positive changes in the world. These can be small changes such as buying Fairtrade or recycling or it can be a larger action such as campaigning and advocating on a human development issue. These actions, big or small, are known as active global citizenship. When carried out effectively Development Education is a powerful process tool which encourages critical thinking through emphasising independent and lifelong learning which empowers people to use their voice and actions to improve their immediate environment and the wider world. Global change begins with one person becoming educated.

Development Education is a process through which learners enhance their awareness and understanding of the rapidly changing, unequal and unjust world in which we live. It is about understanding the interconnected world around

us and how we can create a more fair and sustainable future for everyone. Global citizenship is at the core of Development Education with the active participation of individuals and communities in local and global action.

Development education seeks to engage learners in reflection, critical analysis and action through personal and collective empowerment. At its core are participatory methodologies to challenge learner's values, increase their knowledge of global issues and develop their skills of team work, public speaking and advocacy.

## Why do Development Education with Post-Primary school students?

Young people in Ireland are regularly exposed to global issues such as poverty, climate change and war via television and the internet. Nowadays young people are likely to get most of their news from social media outlets; young people are internet savvy and in this digital age they consume news and current affairs whether they mean to or not. This means that young people can be exposed to misinformation. As teachers, educators and Development Education facilitators we have a duty to ensure young people have the tools to critically analyse the information which they receive. We need to make young people feel that their voice matters through providing them with a safe space to air their opinions on world issues. Most importantly young people should be made to feel that they can make a difference in the world, they can take action, however big or small, on local and global issues that matter to them. Using participatory methodologies, making space for and encouraging discussion between young people, and encouraging activism or action will contribute to young people's critical literacy, political awakening and personal social development.

# WHAT TO EXPECT FROM THIS HANDBOOK


This Development Education resource is unique. It contains a teacher's handbook with lesson plans and a USB with a corresponding presentation to use in every class on an interactive white board or projector. The video links in the USB are hyperlinked to the videos which are mostly hosted on Vimeo, ensuring they are accessible in all schools. Simply open the hyperlink! The resource can be used throughout Post-Primary School. The handbook contains three modules covering the global issues of gender, global inequality and migration and refugees. Each module contains five lessons which are aimed at young people from 12-18 years old.

The modules have not been aimed at a specific year group; they are suitable for all post-primary ages and can be used as part of the new Junior

Cycle Programme, the Leaving Certificate Programme or as a Transition Year course. The lessons cover a wide range of topics and link with many school subjects. Each lesson plan contains a section outlining how the topic links with various school subjects. This list is not exhaustive; the resource should be shared across subject teachers as Development Education is a cross-curricular learning process.

Each module has an introduction and some facts for the teacher to ensure that you are confident teaching these global issues.

We would love it if you could share your pupils' feedback at the end of the modules, see the conclusion for further information.

A young girl with dark hair, wearing a white dress with a colorful butterfly pattern and a red backpack, is walking away from the camera through a sun-dappled forest. The background is filled with tall, thin trees and green foliage.

**“EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.”**

- Nelson Mandela

# MODULE ONE

## GENDER

**“GIRLS ARE WEIGHED  
DOWN BY RESTRICTIONS,  
BOYS WITH DEMANDS –  
TWO EQUALLY HARMFUL  
DISCIPLINES.”**

- Simone de Beauvoir

### Overall Aims:

This module aims to familiarise students with gender. The lessons will explore the concepts of gender and sex, examine gender roles, challenge gender stereotypes and increase understanding of the barriers faced by girls around the world.

### Background Information and Facts for Teachers:

Gender stereotypes are often rooted and reinforced in

childhood, by the toys that children are given to play with and limitations placed on them, such as telling boys not to cry. Gender stereotypes are damaging and can negatively impact upon children's futures, shaping the jobs that they will do and the life choices that they will make. In the Global South, gender stereotypes can be even more immediately harmful.

## FACT

**GLOBALLY, MORE THAN 130 MILLION GIRLS ARE NOT ATTENDING PRIMARY OR SECONDARY SCHOOL.**

Every day, girls around the world are denied their right to education, and the knowledge, skills and opportunities to create a better, brighter future.

**Source:** UNESCO's Institute for Statistics (2016)

## FACT

**EACH YEAR, APPROXIMATELY 15 MILLION GIRLS UNDER 18 WILL BE MARRIED; THAT'S 41,000 EACH DAY, NEARLY 1 GIRL EVERY 2 SECONDS.**

Child, early or forced marriage impacts the lives of millions of girls around the world. Child marriage violates girls' human rights, and can jeopardise their education and their health.

**Source:** UNICEF (2014)

## FACT

**FOR EVERY EXTRA YEAR A GIRL STAYS IN SCHOOL, HER INCOME CAN INCREASE BY 10 TO 20%.**

When girls are educated, they have the knowledge, skills and opportunities to create a better, brighter future for themselves and everyone around them.

**Source:** World Bank (2010)

## FACT

**DISCRIMINATION AND GENDER INEQUALITIES IN SOCIETIES AROUND THE WORLD CREATE MANY BARRIERS TO GIRLS' EDUCATION.**

There are many things that can keep girls out of school. Barriers to girls' education include: poverty, child marriage, household duties, the distance to school, and even the lack of girls-only toilet facilities.

**Source:** UNICEF (2017)

If you would like any more information on the issues raised in these modules please email: [info@plan.ie](mailto:info@plan.ie)

# LESSON 1

**TOPIC: GENDER**  
**SUB TOPIC: WHO AM I?**  
**LESSON 1: WHAT IS GENDER?**

**SUBJECT: WELLBEING (SPHE)**

## LESSON AIM:

To introduce the concepts of gender and sex.

## LEARNING INTENTIONS:

- Explore ideas around the meaning of gender.
- Develop a clear understanding of the terms 'gender' and 'sex'.
- Challenge perceptions and ideas of gender and sex.

## RESOURCES:

- Interactive Whiteboard (IWB)/flipchart/big sheet of paper
- Whiteboard markers
- Large sheets of paper
- Pens
- Dictionaries/online access
- USB presentation

# LESSON PLAN



## INTRODUCTION:

- Show the first slide 'What do you understand by the word gender?' and explain to the class that this question will be the focus of today's lesson.

## Group Activity

- Break the class into groups and give each group a large sheet of paper.
- Ask the groups to each make a mind map with 'gender' written in the middle.
  - Tell them to discuss what they understand by the word 'gender' and to write words or descriptions associated with gender on their mind maps.
  - They could think about what it means to be a boy/man or a girl/woman and they could write down some of the things that seem most important about being a boy or a girl.
  - Show the slide 'Group Work: Make a mind map' to explain to the class how to make a mind map.
- When the groups have finished making their mind maps, write the word 'gender' as a heading on the left side of the IWB, using the next slide (slide 7) of the USB presentation, or on a large sheet of paper.
- Ask a volunteer from each of the groups to come up to the board and write some of the words they wrote in their mind maps in a list beneath the heading 'gender'.



## DEVELOPMENT:

- Now write a new heading 'sex' on the right column of slide 7 on the board, or on your large sheet of paper.
- Discuss with the class: is there a difference between the gender you are and the sex you

are? What are the differences?

- Show the slide 'gender vs sex, what's the difference?' and ask the class to look up in dictionaries, either books or online, the definitions of both gender and sex. You could do this all together using the teacher's computer if the class don't have individual access to the internet or books.
- What did they find? Show the next slide with the definitions of gender and sex, as below.

**Gender definition:** "Either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female." (Oxford Living Dictionaries, 2017)

**Sex definition:** "Either of the two main categories (male and female) into which humans and most other living things are divided on the basis of their reproductive functions." (Oxford Living Dictionaries, 2017)

- Ask the class to discuss in pairs whether they think the words on the board are under the correct heading of 'gender' or should some be under the 'sex' heading.
- You may ask them to consider:
  - Which of these characteristics are girls and boys born with? Explain that a fundamental difference between the characteristics of sex and gender is whether a person is born with or learns a particular characteristic. There are probably very few things written on the board that a person is born with. They have learned most of the differences between girls and boys.
  - Have expectations of girls/women changed over time? Is what is acceptable for men in other countries different? (Ask the same question about women). Explain that what society expects from women and men, or from girls and boys, can be different across time and countries.
  - Have the biological characteristics that define us as male or female changed over time? Are biological characteristics

# LESSON PLAN

different in other countries? Explain that male and female reproductive functions are the same everywhere in the world; they don't change over time or by country.

- Now ask the class to stand up and participate in a short walking debate type of activity.
  - Call out each of the words or phrases on the board and ask the students to move to one side of the room labelled 'gender', or the other side of the room labelled 'sex', depending on which heading they think the word should be under.
  - After allowing time for the students to move each time ask them to tell you why they chose that side of the room. Allow some debate to happen between the students if they disagree on which heading the words should go under.
  - Now go to the board and move some of the words from the 'gender' list to the 'sex' list (if necessary) and add in any other words the class can think of based on the definitions they found and the discussions they've had.
- Have they changed their mind about something?
  - Can they define gender and sex?
  - Can they explain the difference between the terms?
  - Ask some of the individuals to share their reflections with the class.

## CONCLUSION:

- As a concluding recap show the slide 'Gender and sex are fundamentally different'. Go down through each of the points to reinforce the differences between the terms and to clear up any misconceptions that the students may have had.
  - Gender attributes are learned and shaped by society, change over time and may be different in different societies.
  - Sexual characteristics are biologically determined, and remain the same throughout time and across societies.

## Reflection Time!

- Ask the class to reflect individually about today's lesson.
  - Did they learn anything new?

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Write an article for a magazine about what gender is and how it affects society.
- Make an informative poster about the differences between gender and sex and display it in a prominent place in the school to teach other students about the different terms.
- Do some research about the term gender in different countries. Does gender mean the same thing in every country? Do people get treated differently based on gender in different countries?

## DIFFERENTIATION:

- Use mixed ability groups during activities.
- Allow time during the mind map and dictionary activities for each student to complete the task.
- Allow enough time during the walking debate type activity for every student to think about the statement and decide if they agree/disagree with it.

## ASSESSMENT:

- The students will self-assess and reflect on their knowledge of the meaning of gender vs. sex.
- The groups can be assessed on their engagement and effort in the mind map activity.
- The students' level of critical thinking and self-challenging can be assessed during the walking debate activity.
- The students can be assessed on their learning at the end during reflection time when they discuss and prove what they have learned.

SUBJECT LINKAGE AND INTEGRATION:

SPHE	HOME ECONOMICS	POLITICS AND SOCIETY	PHILOSOPHY	ART
Junior Cycle (Wellbeing)	Junior Cycle		Junior Cycle	Junior Cycle (Visual Art)
<b>Strand 1:</b> Who Am I? • Being an Adolescent  <b>Strand 3:</b> Team Up • Sexuality, Gender Identity and Sexual Health	<b>Strand 2:</b> Responsible Family Living <b>Element:</b> Individual and Family Empowerment		<b>Strand 8:</b> Social and political philosophy	<b>Strand 1:</b> Art <b>Element:</b> Drawing <b>Element:</b> Art elements and design principles (AEDP) <b>Element:</b> Media  <b>Strand 3:</b> Design <b>Element:</b> Drawing <b>Element:</b> Media
Senior Cycle	Senior Cycle	Senior Cycle		
<b>Area of Learning:</b> Gender Studies • The difference between sex and gender	<b>Core:</b> 2. Resource Management and Consumer Studies 2.1 Family resource management  3. Social Studies 3.1 The family in society  <b>Elective:</b> 6. Elective 3 - Social Studies 6.1 Social change and the family 6.2 Education 6.3 Work	<b>Strand 1:</b> Power and decision making <b>Topic 2:</b> Power and decision-making at national and European level <b>2.3</b> Social class and gender as important social categories		
ENGLISH	DIGITAL MEDIA LITERACY	ENVIRONMENTAL & SOCIAL STUDIES		
Junior Cycle	Junior Cycle	Junior Cycle		
<b>Strand:</b> Oral Language <b>Element:</b> Communicating as a listener, speaker, reader, writer <b>Element:</b> Exploring and using language  <b>Strand:</b> Writing <b>Element:</b> Communicating as a listener, speaker, reader, writer	<b>Strand 2:</b> Following my interests online • Searching and evaluating  <b>Strand 3:</b> Checking the facts	<b>Section 3:</b> The Modern World <b>4.</b> Contemporary Issues: Case Studies <b>A:</b> Gender Equity		
Senior Cycle				
4.1 The Language of Information 4.1.2 Composing  4.3 The Language of Persuasion 4.3.2 Composing				

LESSON 2

TOPIC: GENDER  
SUB TOPIC: HOW DO GENDER ROLES WORK  
LESSON 2: GENDER ROLES

SUBJECT: WELLBEING (SPHE)

LESSON AIM:

To explore gender roles in society and the expectations which are put on girls and boys from birth.

LEARNING INTENTIONS:

- Be able to define a gender role.
- Explore the expectations put on people in society because of their gender.
- Compare gender roles in Ireland to other parts of the world.
- Understand the problems associated with gender roles.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation

# LESSON PLAN



## INTRODUCTION:

gender roles in society by recalling personal experiences to understand the role of socialisation in their own lives.

### Activity

- Before you introduce the topic of the lesson tell the class you want to start with a quick drawing activity.
- Ask each student to draw a picture of a fire fighter, a surgeon and a fighter pilot.
- Allow a few minutes for students to add some colour to their pictures and to give each of their characters a name.
- Ask the students to stick up their pictures on the wall.
- Play the 'Inspiring The Future - Redraw The Balance' Video from the corresponding slide.
- Now look back at the pictures the students drew on the wall. How many are men and how many are women? Are the class surprised that they drew men or women for certain jobs? Why did they choose to draw a man or a woman for a certain job? (Most will have drawn men for the pictures, if they didn't...great! Your class don't hold gender stereotypes!)
- Ask the class do they know what gender roles are? Get some ideas from the class and write them up on the IWB using the slide 'gender roles' or on a large blank sheet of paper.
- Show the slide with the definition of what a gender role is.

**Gender role definition:** "The role or behaviour learned by a person as appropriate to their gender, determined by the prevailing cultural norms." (Oxford Dictionaries, 2017)

- Explain to the class that gender roles are ingrained in our minds from birth and are reinforced by society. Tell the class that in today's lesson they are going to examine



## DEVELOPMENT:

### Think – Pair – Share

- Ask the class to think individually for a few minutes about whether certain things are expected of them because of their gender. Do they have to do certain things because they are a boy/girl? Do they get treated differently to their brothers/sisters? Do they ever hear things like "you're the man of the house so you have to..." Or "boys are just like that, but as a girl you must not...". Do they remember a time in their childhood when they realised they were treated differently because they were a boy or a girl? Tell them to jot down some of their thoughts and ideas on a piece of paper.
- After a few minutes ask the students to turn to the person next to them and discuss what they have been thinking about and what they have written down. Allow the class a few minutes to swap experiences with each other in their pairs.
- Now lead a class discussion on gender roles by asking pairs to share their experiences with the class. Be sure to call on both boys and girls to participate. Use the following questions as prompts and guides for discussion.
  - What happened that made you realise that girls and boys were different?
  - Who was involved in the situation? (e.g. parents, friends, teachers, the media, etc.)
  - What did this teach you about what it meant to be a girl/boy?
  - Were there long-term effects of what happened? What were they?
- Explain to the class how society expects girls and boys to behave differently and reinforces this throughout childhood. This impacts children's attitudes and behaviours

# LESSON PLAN

and determines how they relate to each other.

- E.g. Being prevented from showing emotions, such as sadness, can affect our ability to show love for those around us.

- Situations that teach us about gender occur in different places (at home, in the community, media, school, etc.) and involve different people (e.g. parents, friends, teachers, neighbours etc.).
- Boys and girls are told what is expected of them so often that they come to believe that there is no other way to do things.
- Ask the class to now think about gender roles as adults. Do they think that gender roles affect adults? How/how not? Where would they have an impact? At home? In the workplace? Are men/women expected to act a certain way at home or in work?
- Have a short lively discussion with the class about gender roles and adults.
- Play the 'Childhood Gender Roles in Adult Life' video on the corresponding slide.
- What do the class think of this video? Is it a reality? Would this happen/does this happen in Ireland? Are there certain roles expected of men and women in Ireland? Do men and women have the same chances?
- Girls and boys learn that society expects them to behave differently and to fulfil certain gender roles. These expectations impact their attitudes and behaviour throughout the life cycle.



## CONCLUSION:

- As a concluding activity get the class to think about gender roles more broadly in Ireland and around the world.
- Ask the class to think about gender roles in Ireland. Have gender roles changed

in Ireland over time? Are men and women expected to behave the same way today as they have always been? Has society changed its expectations of men and women in the home and in the workplace?

- Now ask them to think about gender roles in the rest of the world.
  - Are gender roles the same in all countries around the world?
  - Are there any countries where girls and boys are treated equally and are not expected to conform to society's perceptions of gender?
  - Do some countries reinforce gender roles more than others?
  - What are gender roles like in Ireland compared to other countries?
  - What would it be like to be a girl or a boy in other countries around the world?

### Reflection Time!

- Ask the class to discuss for a few minutes with the person next to them and write some notes about what they have learned today.
  - Did they learn something new?
  - Do they know what a gender role is?
  - Did they discover that gender roles are much more ingrained in society from birth to adulthood than they originally thought?
  - Did they change the way they think about something or their attitude to something?
- Discuss as a class some of the major learnings and attitudinal shifts.

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Write a letter to your younger self about gender roles. Remember yourself as a young child and how you felt when you realised you couldn't do certain things because you were a boy or a girl. Think about what you would tell your younger self now about gender roles.
- Make a video as a class about gender roles in school. Show the video in assembly to raise awareness of gender roles.
- Do a small project on gender roles in Ireland compared to one other country of choice. Look at the roles expected of men and women, the level of gender inequality, the gender pay gap, any legislation in place which promotes gender equality etc. Ensure there is a balance of countries around the world, less economically developed and more economically developed, to get an interesting range of information.

## DIFFERENTIATION:

- Allow enough time for students to draw pictures they are happy with at the beginning of the class.
- Ensure that the pairs the class are broken into are mixed ability.
- Allow enough reflection time for all students to have time to discuss and jot down notes.

## ASSESSMENT:

- The students can self-asses the perceptions they hold about gender based on the pictures they drew at the beginning of the class.
- The pairs can be assessed based on their discussion and ability to reflect on their own experiences of gender roles.
- The class can be assessed on their ability to assess their learning during reflection time.

## SUBJECT LINKAGE AND INTEGRATION:

SPHE	HOME ECONOMICS	GEOGRAPHY	HISTORY	ART
<b>Junior Cycle (Wellbeing)</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle (Visual Art)</b>
<b>Strand 1:</b> Who Am I? • My rights and the rights of others  <b>Strand 3:</b> Team Up • Sexuality, Gender Identity and Sexual Health • Media Influence on Relationships and Sexuality	<b>Strand 2:</b> Responsible Family Living <b>Element:</b> Individual and Family Empowerment	<b>Strand 3:</b> Exploring people, place and change 3.7 compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country	<b>Strand Two:</b> The History of Ireland <b>Element:</b> Exploring people, culture and ideas 2.9 Explain how the experience of women in Irish society changed during the twentieth century	<b>Strand 1:</b> Art <b>Element:</b> Drawing
<b>Senior Cycle</b>	<b>Senior Cycle</b>	<b>Senior Cycle</b>	<b>Senior Cycle</b>	
<b>Area of Learning:</b> Gender Studies • Gender Stereotyping	<b>Core:</b> 2. Resource Management and Consumer Studies 2.1 Family resource management  3. Social Studies 3.1 The Family in Society  <b>Elective:</b> 6. Elective 3 – Social Studies 6.1 Social Change and the Family 6.2 Education 6.3 Work	<b>Optional Unit 6:</b> Global Interdependence 6.3 Empowering people is a way of linking economic growth with human development.	Later Modern Ireland <b>Topic 6:</b> Government, Economy and Society in the Republic of Ireland, 1949-1989 Society and Economy  Later Modern Europe and the Wider World <b>Topic 4:</b> Division and realignment in Europe, 1945-1992 Society and Economy	
POLITICS AND SOCIETY	ENVIRONMENTAL & SOCIAL STUDIES	ENGLISH	PHILOSOPHY	DIGITAL MEDIA LITERACY
	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>
	<b>Section 3:</b> The Modern World 4. Contemporary Issues: Case Studies <b>A:</b> Gender Equity	<b>Strand:</b> Oral Language <b>Element:</b> Communicating as a listener, speaker, reader, writer <b>Element:</b> Exploring and using language	<b>Strand 8:</b> Social and political philosophy	<b>Strand 2:</b> Following my interests online • Searching and evaluating  <b>Strand 3:</b> Checking the facts
<b>Senior Cycle</b>		<b>Senior Cycle</b>		
<b>Strand 1:</b> Power and decision-making <b>Topic 2:</b> Power and decision-making at national and European level 2.3 social class and gender as important social categories		4.1 The Language of Information 4.1.2 Composing		

# LESSON 3

**TOPIC: GENDER**  
**SUB TOPIC: WHO AM I?**  
**LESSON 3: STEREOTYPES**

**SUBJECT: WELLBEING (SPHE)**

## LESSON AIM:

To explore what stereotypes are and how we experience gender stereotypes in everyday life.

## LEARNING INTENTIONS:

- Understand what stereotyping means.
- Examine and challenge stereotypes associated with gender.
- Explore gender stereotypes in the media.
- Reflect on gender stereotypes experienced in everyday life.

## RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- Dictionaries/online access
- Pictures of gender stereotypes from magazines/newspapers/online
- USB presentation

# LESSON PLAN



## INTRODUCTION:

- Show the 'What is a stereotype?' slide.
- Ask the class does anyone know what a stereotype is and can they explain it. If nobody knows what it is then allow the class to look up in their dictionaries, books or online, what the definition of a stereotype is. You could do this together as a class on the teacher's computer if the students don't have access to the internet or dictionaries.
- Show the slide with the stereotype definition, as below, and read it out to the class. Ensure that the whole class understands the meaning of the term before moving on.

**Stereotype definition:** "A widely held but fixed and oversimplified image or idea of a particular type of person or thing." (Oxford Living Dictionaries, 2017)

- Show the slide 'What kinds of stereotypes exist?' Ask the class individually to write down as many types and examples of stereotypes as they can think of.
  - E.g. Stereotypes based on gender, religion, ethnicity, disability, race, socioeconomic background etc.
- Ask some of the students to share with the class the lists they came up with.
- Check if any of the students came up with the example of gender stereotypes and explain that those are the types of stereotypes you are going to focus on in today's lesson.
- Show the next slide and explain to the class that gender stereotypes are beliefs about women and men, girls and boys, which are seen as true and un-changeable. Gender stereotyping occurs when people are judged by how well they adhere to gender roles. Remind the class what they learned about gender roles in the last class. Gender stereotypes can lead to the social exclusion of those who do not fit the stereotype.



## DEVELOPMENT:

- Ask the class to think specifically of some gender stereotypes that they hear about boys and girls.
- Using the slide 'Boys...Girls...', or a large sheet of paper, make a list of all the gender stereotypes the class can think of and the ways in which girls and boys are perceived.
  - E.g. the students might write underneath the 'Boys..' heading 'are strong' or 'are sporty' as these are widely held stereotypes about boys. They might write underneath the 'Girls...' heading 'are weak' or 'like wearing pink'.
- You could allow the students to come up to the IWB or sheet of paper and write up their ideas. Or you could ask students to do this task in groups with a sheet of paper each. If you have a mixed class of girls and boys you could split it by gender and ask the girls to think of the stereotypes associated with them and ask the boys the same about themselves.
- Ask the class do they agree with the stereotypes underneath each heading? Do they believe that those things are true about boys and girls? Look closely at the lists and ask students to point out which attributes they don't think are true.
- Take a few answers from different students. It may help to use some of the examples of stereotypes below if they are included in the lists.
  - Stereotype: boys don't cry. Truth: they do.
  - Stereotype: women are weak. Truth: they bear children and carry heavy loads of water and firewood.
  - Stereotype: girls are delicate. Truth: if we let them, they usually prefer to climb trees and play football just like boys do.
- Play the Always '#LikeAGirl' video on the next slide.
- Ask the class what they think of the video – does it reflect reality? Is this how they sometimes behave and they don't even realise it? Do we hold subconscious gender stereotypes? Are gender stereotypes

# LESSON PLAN

ingrained in society?

- Explain to the class how gender stereotypes are powerful because people accept them as truth even when they see the evidence against them.
- Gender stereotypes define how men and boys, women and girls should be and create unrealistic expectations of both males and females.

## Group Activity

- Before you show the next slide, ask the class to think of where they see gender stereotypes in everyday life. Get them to name as many places as they can think of just off the tops of their heads, e.g. media, food, clothes, beauty etc.
- Show the next slide 'Where do we see gender stereotypes?'. Go through each picture on the slide and ask the class to describe what the gender stereotype is in the picture.
- Split the class into groups.
- Hand out various magazine articles and pictures that depict gender stereotypes to the groups.
- Ask the groups to discuss the pictures amongst themselves – who/what is in the picture, what is the stereotype, what type of company is it from, is this a common type of image etc.
- Ask for a volunteer from each group to tell the class briefly what the group discussed.
- Discuss with the class how the media, family, schools, workplaces etc. often all reinforce gender stereotypes. Gender stereotypes are ingrained in society and can have a very negative impact on people who do not conform to those stereotypes.



## CONCLUSION:

- Bring the class back together as a group and show them the next slide. Ask them do they themselves ever feel like they are being stereotyped based on their gender? Do they feel they are not allowed to do certain things because of their gender? Or to use certain products? Maybe some students will have examples from school, extracurricular activities, with their friends, with products...Discuss these as a class.

## Reflection Time!

- Allow the class to reflect themselves quietly for a few minutes, jotting down a few things that they have learned in today's class.
- Discuss as a group what the class has learned today. Ask if anybody has changed their opinion on anything today or if they learned something new. Can they define what a gender stereotype is? Can they give examples?

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Gather as many examples of gender stereotypes from everyday life as possible – take photos or bring the examples in. E.g. food, clothes, magazines, books, newspapers, toys, television ads, products, websites (e.g. her.ie/joe.ie) etc. Tell the class about where you found the stereotype and what you think of it.
- Make a large informative collage out of examples of gender stereotypes and display it in a central place in school to educate others about where gender stereotypes are found and the harm that they can do.
- Peer to peer teaching – lead an assembly/classes, educating the school about gender stereotypes.

## DIFFERENTIATION:

- Ensure that the pairs and groups the students are broken into are always mixed ability.
- Allow time during the group work for each group and student to finish the task.
- Encourage all of the students to be involved in different aspects of the class which they feel comfortable with – group work, analysis of the video, class discussion and reflection, homework etc.

## ASSESSMENT:

- The students can be assessed on their participation in the group work and ability to analyse the images of stereotypes.
- The class can be assessed on their ability to challenge their own beliefs and stereotypes as they discuss with each other and reflect during the lesson.
- The students can self-assess knowledge and awareness of stereotypes before and after the lesson during reflection time.
- The suggested homework will allow for further assessment of students' effort to find examples of stereotypes and educate about them.

SUBJECT LINKAGE AND INTEGRATION:

SPHE	HOME ECONOMICS	POLITICS AND SOCIETY	PHILOSOPHY	ART
Junior Cycle (Wellbeing)	Junior Cycle		Junior Cycle	Junior Cycle (Visual Art)
<b>Strand 1:</b> Who Am I? • My rights and the rights of others  <b>Strand 3:</b> Team Up • Sexuality, Gender Identity and Sexual Health • Media Influence on Relationships and Sexuality	<b>Strand 2:</b> Responsible Family Living <b>Element:</b> Individual and Family Empowerment		<b>Strand 8:</b> Social and political philosophy	<b>Strand 1:</b> Art <b>Element:</b> Drawing <b>Element:</b> Art elements and design principles (AEDP) <b>Element:</b> Media  <b>Strand 3:</b> Design <b>Element:</b> Drawing <b>Element:</b> Media
Senior Cycle	Senior Cycle	Senior Cycle		
<b>Area of Learning:</b> Gender Studies • Gender stereotyping	<b>Core:</b> 2. Resource Management and Consumer Studies 2.1 Family resource management  3. Social Studies 3.1 The Family in Society  <b>Elective:</b> 6. Elective 3 – Social Studies 6.1 Social Change and the Family 6.2 Education 6.3 Work	<b>Strand 1:</b> Power and decision-making <b>Topic 2:</b> Power and decision-making at national and European level <b>2.3</b> social class and gender as important social categories		
ENGLISH	ENVIRONMENTAL & SOCIAL STUDIES	DIGITAL MEDIA LITERACY		
Junior Cycle	Junior Cycle	Junior Cycle		
<b>Strand:</b> Oral Language <b>Element:</b> Communicating as a listener, speaker, reader, writer <b>Element:</b> Exploring and using language  <b>Strand:</b> Writing <b>Element:</b> Communicating as a listener, speaker, reader, writer	<b>Section 3:</b> The Modern World <b>4.</b> Contemporary Issues: Case Studies <b>A:</b> Gender Equity	<b>Strand 2:</b> Following my interests online • Searching and evaluating  <b>Strand 3:</b> Checking the facts		

LESSON 4

TOPIC: GENDER  
SUB TOPIC: GENDER INEQUALITY  
LESSON 4: WOMEN AND GIRLS

SUBJECT: WELLBEING (SPHE & CSPE) / GEOGRAPHY

LESSON AIM:

To look at the inequalities which women and girls face around the world.

LEARNING INTENTIONS:

- Explore the different inequalities which women and girls around the world face.
- Understand the barriers which women and girls experience.
- Compare the inequalities which women and girls face in Ireland vs. the rest of the world.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation

# LESSON PLAN



## INTRODUCTION:

### Walking Debate

- Get the class on their feet and move all the desks and chairs out of the way so that you have plenty of space.
- Assign one end of the room to be 'I agree', the opposite end to be 'I disagree' and the middle to be 'I'm not sure'.
- Tell the class you are going to read out some statements (you can use the ones provided below or make your own), and if they agree, disagree or aren't sure they should move to the associated part of the room.
- Read out the statements and after each one ask the students in each part of the room to reflect on why they agree/disagree with the statement. Ask others do they agree with what the student has said.
- Statements:
  1. Gender inequality does not exist
  2. Girls and boys have the same chance to succeed in life
  3. It is easier to be a man than a woman in the world today
  4. I am a feminist
- Help the class to think broadly about each statement. For example some students may think girls and boys in Ireland have the same chances in life, but what about in other parts of the world?

barriers.

- Have a class discussion about barriers:
  - Do women and girls around the world face the same barriers?
  - Are the barriers that women and girls face in Ireland different to those in other countries?
- Using the slide 'Ireland/Elsewhere', or a large sheet of paper, write up the barriers that the class thinks women and girls in Ireland face compared to the rest of the world. These can overlap and some of the same barriers can be in each list.
- Show the class the video on the next slide by ONE 'Poverty is Sexist'. What did they think of the video? Did they see some of the barriers women and girls face around the world in the video? Can they name them?

### Quiz

- Do a quick quiz about gender equality for fun. You can use the Kahoot quiz we have created, which is hyperlinked on the slide, or make your own! This quiz is also provided as an activity sheet at the end of this lesson, if you would like to do the quiz in a different format.
- After the quiz, go over each of the correct answers to the questions with the class and reflect on them. Are the class surprised at any of the answers? How do they feel about these facts? Did they learn anything new during the quiz?



## DEVELOPMENT:

- Put up the slide 'What barriers do women and girls face?' Ask the class to use the IWB, or a large sheet of paper, to make a list of all the barriers that they think women and girls face around the world. They could think about some of the things they've just heard in the quiz or other knowledge that they already had.
- Show the slide 'barriers to gender equality' and check if the class thought of all of the



## CONCLUSION:

- Show the 'Invisible Girls' video on the next slide.
- Discuss this video with class. What is the message of the video? Explain to the class that many of the girls who are facing the worst discrimination are invisible. Nobody knows they exist or where they are or what they are experiencing. It is difficult for policy makers and organisations to create and enforce measures to help these girls when

# LESSON PLAN

they don't know what their needs are or where they live.

- Tell the class that in the next lesson they will look at a human rights based approach to gender equality.

### Reflection Time!

- Ask the class to each take out a piece of paper and reflect individually on the lesson today.
- Did they learn anything new? What did they not know about gender equality before this class? How does gender inequality vary around the world? Have they changed their mind about anything today? Do they still agree now with what they said during the walking debate?

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Do a group project entitled 'Gender Inequality around the World' examining the different barriers which women and girls face depending on their location and context.
- Write an essay or have a debate about the statement 'poverty is sexist'.
- Look up the meaning of feminism and write about the theories that surround it.
- Find quotes from as many famous feminists as you can and make a collage of them.
- Look up some statistics on the number of men and women in powerful positions – at a local level (e.g. councils, companies, schools), national level (e.g. government), and international level (e.g. presidents, the UN).
- Research 'What is the Gender Pay Gap?' and investigate the gender pay gap in Ireland compared to other countries.

## DIFFERENTIATION:

- Allow enough time during the walking debate type activity for every student to think about the statement and decide if they agree/disagree with it.
- Ensure that you allow enough time during the quiz for each student to have time to answer each question.
- Use a Kahoot quiz, aural quiz or paper based quiz depending on the abilities of all the students in your class. You could do the quiz in pairs or groups.
- Allow enough time during the reflection at the end of class for all of the students to think about what they have learned and to jot down some notes.

## ASSESSMENT:

- The teacher can assess knowledge of gender equality issues throughout the activities during the lesson – the quiz, the walking debate and the reflections.
- The students can assess their knowledge after each activity and at the end of class during reflection time.
- The students' level of critical thinking and self-challenging can be assessed during the walking debate activity.
- The teacher will assess by observing learning during reflection time.

## SUBJECT LINKAGE AND INTEGRATION:

SPHE	GEOGRAPHY	CSPE	HOME ECONOMICS	HISTORY
<b>Junior Cycle (Wellbeing)</b>	<b>Junior Cycle</b>	<b>Junior Cycle (Wellbeing)</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>
<b>Strand 1:</b> Who Am I? • My rights and the rights of others  <b>Strand 3:</b> Team Up • Sexuality, Gender Identity and Sexual Health	<b>Strand 3:</b> Exploring people, place and change 3.7 compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country	<b>Strand 2:</b> Global Citizenship	<b>Strand 2:</b> Responsible Family Living <b>Element:</b> Individual and Family Empowerment	<b>Strand 2:</b> The History of Ireland <b>Element:</b> Exploring people, culture and ideas 2.9 explain how the experience of women in Irish society changed during the twentieth century
<b>Senior Cycle</b>	<b>Senior Cycle</b>		<b>Senior Cycle</b>	<b>Senior Cycle</b>
<b>Area of Learning:</b> Gender Studies • Gender and Cultural Influences • Male and Female Experiences of Health and Wellbeing	<b>Optional Unit 6:</b> Global Interdependence 6.3 Empowering people is a way of linking economic growth with human development.		<b>Core:</b> 2. Resource Management and Consumer Studies 2.1 Family resource management  3. Social Studies 3.1 The Family in Society  <b>Elective:</b> 6. Elective 3 – Social Studies 6.1 Social Change and the Family 6.2 Education 6.3 Work	Later Modern Ireland <b>Topic 6:</b> Government, Economy and Society in the Republic of Ireland, 1949-1989
ENGLISH	POLITICS & SOCIETY	ENVIRONMENTAL & SOCIAL STUDIES	PHILOSOPHY	DIGITAL MEDIA LITERACY
<b>Junior Cycle</b>		<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>
<b>Strand:</b> Oral Language <b>Element:</b> Communicating as a listener, speaker, reader, writer <b>Element:</b> Exploring and using language		<b>Section 3:</b> The Modern World 4. Contemporary Issues: Case Studies A: Gender Equity	<b>Strand 8:</b> Social and political philosophy	<b>Strand 2:</b> Following my interests online • Searching and evaluating  <b>Strand 3:</b> Checking the facts
<b>Senior Cycle</b>	<b>Senior Cycle</b>			
4.1 The Language of Information 4.1.2 Composing	<b>Strand 1:</b> Power and decision-making <b>Topic 2:</b> Power and decision-making at national and European level 2.3 Social class and gender as important social categories  <b>Strand 2:</b> Active citizenship  <b>Strand 3:</b> Human rights & responsibilities <b>Topic 5:</b> Human rights and responsibilities in Ireland <b>Topic 6:</b> Human Rights and Responsibilities in Europe and the Wider World			

RESOURCE SHEET: QUIZ

1: HOW MANY GIRLS AROUND THE WORLD ARE NOT IN SCHOOL?

- (A) 2 million
- (B) 400 thousand
- (C) 62 million
- (D) 31 billion

CORRECT ANSWER = (D) 31 BILLION

2: TRUE OR FALSE?

One million young women living in low income countries are unable to read a single sentence.

CORRECT ANSWER = FALSE, 100 MILLION YOUNG WOMEN LIVING IN LOW INCOME COUNTRIES CANNOT READ A SINGLE SENTENCE!

3: HOW MANY GIRLS AROUND THE WORLD GET MARRIED EACH YEAR BEFORE THEY ARE AGE 18?

- (A) 15 million
- (B) 1 million
- (C) 100 thousand
- (D) 5 million

CORRECT ANSWER = (A) 15 MILLION

4: TRUE OR FALSE?

1 in 3 women worldwide have experienced physical or sexual violence.

CORRECT ANSWER = TRUE

5: HOW MANY GIRLS AROUND THE WORLD ARE INVOLVED IN CHILD LABOUR?

- (A) 23 million
- (B) 3 million
- (C) 88 million
- (D) 900 thousand

CORRECT ANSWER = (C) 88 MILLION

6: EVERY 2 SECONDS...

- (A) ...a girl is born
- (B) ...a girl drops out of school
- (C) ...a girl experiences gender inequality
- (D) ...a girl becomes a child bride

CORRECT ANSWER: (D) EVERY 2 SECONDS AROUND THE WORLD A GIRL BECOMES A CHILD BRIDE

7: WHAT % OF COUNTRIES HAVE A LAW THAT RESTRICTS ECONOMIC EQUALITY FOR WOMEN?

- (A) 25%
- (B) 60%
- (C) 90%
- (D) 10%

CORRECT ANSWER = (C) 90%

8: ON AVERAGE GLOBALLY WOMEN EARN...

- (A) The same as men
- (B) A little more than men
- (C) A quarter less than men
- (D) 10% less than men

CORRECT ANSWER = (C) A QUARTER LESS THAN MEN

# LESSON 5

**TOPIC: GENDER**  
**SUB TOPIC: GENDER INEQUALITY**  
**LESSON 5: RIGHTS**

**SUBJECT: WELLBEING (SPHE & CSPE)**

## LESSON AIM:

To examine what human rights are and their link to gender equality.

## LEARNING INTENTIONS:

- Understand what human rights are and the treaties that exist.
- Examine the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Recognise the importance of taking action on gender inequality

## RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation
- Photocopies of the 'CEDAW Articles' resource sheet
- Scissors
- Background reading: <http://iknowpolitics.org/sites/default/files/cedaw-for-youth.pdf>

# LESSON PLAN



## INTRODUCTION:

- Explain to the class that in the last lesson they looked at how the rights of many women and girls around the world are violated through the barriers and inequalities that they face.
  - Remind them of examples of violations: child marriage, no access to school, child labour, gender based violence, FGM, unequal pay and opportunities etc.
- Explain that in today's class they will look more in depth at what human rights are and how rights can protect women and girls.
- Start the class with the 'Human Rights In Two Minutes Explainer' video on the first slide of this lesson as an introduction to the basics of what human rights are and a brief history of how they came about.
  - Your class has probably already learned something about human rights in Wellbeing (CSPE) so you could leave out this video if you think it is unnecessary.
- Using the 'True or False' slide (and answers below) ask the class, using a show of hands, who thinks each statement is true or false regarding human rights. Briefly discuss each of the correct answers to the statements.
  - 9 core human rights treaties exist – True [See the list below, make sure you read them out to the class so that they are aware of the treaties]
  - All UN member States have ratified the core treaties – False [all member states have ratified at least one and 80% have ratified at least four]
  - Children have special human rights – True [Human rights apply to all age groups, however world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not.]
  - Women are not protected under a special treaty – False [Yes they are, it is called the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)]
  - Ireland has ratified the Convention on the

Rights of Persons with Disabilities – False [Ireland signed the Convention 10 years ago but still has not ratified it, this means they are not legally bound to do anything under the Convention. They are the only country in the EU which has not ratified it!]

- There is an International Human Rights Day – True [Can any of the students name the date? It is the 10th December every year]
- There are 25 basic human rights – False [There are 30, as outlined in the Universal Declaration of Human Rights]
- The Universal Declaration of Human Rights is legally binding – False [The declaration itself is not legally binding however treaties are]
- Countries abide by the treaties that they have ratified – False [Many countries around the world do not abide by the terms of the treaties that they have ratified and many citizens, such as women and girls, have their rights violated]



## DEVELOPMENT:

- Explain to the class that today they are going to look particularly at the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
  - 189 countries have ratified CEDAW. This means that these countries have agreed to do everything they can to guarantee that women and girls can enjoy their rights on an equal basis with men and boys.
- It is part of international law and is legally binding for countries that have ratified it.
- It is important because it comprehensively addresses women's human rights and is focused on ending all forms of discrimination against women and girls, and guaranteeing their rights in all areas of life.
- It requires countries to eliminate discrimination against women in the public as well as the private sphere, including in the family, and recognises that traditional gender roles and

# LESSON PLAN

stereotypes must be eliminated in order to end all forms of discrimination against women and girls.

- In many countries, CEDAW has helped strengthen provisions in constitutions guaranteeing equality between women and men, and providing a constitutional basis for the protection of women's human rights.
- Because of CEDAW, women and girls around the world have been empowered to claim their human rights.

## Activity

- Explain to the class that there 30 articles in the Convention which countries are obliged to undertake.
- Photocopy the 'CEDAW Articles' resource page at the end of this lesson plan and cut up the different articles.
- Split the class into pairs and hand out one article to each pair.
- Ask them to make an informative poster, using writing and pictures, about the article they have been given.
- The poster should explain what the article is, give one example of a country where a positive thing has happened because of this article and one example of a country where more needs to be done on this article.
- They could start this in class, coming up with ideas for the poster together, and finish it for homework. Suggest that they should look up the articles on the internet to get more information about them. They could use the background reading document linked in the resource section at the beginning of this lesson plan.
- Allow the pairs time in another class to present their posters to each other and to put them up in a display in a public area in school to educate other students about CEDAW.



## CONCLUSION:

- Play the 'Because I am A Girl – I'll take it from here' video on the corresponding slide. Discuss the video with the class - what do they think of it?
- Show the slide with the Mahatma Gandhi quote.
- Explain to the class that as young women and young men they have an extremely important role to play in holding their governments accountable to implementing CEDAW.
- Young people can contribute to countries' reports on the progress that has been made in implementing CEDAW and draw attention to challenges and suggest ways that governments can advance women's and girls' rights in line with the Convention.
- The class has many ways to get involved if they would like to e.g. pick a gender equality violation (such as FGM, child marriage etc.) in a country and campaign to our government and the UN to get that violation stopped, or they could get involved with an NGO in Ireland that is working on protecting women's and girls' rights around the world e.g. Plan International Ireland, or they could do a campaign in school to raise awareness of an issue. Look at the suggested actions on gender at the end of this module for some more ideas.
- Emphasise to the class that they should never think that they can't do something about an issue that concerns them in the world!

## Reflection Time!

- Tell the students to turn to the person beside them and reflect for a few minutes on what they have learned in today's lesson. Did they learn anything new? Can they write down some things they know about CEDAW? Will they take action on any gender issue they've learned about?
- Ask the pairs to give some feedback to the rest of the class on their reflections of the lesson.
- Discuss reflections on the whole gender module as a class.

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Pick a country around the world and compare its human rights record with Ireland in a one page summary report. Each student should pick a different country and share their one pager with the rest of the class to maximise learning about a variety of countries.
- Pick a human rights treaty, make a poster explaining the treaty and present it to the class.
- Debate: split the class into two teams, for and against the motion 'We don't need CEDAW because we already have the UDHR.'
- Choose two countries that have ratified CEDAW. Compare and contrast their successes and failures on implementing the Convention.

## DIFFERENTIATION:

- Allow enough time during the 'True or False' activity for all students to have thought about their answer and put their hand up.
- Ensure for the article activity that the pairs are mixed ability and both students put in the same amount of work.

## ASSESSMENT:

- The students can be assessed on their knowledge during the 'True or False' activity.
- The students can be assessed on their article posters and presentations and on their ability to work together.
- The class can self-assess themselves during reflection time when they look back on what they knew before the beginning of class.

## SUBJECT LINKAGE AND INTEGRATION:

SPHE	HOME ECONOMICS	GEOGRAPHY	HISTORY	ENGLISH
<b>Junior Cycle</b> (Wellbeing)	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>
<b>Strand 1:</b> Who Am I? • My rights and the rights of others  <b>Strand 3:</b> Team Up • Sexuality, Gender Identity and Sexual Health	<b>Strand 2:</b> Responsible Family Living <b>Element:</b> Individual and Family Empowerment	<b>Strand 3:</b> Exploring people, place and change <b>3.7</b> Compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country	<b>Strand 3:</b> The History of Europe and the Wider World <b>Element:</b> Applying historical thinking <b>3.12</b> Evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights	<b>Strand:</b> Oral Language <b>Element:</b> Communicating as a listener, speaker, reader, writer <b>Element:</b> Exploring and using language
<b>Senior Cycle</b>	<b>Senior Cycle</b>	<b>Senior Cycle</b>		<b>Senior Cycle</b>
<b>Area of Learning:</b> Gender Studies • Gender and Cultural Influences	<b>Core:</b> 2. Resource Management and Consumer Studies 2.1 Family resource management  3. Social Studies 3.1 The Family in Society  <b>Elective:</b> 6. Elective 3 – Social Studies 6.1 Social Change and the Family 6.2 Education 6.3 Work	<b>Optional Unit 6:</b> Global Interdependence <b>6.3</b> Empowering people is a way of linking economic growth with human development.		4.1 The Language of Information 4.1.2 Composing
CSPE	ENVIRONMENTAL & SOCIAL STUDIES	POLITICS AND SOCIETY	PHILOSOPHY	DIGITAL MEDIA LITERACY
<b>Junior Cycle</b> (Wellbeing)	<b>Junior Cycle</b>		<b>Junior Cycle</b>	<b>Junior Cycle</b>
<b>Strand 1:</b> Rights and Responsibilities	<b>Section 3:</b> The Modern World 4. Contemporary Issues: Case Studies A: Gender Equity		<b>Strand 8:</b> Social and political philosophy	<b>Strand 2:</b> Following my interests online • Searching and evaluating  <b>Strand 3:</b> Checking the facts
		<b>Senior Cycle</b>		
		<b>Strand 1:</b> Power and decision-making <b>Topic 2:</b> Power and decision-making at national and European level 2.3 social class and gender as important social categories  <b>Strand 2:</b> Active citizenship <b>Topic 4:</b> Rights and responsibilities in communication with others  <b>Strand 3:</b> Human rights and responsibilities <b>Topic 5:</b> Human rights and responsibilities in Ireland <b>Topic 6:</b> Human rights and responsibilities in Europe and the wider world		

## RESOURCE SHEET: HUMAN RIGHTS TREATIES

# 9 CORE HUMAN RIGHTS TREATIES

1. International Convention on the Elimination of All Forms of Racial Discrimination
2. International Covenant on Civil and Political Rights
3. International Covenant on Economic, Social and Cultural Rights
4. Convention on the Elimination of All Forms of Discrimination against Women
5. Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
6. Convention on the Rights of the Child
7. International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
8. International Convention for the Protection of All Persons from Enforced Disappearance
9. Convention on the Rights of Persons with Disabilities

RESOURCE SHEET: CEDAW ARTICLES

Source of information: UN Women

ARTICLE 1: DEFINITION OF DISCRIMINATION AGAINST WOMEN AND GIRLS

Discrimination against women and girls means different treatment from men and boys that prevents them from enjoying their human rights. It includes both direct and indirect discrimination.

ARTICLE 2: OBLIGATIONS TO ELIMINATE DISCRIMINATION

Countries are obligated to take action to end discrimination against women and girls in all its forms, by establishing laws and policies to protect women and girls from discrimination and including the principle of equality in constitutions and other national laws.

ARTICLE 3: APPROPRIATE MEASURES

Countries must take all appropriate measures to guarantee that women and girls can enjoy their human rights and fundamental freedoms in every aspect of society.

ARTICLE 4: TEMPORARY SPECIAL MEASURES

Countries should adopt temporary special measures to accelerate progress towards gender equality and end discrimination and women and girls.

ARTICLE 5: GENDER STEREOTYPES

Countries must work to change harmful gender stereotypes about women and girls and men and boys that perpetuate discrimination and limit opportunities for women and girls to achieve their full potential.

ARTICLE 6: TRAFFICKING AND EXPLOITATION OF PROSTITUTION

Countries must end the exploitation of prostitution and trafficking in women and girls.

ARTICLE 7: POLITICAL AND PUBLIC LIFE

Countries must eliminate discrimination against women and girls in political and public life.

ARTICLE 8: PARTICIPATION AT INTERNATIONAL LEVEL

Countries must ensure that women and girls have equal rights to represent their country at the international level and to participate in the work of international organizations.

ARTICLE 9: NATIONALITY

Countries must guarantee that women have equal rights with men to acquire, retain or change their nationality, and the nationality of their children. Countries must allow women to pass their nationality to their foreign spouses on an equal basis with men.

ARTICLE 10: EDUCATION

Countries must end discrimination against women and girls and ensure equal rights in education.

ARTICLE 11: EMPLOYMENT

Countries must eliminate discrimination against women in employment, including ensuring equal opportunities to choose one’s profession and receive equal pay for work of equal value.

ARTICLE 12: HEALTH CARE AND FAMILY PLANNING

Countries must guarantee equal access to health care and ensure women and girls are not discriminated against in health care and have access to services for family planning and reproductive health.

ARTICLE 13: ECONOMIC AND SOCIAL LIFE

Countries must eliminate discrimination against women and girls in economic and social life.

ARTICLE 14: RURAL WOMEN AND GIRLS

Countries must take account of the specific problems and important role that rural women and girls play in the survival of their families.

ARTICLE 15: EQUALITY BEFORE THE LAW

Countries must guarantee women and girls equality with men and boys before the law, including equal access to legal counsel, services, and resources.

ARTICLE 16: MARRIAGE AND FAMILY LIFE

Countries must eliminate discrimination against women in marriage and family relations. Countries must ensure that women have equal rights as men in their choice of whom to marry and whether to marry, and any matters relating to the birth, adoption, and raising of children. The marriage of a child has no legal effect and countries should take steps to set a minimum age for marriage.

ARTICLES 17 TO 22:

These articles detail how the CEDAW Committee works, including its role in monitoring the implementation of CEDAW in countries that have ratified CEDAW.

ARTICLES 23 TO 30:

These articles deal with the administration of CEDAW.

OPTIONAL PROTOCOL:

The Optional Protocol introduces additional mechanisms for the implementation of CEDAW, including an inquiry procedure for the CEDAW Committee to address systematic violations and a way for women and girls to submit complaints directly to the CEDAW Committee if they consider their human rights protected by CEDAW are violated.

# ACTIONS ON GENDER

There are many actions on gender which you can undertake with your class or help them to do themselves. Below are some suggestions; brainstorm with your class and think of an idea which they are enthusiastic to take charge of.

- Pick a company which you think is promoting gender stereotypes. Write to them outlining why you think they are promoting gender stereotypes, how this is harmful, why you are angry about it and asking if you can have a meeting with the company to discuss it further. If they respond allowing you to set up a meeting with them, organise and plan a presentation to explain why and how you think they should change the way they promote stereotypes.
- Peer to peer teaching: Pick one gender topic and organise to teach a class, or year group, about the topic. You could teach it using the same lesson plan as your teacher used for your class or you could adapt it to suit the year group. Be creative and use engaging ideas to inspire the students. You could consider also going to a primary school to teach younger students about gender.
- Organise an event in your community to campaign about one gender issue which has inspired/motivated you to act. The topic could be the barriers which girls in developing countries face, child marriage, FGM, gender inequality in the workplace etc. The event could be an information session for the community, a demonstration, a march, a workshop to write messages of solidarity for girls around the world, a film screening etc.
- Choose a gender topic which you feel passionate about and create a small school campaign around it. This could involve having a school assembly on the topic, holding competitions, doing a collective action, inviting expert speakers in etc. Get the whole school involved in the topic and take action!
- Contact Plan International Ireland to arrange a joint project with them on International Day of the Girl (11th October every year).

Can you think of other actions you could do? Pick a topic which inspires or motivates you and do an action which will contribute to change! It can be a local or global action. The important thing is to be an active citizen – use the information you gain to make a real difference in the world!



# MODULE REVIEW

Feedback and evaluation are very important in ensuring that Development Education is effective. We would greatly appreciate you gathering feedback from your students on this module. Please photocopy and hand out the below evaluation sheets to your students. You can send the feedback to [info@plan.ie](mailto:info@plan.ie)

## 1. PLEASE RATE YOUR UNDERSTANDING OF GENDER ISSUES BEFORE COMPLETING THIS MODULE:

Very Low	Low	Average	High	Very High
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. PLEASE RATE YOUR UNDERSTANDING OF GENDER ISSUES AFTER COMPLETING THIS MODULE:

Very Low	Low	Average	High	Very High
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. DID YOUR ATTITUDE TO GENDER ISSUES CHANGE OVER THE COURSE OF THE MODULE?

Yes	No	Please explain:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

## 4. DID YOUR ATTITUDE TO THE GLOBAL SOUTH AND DEVELOPMENT ISSUES CHANGE OVER THE COURSE OF THE MODULE?

Yes	No	Please explain:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

## 5. DID YOU, OR WILL YOU, TAKE ACTION ON GENDER?

Yes	No	If yes what action did/will you take?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

## 6. DO YOU HAVE ANY OTHER COMMENTS OR SUGGESTIONS FOR THIS GENDER MODULE?

# MODULE TWO — GLOBAL INEQUALITY

“EARTH PROVIDES ENOUGH  
TO SATISFY EVERY MAN’S  
NEEDS, BUT NOT EVERY  
MAN’S GREED.”

- Mahatma Gandhi

## Overall Aims:

This module aims to familiarise students with the concept of inequality. The lessons will introduce global inequality between individuals and countries, explore why inequality occurs, look at child and educational inequality and conclude by examining what students can do through the Sustainable Development Goals to tackle inequality.

## Background Information and Facts for Teachers:

Inequality exists locally and globally. It exists between people and between countries. It is evident that there are

huge disparities between the wealth of people in Ireland, and it is clear that Ireland as a country is much wealthier than other countries in the world. While local and global poverty may appear as separate problems, they stem from the same issue of structural inequality. The world is structured in such a way that not everyone will succeed, have the same amount of money and not all countries will have the same amount of resources. To address issues of poverty both at home and abroad we need a collective approach to tackling these issues, it is hoped that the Sustainable Development Goals will help achieve the latter.

## FACT

IT IS ESTIMATED THAT THE RICHEST 8 PEOPLE IN THE WORLD HAVE AS MUCH WEALTH AS THE POOREST 3.6 BILLION PEOPLE.

Instead of an economy that works for the prosperity of all, for future generations, and for the planet, we have instead created an economy for 1% of people.

Source: Oxfam (2017)

## FACT

75 MILLION CHILDREN AREN'T IN SCHOOL TODAY, OF THAT 75 MILLION, 41 MILLION ARE GIRLS AND 34 MILLION ARE BOYS.

There are many reasons why children do not go to school, many are forced into child labour or look after younger siblings, for others school simply costs too much or is too far away. For other children war or natural disaster has prevented them from continuing education.

Source: Plan International Returns to Investment in Education: A further update

## FACT

IN SEPTEMBER 2015, 193 WORLD LEADERS AGREED TO 17 GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT. IF THESE GOALS ARE COMPLETED, IT WOULD MEAN AN END TO EXTREME POVERTY, INEQUALITY AND CLIMATE CHANGE BY 2030.

The Sustainable Development Goals are a UN Initiative. The Sustainable Development Goals (SDGs), or Global Goals is the agenda for Sustainable Development for governments and NGOs across the world, not just the Global South. They are aspirational Goals with 169 targets between them, and every person in the world has to help achieve them!

Source: Global Goals

## FACT

85% OF THE WORLD POPULATION LIVES IN THE DRIEST HALF OF THE PLANET. 783 MILLION PEOPLE DO NOT HAVE ACCESS TO CLEAN WATER AND ALMOST 2.5 BILLION DO NOT HAVE ACCESS TO ADEQUATE SANITATION. 6 TO 8 MILLION PEOPLE DIE ANNUALLY FROM THE CONSEQUENCES OF DISASTERS AND WATER-RELATED DISEASES.

The cleanliness and distance of a reliable water source and adequate sanitation has serious impacts upon the lives, health and quality of life of most of the world population.

Source: UN Water

If you would like any more information on the issues raised in these modules please email: [info@plan.ie](mailto:info@plan.ie)

# LESSON 1



## TRIGGER WARNING:

Some students may find parts of this module uncomfortable if they, or their family members, are experiencing poverty or homelessness. Be sensitive and discuss the content of the lessons with students and parents/guardians if you think a student may find it upsetting.

**TOPIC: GLOBAL INEQUALITY**  
**SUB TOPIC: WHAT IS INEQUALITY?**  
**LESSON 1: UNEQUAL CONDITIONS**

**SUBJECT: GEOGRAPHY / WELLBEING (SPHE & CSPE)**

## LESSON AIM:

To introduce and explore global inequality.

## LEARNING INTENTIONS:

- Investigate what inequality means and be able to give examples of it.
- Explore global inequality and recognise how inequality around the world has changed.
- Imagine the world only had 100 people in it and what they would be like.

## RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- Sheets of paper and materials for posters
- Dictionaries/online access
- USB presentation

# LESSON PLAN



## INTRODUCTION:

- Show the slide 'Imagine the world had only 100 people' and ask the class to imagine that the world was a village of only 100 people. Ask them to think about those 100 people, what nationalities they are, what their living conditions might be like etc.
- Show the next slide and read out each of the facts. Are any of these surprising? How does the class feel about them? [These are just a sample of the statistics available, you can find more here: [http://100people.org/statistics\\_100stats.php?section=statistics](http://100people.org/statistics_100stats.php?section=statistics) if you wish to explore further with the class]
- Show the next slide 'What does this illustrate?'. Can any of the students explain what they think these statistics show about the world? Explain to the class that it shows that the world is unequal. While there have been great strides in many areas such as literacy rates, there are still large gaps between people. For example, are the class surprised that only 7 people would go to college?
- Show the next slide '...it shows inequality' and ask the class does anyone know what inequality means? Can they describe it? Tell the class to each look up the definition of inequality using dictionaries (online or books). You could do this together as a class using the teacher's computer if the students do not have access to the internet or dictionaries.

**Inequality definition:** "...a situation in which people are not equal because some groups have more opportunities, power, money etc than others." (Macmillan Dictionary, 2017)

- Show the slide with the definition explaining inequality and ask the class if anyone found this same definition. Get a few volunteer students to read out the definitions they found. If the class is using the internet remind them about reliable and unreliable sources of information.



## DEVELOPMENT:

### Group work

- Split the class into groups and give them each a large sheet of paper and pens.
- Ask the groups to discuss inequality for a few minutes – any examples of inequality they can think of and reasons for why people may be treated unequally
  - Reasons for people being treated unequally may include because of their race or gender or income or ethnicity or disability etc.
- Ask a member of each group to write their group's key ideas on the 'inequality' slide on the IWB or on a large sheet of paper.
- Discuss briefly as a class the different ideas and examples that the groups came up with.
- Show the slide 'Global inequality...'. Explain to the class that this module will focus on **global** inequality which is about the economic inequality between countries and individuals.
- Tell the class that for an introduction to this type of inequality they will watch a video by Hans Rosling, a famous statistician.
- Show the class the video on the next slide 'The state of the world in seven snowballs'. Discuss with the class what the video showed. Were they surprised by anything in the video? Did they learn anything new from it?
- The video shows how in the past there was inequality solely between rich and poor countries, it was easy to say that some countries were rich and some countries were poor. But now inequality around the world is much more complicated. There are still very rich people and very poor people but there are much more people living in between these groups now. It is not easy to label whole countries as rich or poor anymore because most countries contain people who are very rich, people who are very poor, and many people who are in the middle. While countries overall have become more equal, inequality between people has grown hugely over recent

# LESSON PLAN

years. Very poor people still exist and the world has not succeeded in lifting this group of people out of poverty or improving their lives.



## CONCLUSION:

### Activity Time

- Ask each of the students in the class to create a poster or a model representing one or some of the statistics presented on the 100 People website ([http://100people.org/statistics\\_100statsphp?section=statistics](http://100people.org/statistics_100statsphp?section=statistics))
- Help the students to think of ways to present the statistic(s) in a way which is visually eye catching and thought provoking.
- Allow them to look at the posters on the 100 People website for ideas but tell them to be creative and come up with ideas themselves.

### Reflection Time!

- Ask the class to think about and discuss in pairs what this lesson covered. Did they learn anything new? Can they explain what global inequality is? Can they think of examples? Did their attitude towards anything change?
- Discuss as a class what the pairs reflected on.

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Write a newspaper piece reporting on the state of inequality in the world today. Research some statistics and present them in your piece, highlighting where inequality is highest in the world and how inequality has changed.
- Do some research into the 1% vs. the 99% concept and write a one page report on your findings. Oxfam produces good information on this concept.
- Watch more of Hans Rosling's videos on inequality and produce your own video using creative ways of representing figures.

## DIFFERENTIATION:

- During the group activities ensure the groups are mixed ability and that each student has a role that they are comfortable with, reflective of their ability.
- Allow enough time during the class discussions for each student to understand the concepts. Concepts such as the world as 100 people can be difficult for students to visualise and understand.

## ASSESSMENT:

- The teacher can assess the students' ability to work together during the group work and their ability to discuss ideas.
- The teacher can assess the students' aptitude for understanding abstract ideas such as the world as 100 people concept and their ability to critically think.
- During reflection time the students can assess their learning and attitude changes.

## SUBJECT LINKAGE AND INTEGRATION:

GEOGRAPHY	CSPE	POLITICS AND SOCIETY	MATHS	HOME ECONOMICS
<b>Junior Cycle</b>	<b>Junior Cycle (Wellbeing)</b>		<b>Junior Cycle</b>	
<b>Strand 3:</b> Exploring people, place and change <b>3.6</b> identify global patterns of economic development	<b>Strand 1:</b> Rights and Responsibilities  <b>Strand 2:</b> Global Citizenship • Local and Global Development		<b>Strand 3:</b> Number <b>3.1</b> Number Systems	
<b>Senior Cycle</b>		<b>Senior Cycle</b>	<b>Senior Cycle</b>	<b>Senior Cycle</b>
<b>Elective Unit 4:</b> Patterns And Processes In Economic Activities Economic Development <b>4.1</b> Statement: Economic activities are unevenly distributed over the earth <b>4.2</b> Statement: Levels of economic development show major spatial variations and can change over time. Levels of economic development evolve through the complex interaction of factors including physical, social, cultural, and political.  <b>Optional Unit 6:</b> Global Interdependence		<b>Strand 1:</b> Power and decision-making <b>Topic 2:</b> Power and decision-making at national and European level <b>2.3</b> social class and gender as important social categories  <b>Strand 3:</b> Human rights and responsibilities <b>Topic 5:</b> Human rights and responsibilities in Ireland <b>Topic 6:</b> Human rights and responsibilities in Europe and the wider world  <b>Strand 4:</b> Globalisation and localisation <b>Topic 8:</b> Sustainable development	<b>Strand 3:</b> Number <b>3.1</b> Number Systems	<b>Elective:</b> <b>6.</b> Elective 3: Social Studies <b>6.6</b> Poverty
SPHE	ENGLISH	ART	PHILOSOPHY	DIGITAL MEDIA LITERACY
<b>Junior Cycle (Wellbeing)</b>	<b>Junior Cycle</b>	<b>Junior Cycle (Visual Art)</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>
<b>Strand 1:</b> Who am I? • My Rights and the Rights of Others	<b>Strand:</b> Oral Language <b>Element:</b> Communicating as a listener, speaker, reader, writer <b>Element:</b> Exploring and using language  <b>Strand:</b> Reading <b>Element:</b> Understanding the content and structure of language  <b>Strand:</b> Writing <b>Element:</b> Communicating as a listener, speaker, reader, writer	<b>Strand 1:</b> Art <b>Element:</b> Drawing <b>Element:</b> Art elements and design principles (AEDP) <b>Element:</b> Media  <b>Strand 3:</b> Design <b>Element:</b> Drawing <b>Element:</b> Media	<b>Strand 8:</b> Social and political philosophy	<b>Strand 2:</b> Following my interests online • Searching and evaluating  <b>Strand 3:</b> Checking the facts
<b>Senior Cycle</b>	<b>Senior Cycle</b>			
<b>Area of Learning:</b> Gender Studies • Gender and Cultural Influences	<b>4.1</b> The Language of Information <b>4.1.2</b> Composing  <b>4.3</b> The Language of Persuasion <b>4.3.2</b> Composing			

# LESSON 2

## TOPIC: GLOBAL INEQUALITY SUB TOPIC: WHY IS THERE INEQUALITY? LESSON 2: STRUCTURAL INEQUALITY

### SUBJECT: GEOGRAPHY / WELLBEING (CSPE)

### LESSON AIM:

To look at why inequality occurs and the consequences of it.

### LEARNING INTENTIONS:

- Understand the causes of inequality amongst individuals and countries.
- Explore the meaning of structural inequality.

### RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- Large sheets of paper and pens
- Photocopies of the 'problem tree' resource page
- USB presentation

# LESSON PLAN



## INTRODUCTION:

- Show the slide 'Inequality exists around the world between people and between countries'. Recall from the last lesson that while inequality between countries has reduced and there is not such a clear cut divide between 'rich' and 'poor' countries, this inequality does still exist. Some countries overall are poorer and have less power than other countries. Inequality between individuals exists too; there are a lot more people now who are not very rich or very poor but range in between. Ask the class to think about why inequalities exist between countries and people.
- Show the slide 'group work' and split the class into groups and give each group a large sheet of paper. Ask them to discuss amongst themselves and jot down notes on what they think the causes of inequality might be. Why is there inequality between people? Why do some people not get the same chances in life as others? Why is there inequality between countries? Can you think of examples of inequality around the world?
- Show the next slide 'What causes inequality?'. Ask a person from each group to come up to the IWB, or a large sheet of paper, and write down some of the causes of inequality that their group thought of.
  - Causes of inequality include: unequal power, unequal resources, unequal wealth, lack of job opportunities, lack of education opportunities, discrimination against certain groups based on religion, race, economics etc. Show the class the 'causes of inequality' slide and explain that there are many things which can hold people back in life and cause inequality.



## DEVELOPMENT:

- Show the picture on the next slide to the class. Ask them what can they see? Does this show inequality? How? Where do they think this picture was taken? Are they

surprised by the picture? Tell them the picture is from Bangladesh and that it shows how there can be stark inequality between individuals in countries. There is inequality in every country in the world. In countries that may have been called 'poor' in the past there are still a lot of very poor people but there are also extremely rich people! Similarly in countries that have been called 'rich' in the past there are many people living in poverty.

- Tell the class that now they are going to watch a video about inequality between individuals in a place that is often deemed 'rich', California.
- Hand out a copy of the 'problem tree' resource, photocopied from the end of this lesson, to each of the students. Explain to them that you want them to watch the video carefully and to individually try to fill in the problem tree. The roots of the tree should be filled with any causes of inequality that they learn from the video and the leaves of the tree should be filled with any consequences of inequality that they hear.
- Play the video 'A Tale of Two Zip Codes' on the slide.
- After watching the video, discuss with the class what they wrote in their problem trees and the questions below. The video shows us how people living in different places do not get the same opportunities.
  - Why? What are the constraints? [Poorer schools, lack of healthcare, dangerous neighbourhoods, lack of jobs, pollution etc.]
  - What are the consequences? [Ill-health, poor education, poverty, etc.].
  - What were the reasons for this inequality in California occurring in the first place? [Discrimination based on race, economics etc.].
  - What does this video show? [Inequality occurs everywhere and it has a detrimental effect on everyone].
- Show the slide 'This shows structural inequality!'. This video depicts structural inequality – the fact that some people/ groups of people are favoured by our

# LESSON PLAN

institutional structures more than others because e.g. they are wealthier. Wealthier people are favoured more and given better opportunities and more benefits and end up better off, perpetuating the cycle of inequality. For example, in the video barriers existed for people in B-Ville in every aspect of life and they could never access better opportunities or lift themselves out of poverty because of where they lived and who they were. Although there may seem to be many causes of inequality, as covered earlier in the class, it is the structures in society that keep inequality going, stop people from lifting themselves out of poverty and continue to benefit certain groups of people.

- Show the 'Breaking down structural barriers' slide.
  - The first image shows that while each person is being treated equally they do not all have the same chance to see over the fence because of their different needs. Equality in this sense means that each person is being treated the same by giving them each the same box.
  - The second image shows that they are all being treated equitably; by being given boxes to meet their individual needs they each have an equal chance to see over the fence. Equity in this sense means that each person has what they need to be successful, depending on their different needs. Equity is better than equality because it ensures that everyone gets an equal chance by meeting their personal needs, not just treating them the same as in equality.
  - The third image shows however that none of the people need any of these supports if the fundamental barrier is taken away – the wooden fence. Now everyone can see equally well. This represents the breaking down of structures that cause the inequality cycle to continue.



## CONCLUSION:

- Remind the class that although we have

focused mostly on individual inequality in today's class, inequality exists between countries too. Sometimes countries do not want to share their materials and resources with other countries and can hold a lot of power, wealth and dominance over them. Often these powerful countries take advantage of less powerful countries and exploit them – they take their resources (e.g. oil, valuable minerals, wood etc.) and tie them into unfair trade deals.

- Ask the class have they heard of cobalt before? Does anyone know what it is or what it is used in? Cobalt is used in something that all of us use every day. It is a metal which is used to make lithium ion batteries used in smartphones. Cobalt is only found in a very few places in the world, mostly in the Democratic Republic of Congo, Central African Republic and Zambia. The demand for cobalt is so high from countries such as China and the US, who manufacture smartphones, that often the countries with cobalt are exploited for this metal.
- Play the video 'Meet Dorsen, 8, who mines cobalt to make your smartphone work'. Explain to the class that this type of exploitation is due to global inequality - richer and more powerful countries like the US and China can exploit poorer countries for their resources. It is often the poorest most vulnerable people in these countries who suffer the most.
- Discuss with the class: Did they know this about their smartphones? How does it make them feel? Can they think of other examples like this?

## Reflection Time!

- Reflect together as a class on today's lesson.
- Ask the students to consider if they have learned anything new today and have their attitudes changed about anything. What are the causes of inequality? Where does inequality occur? What does structural inequality mean?

# LESSON PLAN

## EXTENSION ACTIVITIES:

- If you have time to dedicate another class to this topic, or for homework, watch this video on the exploitation of gold in Ghana by China: <https://www.theguardian.com/global-development/2013/apr/23/influx-chinese-goldminers-tensions-ghana>
- Research and write a one page report on inequality in Ireland. Investigate the statistics and where inequality exists e.g. in terms of health, education, resources, public transport, amenities etc.
- Each student picks a different country around the world and produces an 'inequality profile' for that country e.g. statistics and facts on inequality in terms of health, education, jobs etc.
- Research the exploitation, by one country, of another country's resource – Who is involved? What is the resource? What are the consequences?
- Write a song or a poem based on inequality – how does it feel, who experiences it, where does it exist. It should give an example of inequality between individuals in Ireland and an example between countries.

## DIFFERENTIATION:

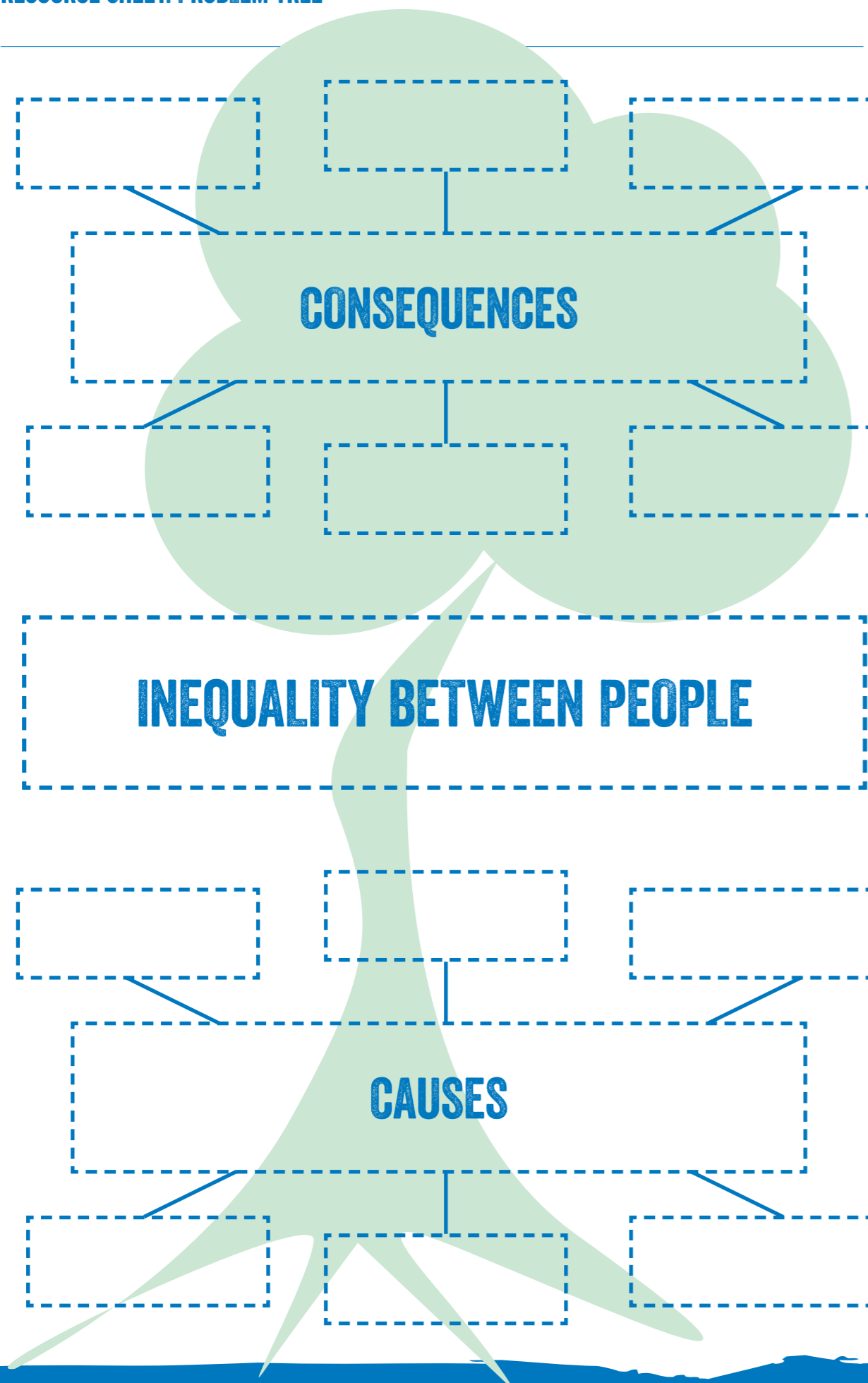
- Ensure that the groups are mixed ability and that students are comfortable with their roles.
- Some of the concepts in this lesson are complicated and some students may find it more difficult than others to understand them. Allow enough time for explanation and questions so that the whole class has time to understand the concepts.

## ASSESSMENT:

- The teacher can assess the students' abilities to work together and to learn from each other during the group work exercise.
- The teacher can assess students' ability to critically think during the discussion times after the videos.
- The students can self-assess their learning and attitudinal change during reflection time.

## SUBJECT LINKAGE AND INTEGRATION:

GEOGRAPHY	CSPE	POLITICS AND SOCIETY	SPHE	HOME ECONOMICS
<b>Junior Cycle</b>	<b>Junior Cycle (Wellbeing)</b>		<b>Junior Cycle (Wellbeing)</b>	
<b>Strand 3:</b> Exploring people, place and change <b>3.6</b> identify global patterns of economic development	<b>Strand 1:</b> Rights and Responsibilities  <b>Strand 2:</b> Global Citizenship • Local and Global Development		<b>Strand 1:</b> Who am I? • My Rights and the Rights of Others	
<b>Senior Cycle</b>		<b>Senior Cycle</b>	<b>Senior Cycle</b>	<b>Senior Cycle</b>
<b>Elective Unit 4:</b> Patterns And Processes In Economic Activities <b>4.1 and 4.2</b> Economic Development  <b>Optional Unit 6:</b> Global Interdependence		<b>Strand 1:</b> Power and decision-making <b>Topic 2:</b> Power and decision-making at national and European level <b>2.3</b> social class and gender as important social categories  <b>Strand 3:</b> Human rights and responsibilities <b>Topic 5:</b> Human rights and responsibilities in Ireland <b>Topic 6:</b> Human rights and responsibilities in Europe and the wider world  <b>Strand 4:</b> Globalisation and localisation <b>Topic 7:</b> Globalisation and identity <b>Topic 8:</b> Sustainable development	<b>Area of Learning:</b> Gender Studies • Gender and Cultural Influences	<b>Elective:</b> <b>6.</b> Elective 3 – Social Studies <b>6.2</b> Education <b>6.3</b> Work <b>6.5</b> Unemployment <b>6.6</b> Poverty
ENGLISH	MUSIC	PHILOSOPHY	DIGITAL MEDIA LITERACY	
<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	
<b>Strand:</b> Oral Language <b>Element:</b> Communicating as a listener, speaker, reader, writer <b>Element:</b> Exploring and using language  <b>Strand:</b> Reading <b>Element:</b> Communicating as a listener, speaker, reader, writer  <b>Strand:</b> Writing <b>Element:</b> Communicating as a listener, speaker, reader, writer	<b>Strand 1:</b> Procedural knowledge <b>Element:</b> Creating and Exploring  <b>Strand 2:</b> Innovate and ideate <b>Element:</b> Creating and Exploring	<b>Strand 8:</b> Social and political philosophy	<b>Strand 2:</b> Following my interests online • Searching and evaluating  <b>Strand 3:</b> Checking the facts	
<b>Senior Cycle</b>	<b>Senior Cycle</b>			
<b>4.1</b> The Language of Information	<b>2.2</b> Composing			



# LESSON 3

**TOPIC: GLOBAL INEQUALITY**  
**SUB TOPIC: WHAT ABOUT PEOPLE MY AGE?**  
**LESSON 3: CHILD INEQUALITY**

**SUBJECT: GEOGRAPHY / WELLBEING (CSPE)**

## LESSON AIM:

To examine children's lives around the world and look at the inequalities which exist between children.

## LEARNING INTENTIONS:

- Explore the similarities and differences between the lives of the students in the class and children around the world.
- Experience the inequalities that exist between children around the world through a game.
- Understand the reasons for inequalities between children in different countries.

## RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- Role cards photocopied, printed and cut out
- USB presentation

# LESSON PLAN



## INTRODUCTION:

- Ask the class to each take out a piece of paper and write a detailed routine of what they do on a weekday including the times they do everything. E.g. 6am – wake up, 6.30am eat breakfast, 8am go to school etc. It should start with what time they get up at and end with what time they go to bed. Tell the class to also write down what their motivations are behind their daily activities e.g. desire to learn more, wish to do well in school or get a good job in the future, desire to enjoy themselves etc.
- Show the class the short film (10 minutes) 'Amar' from the corresponding slide. Ask the class to jot down on a new piece of paper during the film the main activities of Amar's day and the times he does them.



## DEVELOPMENT:

- Explain to the class that Amar is a 14-year-old boy from Jamshedpur, a major industrialised city in Eastern India. Amar is the main income earner in his family. He works two jobs six days a week as well as attending school in the afternoons.
  - Show the slide 'Discussion time' and discuss the film with the class. What similarities are there between Amar's daily routine and theirs? What differences are there? What types of things did he do all day? Were they surprised by any of the activities? How did the film make them feel? Which of Amar's activities took the longest? How long did he rest or play for during the day? How much time did he spend on each family, schoolwork and employment? Why does Amar have to live his life like this? How would the class feel if they had to do this routine every day? What do the class think motivates Amar during his routine? Are they the same motivations as themselves? Do the class think Amar has the same hopes and dreams as themselves? Do they think he be able to achieve these? Why/why not?
- ### Game Time!
- Show the slide 'Step forward game' Photocopy the role play cards and cut out each one. Read the role cards yourself before the lesson and depending on the size of your class pick a variety of roles. You may decide to add a few yourself or not include some if you are aware of students in your class who may be experiencing the issues addressed in the card.
  - Give each student a role play card and ask them to read it to themselves and think about it (who they are, where they live, their family, what kind of life they have).
  - Get the students to stand in a line across the room (you could do this outside if the room is not big enough).
  - Tell the students you are going to read out nine statements. If they think the statement is true for their character they should take a step forward. If they think it is not true for their character they should stay in the same place.
  - Tell the students that some of the role cards might be a bit ambiguous – there may not be a clear cut yes or no answer for whether they should definitely move forward or stay in the same place. They must think about the life of their character and decide whether to move forward or not. There are no right or wrong answers.
  - Read out each statement, allowing time for the students to think about their character and the statements and whether to move or not.
  - Once you have read out all the statements the students should be spread across the room. Ask the students what they think the spread across the room represents? It represents the inequality experienced by children living around the world. Ask them how they feel about where they are standing in the room and why. Were they surprised by anything?
  - Ask a representative few students across the room (some from the front, middle and back) to read out their role cards. Why do they think they are standing in the position that they are in the room? What was holding

# LESSON PLAN

them back, or not holding them back, from moving forward?

- Show the slide 'Reflection' and ask the class to go back to their seats and get into pairs to discuss the following questions about the game:
  - Who moved the furthest forward and why?
  - Who didn't move very much and why?
  - How did you feel when you were moving forward?
  - How did you feel when you weren't moving?
  - Who gets furthest ahead in life? Why? (Think about gender, education, jobs, war, natural disasters, disability etc.)
  - Who gets left behind in life? Why? (Think about gender, education, jobs, war, natural disasters, disability etc.)
- Remind the class that as the game shows inequality occurs everywhere. Poor people don't just exist in stereotypical 'poor' countries and rich people don't just exist in 'rich' countries. The game also shows that it is not only wealth that determines inequality. People get left behind in life for many reasons including war, natural disasters, gender, lack of education, lack of jobs, disability etc. Inequality is not just about the location that you live in but also the situation. The cards were purposely ambiguous as life is not always straightforward – there are not always clear cut reasons for why people get left behind, it can happen slowly over time or quickly due to war for example.

can occur suddenly in this way.]

- Show the last slide. Young people across the world have the same hopes, dreams and aspirations but they don't get the same opportunities. Is this fair?

## Reflection Time!

- Ask the class to take a few minutes individually to reflect on the lesson and consider the following questions:
  - Did you learn anything new in today's class?
  - Were you surprised by anything?
  - Did you change your attitude towards anything?
  - What can cause inequality for children?



## CONCLUSION:

- Play the video on the next slide 'Most Shocking Second a Day'.
- What do the class think of the video? What does it show? [Life can change rapidly for children around the world. A child may start off with a good life and have a lot of opportunities but that can all change with something like war or a natural disaster and they can be left with nothing. Inequality

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Watch this National Geographic video of teenagers from around the world Skyping each other: <http://video.nationalgeographic.com/video/short-film-showcase/teens-from-around-the-world-skype-each-other-this-is-what-happens> Pick a country that you would like to visit and think of some questions that you would ask teenagers there to find out more about them. Try and find the answers to your questions using the internet and books. Write your questions and answers on a sheet of paper.
- Pick a country and find out as much information about the life of a child your age there. Write a short story pretending you are that child. Give yourself a name and describe yourself and what your daily routine is.

## DIFFERENTIATION:

- Ensure that you give enough time for all the students during the game to understand their role cards and to think about each statement and decide whether to move or not. Some students may need more time than others to do this.
- The pairs/groups should be mixed ability and with students that don't usually work together.

## ASSESSMENT:

- The teacher can assess the students' abilities to think creatively during the Step Forward game.
- The students can self-assess their knowledge and attitude change during reflection time.

## SUBJECT LINKAGE AND INTEGRATION:

GEOGRAPHY	CSPE	POLITICS AND SOCIETY	SPHE	HOME ECONOMICS
<b>Junior Cycle</b>	<b>Junior Cycle (Wellbeing)</b>		<b>Junior Cycle (Wellbeing)</b>	
<b>Strand 3:</b> Exploring people, place and change <b>3.7</b> compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country	<b>Strand 1:</b> Rights and Responsibilities  <b>Strand 2:</b> Global Citizenship • Local and Global Development		<b>Strand 1:</b> Who am I? • My Rights and the Rights of Others	
<b>Senior Cycle</b>		<b>Senior Cycle</b>	<b>Senior Cycle</b>	<b>Senior Cycle</b>
<b>Elective Unit 4:</b> Patterns And Processes In Economic Activities – <b>4.1 and 4.2</b>  <b>Optional Unit 6:</b> Global Interdependence		<b>Strand 3:</b> Human rights and responsibilities <b>Topic 5:</b> Human rights and responsibilities in Ireland <b>Topic 6:</b> Human rights and responsibilities in Europe and the wider world  <b>Strand 4:</b> Globalisation and localisation <b>Topic 8:</b> Sustainable development	<b>Area of Learning:</b> Gender Studies • Gender and Cultural Influences	<b>Elective:</b> <b>6.</b> Elective 3 – Social Studies <b>6.2</b> Education <b>6.6</b> Poverty
ENGLISH	PHILOSOPHY	DIGITAL MEDIA LITERACY		
<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>		
<b>Strand:</b> Oral Language <b>Element:</b> Communicating as a listener, speaker, reader, writer <b>Element:</b> Exploring and using language  <b>Strand:</b> Reading <b>Element:</b> Communicating as a listener, speaker, reader, writer  <b>Strand:</b> Writing <b>Element:</b> Communicating as a listener, speaker, reader, writer	<b>Strand 8:</b> Social and political philosophy	<b>Strand 2:</b> Following my interests online • Searching and evaluating  <b>Strand 3:</b> Checking the facts		
<b>Senior Cycle</b>				
<b>4.4</b> The Language of Narration <b>4.4.2</b> Composing				

## RESOURCE: STEP FORWARD GAME

**1:**

My name is Anna. I am a girl. I live in Dublin, Ireland. I live in a brick house. I go to school every day and my favourite subject is Maths. I love playing hockey after school with my friends. My mother and father work as doctors. We eat dinner together every night. At the weekend I like going to the cinema with my friends.

**2:**

My name is Imal. I am a boy. I live in Syria. My country is at war and everyday there is fighting. I live in an old house made of stone. I have not been to school in two years. There are no jobs for my mother and father so we don't have much money. I help my older brother fix bicycles to try and get some money for my family. There is very little food available.

**3:**

My name is Carlos. I am a boy. I live in Guatemala. I live in a house made of mud with a straw roof. I go to school nearly every day. I love school because I learn so many new things and see my friends. My father works in a pineapple plantation. He does not earn very much money. My mother looks after my younger siblings. After school I go and help my father at the pineapple plantation. It is hard work and I am so tired every day. I eat food in school at lunchtime so sometimes I do not have dinner at home because there is not enough food for me.

**4:**

My name is Anushka. I am a girl. I live in a small tribal village in India. I don't go to school. I miss it because I am bored every day and I am not learning anything. My mother sells snacks at the side of the road. My father looks after our cow and our three goats. I look after my younger sisters at home. Sometimes I have to help my mother selling snacks because we usually don't have enough money to buy food.

## RESOURCE: STEP FORWARD GAME

**5:**

My name is Gifty. I am a girl. I live in Ghana. My family lives in one room in a big house where all my cousins and grandparents live. I try to go to school every day but sometimes I have to help my mother collect water from the well. We have to walk for four hours to get the water and it is so heavy to carry the buckets. I miss school when I can't go. My favourite subject is Geography and I love hanging out with my friends. My mother works as a seamstress. She does not have much money. My father works as carpenter in the capital city so I don't see him very often. I miss him but I am happy when he sends us money so that we can buy food to eat.

**6:**

My name is Kofi. I am a boy. I live in Togo. I live in a house made of mud and sticks. I am blind so I have never been to school. My mother teaches me some things at home but it is hard because she didn't finish primary school. I wish I could go to school like the other children in my village. It sounds like fun and I want to learn many things so that I can get a good job. My father and mother both work on a cocoa farm near our house so I have to stay at home during the day by myself. I feel very lonely. I love when my family eats together in the evenings.

**7:**

My name is Mohammed. I am a boy. I live in Iraq. There has been war and fighting in my country for my whole life. My house was destroyed so now my family lives with my grandparents in their small brick house. I just started going to school this year and I love it. My favourite subject is Science. Sometimes I can't go to school because of the war. My father is a doctor and works a lot. My mother teaches in my school. We have enough money to buy food but sometimes there is no food to buy because of the war.

## RESOURCE: STEP FORWARD GAME

**8:**

My name is Uka. I am a girl. I live in Nigeria. I live in a small house made of cement and straw. I would love to go to school but I can't because a terrorist group in my country does not like girls going to school. It is not fair because my brother is still allowed to go to school. My father is unemployed and my mother makes clothes so we don't have much money. I cook for my family and look after my little sister during the day. I feel lonely and wish I could go to school to make some friends.

**9:**

My name is Hanad. I am a boy. I am from Somalia but I live in a refugee camp in Greece. My house is a small tent. My parents can't work here. The camp is cold and dirty, and lots of people are getting sick. Sometimes I go to a school in the refugee camp but often it is closed because there is no teacher. I miss my school and friends in Somalia. We get some food in the refugee camp but it is not enough. I wish we could go home to Somalia but it is too dangerous there at the moment. My parents want to go to the UK where my aunt is but we are not allowed to go. We are stuck here with nothing to do, I feel so sad and angry.

**10:**

My name is Agata. I am a girl. I live in Poland. I live in a stone bungalow house. I go to school every day and I love it. My father works in the UK as an electrician. He sends money home to me and my mother. I miss my father a lot. My mother can't work because she hurt her back. I make her dinner every day and I clean the house at the weekends. Sometimes I play with my friends too.

## RESOURCE: STEP FORWARD GAME

**11:**

My name is Rose. I am a girl. I live in Haiti. I live in a house made of metal sheets. I don't go to school anymore because my school was destroyed in a big storm. My father works long days helping to fix buildings in our village. I sometimes help my mother to sell food at the side of the road. I miss school and my friends.

**12:**

My name is Chris. I am a boy. I live in America. I live in an apartment in a very high building. I live with my mother and she works long hours as a cleaner. Sometimes I don't go to school so that I can look after my little brother if we can't get a babysitter. I like playing basketball with my friends at the weekend. I also help my mother to clean the house. I love going to my grandparents' house every Sunday and eating lots of food.

**13:**

My name is Sean. I am a boy. I live in Mayo in Ireland. I live in a brick house on a farm. My father is a farmer and my mother is a nurse. I go to school in my local village. Sometimes it is really boring. I wish I could play football all day. At the weekend I have to help my father on the farm. My favourite food is chicken nuggets and chips.

**14:**

My name is Patrick. I am a boy. I live in Wexford in Ireland. I live with my grandparents and my four sisters in a caravan. I sometimes go to school and other times I work in my grandfather's hardware shop. I have to work sometimes because we don't have much money to buy food. I like school more than working because I see my friends and I can play hurling.

## RESOURCE: STEP FORWARD GAME

**15:**

My name is Fatimah. I am a girl. I live in Tanzania. I live in a big concrete house. We have a swimming pool. My parents are teachers. I go to the school they teach in and I love it. My favourite subject is English. I have piano lessons after school some days and other days I go swimming. The house girl cooks us delicious food every day, my favourite is egg and chips.

**16:**

My name is Ali. I am a boy. I live in Pakistan. I live in a stone house. My father is a police man and my mother looks after me and my brothers and sisters. It is hard for me to go to school because I was very sick with Polio when I was young so I was left with a disability. I have to walk with crutches and I can't get in and out of the classrooms. I wish I could go to school because I am so bored at home. Sometimes I help my mother to cook food if we have some.

**17:**

My name is Annie. I am a girl. I live in Ireland. I live in a hotel at the moment. My mother works in a shop and my father lost his job, so we had to move out of our house. I get the bus for an hour every day to go to school. After school I like to watch TV and eat. It can be hard to do my homework because I have to share the hotel room with my mother, father and little brother.

**18:**

My name is Lana. I am a girl. I live in Jordan. I live in a stone house with my eight brothers and sisters. I go to school every day. In my class there are over 200 children aged 4-12 because we only have two teachers in the school. There are children from many different countries in my class. My mother stays at home and looks after my brothers and sisters. My father works in a company making computers. After school I cook all the food for my family every day because my mother is too busy.

## RESOURCE: STEP FORWARD GAME

**19:**

My name is Bo. I am a boy. I live in China. I live in an apartment. I am an only child. I go to school every day and I study English after school. In the evenings I practice chess with my father. At the weekend I learn the violin. My parents both work in a bank.

**20:**

My name is Hella. I am a girl. I live in Norway. I live in a small house. My father is a fisherman and my mother is a baker. Sometimes I can't go to school because I have to help my mother bake. I love singing and dancing. I help my mother cook dinner every night. It is so much fun.

**21:**

My name is Alexander. I am a boy. I live in Russia. I live in a wooden house. I have to walk for two hours to get to school. In the winter it is so cold that sometimes I can't go. My father is a carpenter and my mother is a nurse. Sometimes in the winter it is hard to get food because it is snowing and we live far from the shops.

**22:**

My name is Mali. I am a girl. I live in Thailand. My family lives in one room in a wooden house. I have to walk across a long old bridge to get to school. Sometimes if there has been heavy rain it is dangerous and I am scared. My parents work in the city as traders so they are gone all day. After school I look after my brothers and sisters. I cook for them and bath them.

## RESOURCE: STEP FORWARD GAME

**23:**

My name is Arthur. I am a boy. I live in Brazil. I live in a small metal house. When the Olympics came here my house had to be moved far away. Now I have to walk a long way to school. My father is a builder. He worked lots during the Olympics but now he has no work. My mother is a teacher. I love football.

**24:**

My name is Kia. I am a girl. I live in Uganda. I live in a house made of mud and straw. I don't go to school. I have a job selling water to cars in traffic. Sometimes it is dangerous and I am scared. I wish I could go to school but my family does not have enough money to send me, only my brother can go. My parents both work on a coffee farm. We don't have much money for food. Sometimes we only eat rice every day.

**25:**

My name is Hans. I live in Germany. I live in a big house made of concrete, it has three floors! I go to school every day. My favourite subject is Art. After school I have guitar lessons. My mother is a doctor and my father does not work. My father cooks dinner for us every day. We live in a house with a big garden. I play with my dog in the garden.

**26:**

My name is Maria. I live in Mali. I live in a small house made of straw. I don't go to school because my parents can't afford to pay for it. I help my father work on our farm. We grow vegetables and we eat them. We don't eat meat much because it is expensive. My mother doesn't work because she has to look after my six siblings. Sometimes it does not rain for a long time and we can't grow much food.

## RESOURCE: STEP FORWARD GAME

**27:**

My name is Sofia. I live in Chile. I live in a small house made with concrete and straw. I have cerebral palsy and I can't walk. I need a wheelchair but it is too expensive. I can't go to school. My mother stays at home and cares for me. My father works as a taxi driver. We don't have much money so sometimes our neighbours give us food.

**28:**

My name is Juma. I am a boy. I live in Kenya. I used to go to school but then my family had to leave our village because of climate change. We could not grow any crops on our farm anymore because the rain didn't come as much so the ground was too dry. We are walking and catching buses to get to the capital city. My father wants to find work there. I hope I will go to school there. My mother and my sisters went to live with our cousins. I miss them.

**29:**

My name is David. I am a boy. I live in Wales. I live in a small stone house with my grandparents. I go to school every day and I love it. After school I sing in my choir and help my grandfather mind the sheep on the farm. My grandmother cooks my favourite stew every week.

**30:**

My name is Nina. I am a girl. I live in Nepal. I live in a small wooden house high up on a hill. I have just started going to school again after a year because my school was damaged in an earthquake. I am so happy to be back in school with my friends. My father works as a shoe shiner and my mother works on a rice farm. We eat rice every day!

## STATEMENTS FOR THE TEACHER

1. I GO TO SCHOOL EVERY DAY.
2. MY MOTHER HAS A WELL-PAID JOB.
3. MY FATHER HAS A WELL-PAID JOB.
4. MY COUNTRY IS PEACEFUL AT THE MOMENT.
5. I DO NOT HAVE A DISABILITY.
6. I DO NOT HAVE A JOB.
7. NOTHING STOPS ME FROM GOING TO SCHOOL.
8. I HAVE ENOUGH FOOD EVERY DAY.
9. I AM A BOY.

# LESSON 4

**TOPIC: GLOBAL INEQUALITY**  
**SUB TOPIC: WHAT ABOUT EDUCATION?**  
**LESSON 4: EDUCATIONAL INEQUALITY**

**SUBJECT: GEOGRAPHY / WELLBEING (CSPE)**

### LESSON AIM:

To explore the inequalities which exist in education across the world.

### LEARNING INTENTIONS:

- Explore the importance of education and empathise with those who cannot go to school.
- Understand the barriers to education which many children face.
- Recognise that gender inequality exists within educational inequality.

### RESOURCES:

- IWB/flipchart/big sheet of paper
- Big sheets of paper
- Whiteboard markers/pens
- USB presentation

# LESSON PLAN

## INTRODUCTION:

- Ask the class to imagine they don't have to go to school every day. What would they do all day? Get them to write up answers or draw pictures on the IWB or a large sheet of paper.
- Show the slide with the fact 'globally 75 million children don't go to school'. Ask the class how they feel about that fact. Is that a lot of children? Are they surprised at this figure?
- Show the video on the next slide 'The Malala Fund Spot'. Ask the class to describe what the video was about. The video shows how the lives of children, especially girls, around the world can differ based on whether they go to school or not. It shows some reasons for why children cannot go to school. Can the class name them?

## DEVELOPMENT:

- Ask the class why they think so many children don't go to school around the world. Split them into small groups and ask each group to discuss as many reasons as they can think of and to write them down on a large sheet of paper. Get one volunteer from each group to write up some of their reasons on the IWB.
  - Examples: their parents need them to work because they do not have enough money, they need to look after their siblings so that their parents can go to work, their local school might cost a lot of money, they may have a disability and the nearest school is not suitable, or the school might be very far away and their parents do not have a car to take them and there are no buses.
- Show the slide 'Barriers to Education'. Did the class come up with all of these barriers? Discuss each barrier as a class.
- Show them the infographic with statistics of how many girls and boys aren't in school. Why do they think there are so many more boys in school than girls? Can they

remember what they learned in earlier classes about gender inequality?

- Examples: girls are often not able to go to school because of the reasons listed above but additionally, girls' education is often less of a priority than boys' education so families will only send their sons to school.

- Around the world sexual violence and intimidation is a barrier for girls going to school. Schools and the journeys to school are not safe for many girls. Girls drop out of school because of fear and danger.
- Play the 'What do girls really learn at school? Learn Without Fear' video on the next slide. Ask the class to discuss the video with the person beside them and give feedback to the class. What did the video show? Which places were the girls intimidated and experience sexual violence? Were the class surprised at anything in the video? How did it make them feel? What can be done to make school a safer place for girls around the world?
- Remember: Sexual violence, intimidation and danger at school are a reality for many boys around the world too. Solutions must aim to keep ALL children and adolescents safe and free from harm.

## CONCLUSION:

- Ask the class why do they think education is important? What could we not do without an education? Play the video 'Global Citizen – Education for All' on the slide. What do the class think of the video? Do they feel inspired?
- Show the slide with the quote "One child, one teacher, one book, one pen can change the world." Ask the class does anyone know who Malala is, can they tell her story? Use the description below to explain who she is. Do the class agree with this quote?
- Malala made an inspirational speech to the UN about education. Ask the class to write a speech aimed at world leaders about the importance of every child around the

# LESSON PLAN

world getting an education. Why should children go to school and how can world leaders help? Ask the students to start this in class and finish it for homework. They can watch Malala's speech at home to remind themselves of what she said.

- Allow time in another lesson for students to share their speeches with the class if they would like to.

## Reflection Time!

- Reflect as a class together on today's lesson. What did the students learn today? Did they change their opinions on educational inequality? Did they know that so many children around the world were out of school? Can they list the reasons for children not being able to go to school? How do they feel about this?

## DESCRIPTION OF MALALA

Malala is from Pakistan. When she was younger a group called the Taliban were attacking girl's schools. The Taliban are a group of people with extreme views and believe that women should not be educated after the age of eight.

Malala was angry about this and she decided to make a speech about the importance of girl's education. The Taliban did not like this. They were extremely angry that a young girl was making speeches and writing a blog about girls in Pakistan going to school. When Malala was 15 the Taliban boarded her school bus and shot her in the head. She was very badly hurt and had to travel to England to get special medical treatment. Malala survived and when she was 16 she made a speech at the United Nations in front of all of the world's leaders telling them how important it is for girls to go to school, and that if girls go to school they can change the world.

Malala is an activist for female education and the youngest-ever Nobel Peace Prize winner.



# LESSON PLAN

## EXTENSION ACTIVITIES:

- Pick a barrier to education and research one place in which children are affected by this barrier. Describe the barrier, the location and how children are affected. For example how has the conflict in Syria affected children going to school or how has a natural disaster in a location stopped children going to school. Each student should pick a different location and/or barrier.
- Write a letter to your principal or TD outlining practical suggestions of ways to make your school and the journey to it safer for both girls and boys.
- Write a letter to your MEP outlining practical suggestions of ways to make schools safer around the world for girls and boys.
- Use the Global Partnership for Education website data (<http://www.globalpartnership.org/data-and-results/education-data>) to create posters of statistics on various education indicators. Each student should pick an indicator, e.g. disability, and create a poster displaying the statistics as best they can.

## DIFFERENTIATION:

- Ensure that the pairs and groups the students are split into are mixed ability.
- Allow time for all the students to reflect on the videos and understand the content of them, some students may take longer to process the information than others.

## ASSESSMENT:

- The teacher can assess the speeches based on content and effort by the students.
- The teacher can assess knowledge and understanding throughout the reflection and questioning time during class.
- The students can self-assess what they learned during reflection time.

## SUBJECT LINKAGE AND INTEGRATION:

GEOGRAPHY	CSPE	POLITICS AND SOCIETY	SPHE	HOME ECONOMICS
<b>Junior Cycle</b>	<b>Junior Cycle (Wellbeing)</b>		<b>Junior Cycle (Wellbeing)</b>	
<b>Strand 3:</b> Exploring people, place and change <b>3.7</b> compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country	<b>Strand 1:</b> Rights and Responsibilities  <b>Strand 2:</b> Global Citizenship • Local and Global Development • Effecting Global Change		<b>Strand 1:</b> Who am I? • My Rights and the Rights of Others	
<b>Senior Cycle</b>		<b>Senior Cycle</b>	<b>Senior Cycle</b>	<b>Senior Cycle</b>
<b>Elective Unit 4:</b> Patterns And Processes In Economic Activities – <b>4.1 and 4.2</b>  <b>Optional Unit 6:</b> Global Interdependence		<b>Strand 3:</b> Human rights and responsibilities <b>Topic 5:</b> Human rights and responsibilities in Ireland <b>Topic 6:</b> Human rights and responsibilities in Europe and the wider world  <b>Strand 4:</b> Globalisation and localisation <b>Topic 8:</b> Sustainable development	<b>Area of Learning:</b> Gender Studies • Gender and Cultural Influences	<b>Elective:</b> <b>6.</b> Elective 3 – Social Studies <b>6.2</b> Education <b>6.6</b> Poverty
ENGLISH	PHILOSOPHY	ART	DIGITAL MEDIA LITERACY	
<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle (Visual Art)</b>	<b>Junior Cycle</b>	
<b>Strand:</b> Oral Language <b>Element:</b> Communicating as a listener, speaker, reader, writer <b>Element:</b> Exploring and using language  <b>Strand:</b> Reading <b>Element:</b> Communicating as a listener, speaker, reader, writer  <b>Strand:</b> Writing <b>Element:</b> Communicating as a listener, speaker, reader, writer	<b>Strand 8:</b> Social and political philosophy  <b>Strand 9:</b> Philosophy of education	<b>Strand One:</b> Art <b>Element:</b> Drawing <b>Element:</b> Art elements and design principles (AEDP) <b>Element:</b> Media  <b>Strand Three:</b> Design <b>Element:</b> Drawing <b>Element:</b> Media	<b>Strand 2:</b> Following my interests online • Searching and evaluating  <b>Strand 3:</b> Checking the facts	
<b>Senior Cycle</b>				
<b>4.1</b> The Language of Information <b>4.1.2</b> Composing  <b>4.3</b> The Language of Persuasion <b>4.3.1</b> Composing				

# LESSON 5

## TOPIC: GLOBAL INEQUALITY SUB TOPIC: TACKLING INEQUALITY LESSON 5: SUSTAINABLE DEVELOPMENT GOALS

### SUBJECT: GEOGRAPHY / WELLBEING (CSPE)

#### LESSON AIM:

To introduce the Sustainable Development Goals and explore how the class can get involved with the Goals.

#### LEARNING INTENTIONS:

- Understand what the Sustainable Development Goals are.
- Explore the individual Goals and how each one could be achieved.
- Recognise that the class can take action to be a part of achieving the Sustainable Development Goals.

#### RESOURCES:

- IWB/flipchart/big sheet of paper
- Online access
- Whiteboard markers/pens
- Drawing paper
- USB presentation
- Guide for preparation: [https://sustainabledevelopment.un.org/content/documents/16166\\_TWLL\\_Children\\_s\\_Goals\\_Booklet\\_\(Final\\_Edit\).pdf](https://sustainabledevelopment.un.org/content/documents/16166_TWLL_Children_s_Goals_Booklet_(Final_Edit).pdf)

## LESSON PLAN



### INTRODUCTION:

- Play the video 'Home' on the first slide of this lesson. Ask the class what they thought of the video and have a short discussion about it.
- Show the slide 'Home'. Explain to the class that each one of these pictures shows a home. They are all quite different but to the people that live in them they are each a home. Even though we may all live in different homes in places far away from each other we all still live on the same planet Earth. Everybody wants to protect their own home which means that we all should protect the whole Earth by working together. The Sustainable Development Goals, also known as the SDGs or the Global Goals, are an attempt by governments and the UN to protect Earth.
- Show the slide 'Sustainable Development Goals' – there are 17 Goals agreed by global leaders to reduce inequality, uphold human rights and protect our planet.
- Go through each of the goals and give a basic explanation of each one using the guide in the resource section.



### DEVELOPMENT:

- Ask the class if they remember Malala from the last lesson on education.
- Play the video of Malala introducing the Global Goals on the next slide.
- Ask the class what they thought of the video. What problems are there on Earth according to the video? (Climate change, inequality...). Do the class think that the Global Goals are a good idea?

#### Group Activity

- Split the class into small groups and assign each group one or two of the Goals.
- Tell the groups to use their phones/tablets/books to do some research on the Goal. Ask the groups to each write down on a sheet

of paper a few things that make the Goal so important and what can be done to achieve the Goal locally in Ireland and globally.

- Get each group to present their goal to the class.

#### Individual Activity

- Get the class to imagine that they are part of an organisation which is campaigning about the Global Goals.
- Hand out a sheet of drawing paper/card to each student in the class and ask them to choose a Goal and design a campaign poster about that Goal.
- It should have a drawing illustrating the Goal and words to describe what the Goal aims to achieve and one practical solution.
- Ask the students to start the poster in class but they can finish it for homework.
- Display the posters around the school to raise awareness about the Global Goals.



### CONCLUSION:

- End the lesson with the video 'We the People'.
- What did the class think of the video? Is it inspirational? There are two things that young people can do to make sure the Global Goals are a success: tell everyone they know about them and make sure world leaders do the work that is necessary for the Goals to be achieved. There are many ways to do these things! Can the class think of any?

#### Reflection Time!

- Ask the class to reflect individually on today's lesson and to jot down some notes.
- What did you learn today? What are the Global Goals? Can you describe some of them?
- Do you think the Goals are good? Why/why not? Do you think they will work?
- Will you take action on the Global Goals after this lesson? Why/why not?

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Write a blog post on 'What home means to me and why we should protect it', inspired by the video watched at the beginning of class. Read the Global Goals comics here: <https://www.yumpu.com/xx/document/view/55730350/1-page-goals-comics-full-set-pdf> and here: <http://worldslargestlesson.globalgoals.org/using-the-power-of-comics/>. Now make a comic of your own, either describing all the global goals and how young people can help to achieve them, or pick one goal to focus on. As a class you could put the comics together and make one class comic, get it printed and distribute it around the school to raise awareness about the Global Goals.
- Explore the Youth4GlobalGoals website: <https://www.youth4globalgoals.org/take-action/> and learn about how you can get more involved locally and globally in working towards the Global Goals.
- The Global Goals are controversial in a few ways - for example some countries with less resources feel they have been given too much responsibility to stop the problems they did not cause (e.g. climate change). Hold a class debate on the Global Goals using this resource created by the World's Largest Lesson: [http://cdn.worldslargestlesson.globalgoals.org/2016/08/DebateLessonPlan-\\_Final-final.pdf](http://cdn.worldslargestlesson.globalgoals.org/2016/08/DebateLessonPlan-_Final-final.pdf)
- Print this booklet for young people about the Global Goals to learn more about each Goal: [http://cdn.worldslargestlesson.globalgoals.org/2016/05/The-World-We-Want-Double-Page-Booklet-style\\_HiRes\\_English.pdf](http://cdn.worldslargestlesson.globalgoals.org/2016/05/The-World-We-Want-Double-Page-Booklet-style_HiRes_English.pdf)

## DIFFERENTIATION:

- Ensure that the groups the students are split into are mixed ability and that each student has a role that they feel comfortable with.
- Allow enough time for all the students to understand and think about the Global Goals, some students may need longer than others to understand the concepts.

## ASSESSMENT:

- The teacher can assess the group research and how the group worked together.
- The teacher can assess the campaign posters that the students make based on content, originality and effort.
- The students can self-assess their learning and attitudinal change at the end of the lesson during reflection time.

## SUBJECT LINKAGE AND INTEGRATION:

GEOGRAPHY	CSPE	HISTORY	POLITICS AND SOCIETY	SPHE
<b>Junior Cycle</b>	<b>Junior Cycle (Wellbeing)</b>	<b>Junior Cycle</b>		<b>Junior Cycle (Wellbeing)</b>
<b>Strand 3:</b> Exploring people, place and change <b>3.8</b> Evaluate the role of development assistance on human development	<b>Strand 1:</b> Rights and Responsibilities  <b>Strand 2:</b> Global Citizenship • Local and Global Development • Effecting Global Change	<b>Strand 3:</b> The History of Europe and the Wider World <b>Element:</b> Applying historical thinking <b>3.12</b> evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights		<b>Strand 1:</b> Who am I? • My Rights and the Rights of Others
<b>Senior Cycle</b>			<b>Senior Cycle</b>	<b>Senior Cycle</b>
<b>Elective Unit 4:</b> Patterns And Processes In Economic Activities – 4.1 and 4.2  <b>Optional Unit 6:</b> Global Interdependence			<b>Strand 2:</b> Active citizenship  <b>Strand 3:</b> Human rights and responsibilities <b>Topic 5:</b> Human rights and responsibilities in Ireland <b>Topic 6:</b> Human rights and responsibilities in Europe and the wider world  <b>Strand 4:</b> Globalisation and localisation <b>Topic 7:</b> Globalisation and identity <b>Topic 8:</b> Sustainable development	<b>Area of Learning:</b> Gender Studies • Gender and Cultural Influences
HOME ECONOMICS	ENGLISH	ART	PHILOSOPHY	DIGITAL MEDIA LITERACY
	<b>Junior Cycle</b>	<b>Junior Cycle (Visual Art)</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>
	<b>Strand:</b> Oral Language <b>Element:</b> Communicating as a listener, speaker, reader, writer <b>Element:</b> Exploring and using language  <b>Strand:</b> Reading <b>Element:</b> Understanding the content and structure of language  <b>Strand:</b> Writing <b>Element:</b> Communicating as a listener, speaker, reader, writer	<b>Strand 1:</b> Art <b>Element:</b> Drawing <b>Element:</b> Art elements and design principles (AEDP) <b>Element:</b> Media  <b>Strand 3:</b> Design <b>Element:</b> Drawing <b>Element:</b> Media	<b>Strand 8:</b> Social and political philosophy	<b>Strand 2:</b> Following my interests online • Searching and evaluating  <b>Strand 3:</b> Checking the facts  <b>Strand 4:</b> Publishing myself
<b>Senior Cycle</b>	<b>Senior Cycle</b>			
<b>Elective:</b> <b>6.</b> Elective 3 – Social Studies <b>6.2</b> Education <b>6.3</b> Work <b>6.5</b> Unemployment <b>6.6</b> Poverty <b>6.7</b> Statutory and Community Responses to creating Employment and Eliminating Poverty	<b>4.1</b> The Language of Information <b>4.1.2</b> Composing  <b>4.4</b> The Language of Narration <b>4.4.2</b> Composing			

# ACTIONS ON GLOBAL INEQUALITY

There are many actions on global inequality which you can undertake with your class or help them to do themselves. Below are some suggestions; brainstorm with your class and think of an idea which they are enthusiastic to take charge of.

- Create a video inspired by the Hans Rosling snowball one to show the state of inequality around the world today. Be creative and use visuals to display inequalities in a way which is thought provoking and eye-catching. Show the video in your school assembly and post it on social media if possible.
- Choose an issue of inequality in Ireland and do some research on what the problem is and how it could be improved. Write to the appropriate Minister (e.g. the Minister for Justice and Equality etc.) and ask to meet them so that you can discuss the issue with them and campaign for something to be done.
- Make an art piece/installation in your school which represents global inequality to raise awareness of the extreme inequality that exists in the world.
- Run a campaign around an issue of inequality which affects young people your age in another part of the world (e.g. in education, health, living conditions etc.). You could raise awareness of these young people's lives and the inequality they face amongst your school and wider community, and you could campaign for better conditions for them. The topic could be a specific issue which affects one group of people in one community/country in the world or it could be a wider issue which affects many young people around the world.
- Put on a play during school assembly about inequality. You could pick a specific country and look at inequality within it or you could compare inequality in different countries.
- Do a small action on each of the SDGs in your school to raise awareness of the goals and how other young people can get involved.

Can you think of other actions you could do? Pick a topic which inspires or motivates you and do an action which will contribute to change! It can be a local or global action. The important thing is to be an active citizen – use the information you gain to make a real difference in the world!



# MODULE REVIEW

Feedback and evaluation are very important in ensuring that Development Education is effective. We would greatly appreciate you gathering feedback from your students on this module. Please photocopy and hand out the below evaluation sheets to your students. You can send the feedback to [info@plan.ie](mailto:info@plan.ie)

## 1. PLEASE RATE YOUR UNDERSTANDING OF GLOBAL INEQUALITY ISSUES BEFORE COMPLETING THIS MODULE:

Very Low	Low	Average	High	Very High
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. PLEASE RATE YOUR UNDERSTANDING OF GLOBAL INEQUALITY ISSUES AFTER COMPLETING THIS MODULE:

Very Low	Low	Average	High	Very High
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. DID YOUR ATTITUDE TO GLOBAL INEQUALITY ISSUES CHANGE OVER THE COURSE OF THE MODULE?

Yes	No	Please explain:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

## 4. DID YOUR ATTITUDE TO THE GLOBAL SOUTH AND DEVELOPMENT ISSUES CHANGE OVER THE COURSE OF THE MODULE?

Yes	No	Please explain:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

## 5. DID YOU, OR WILL YOU, TAKE ACTION ON GLOBAL INEQUALITY?

Yes	No	If yes what action did/will you take?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

## 6. DO YOU HAVE ANY OTHER COMMENTS OR SUGGESTIONS FOR THIS GLOBAL INEQUALITY MODULE?

# MODULE THREE — MIGRATION AND **REFUGEES**

**“YOU HAVE TO UNDERSTAND,  
THAT NO ONE PUTS THEIR  
CHILDREN IN A BOAT UNLESS  
THE WATER IS SAFER THAN  
THE LAND”**

- Warsan Shire, Home



## Overall Aims:

This module aims to familiarise students with the issues of migration and refugees. The module will begin by introducing the concept of voluntary migration, where people choose to move to another part of the world and the push and pull factors involved in this decision. It will then examine the concept of involuntary migration, where people are forced to leave their home through conflict, persecution or natural disaster. The module will then explore the concepts of seeking asylum and being an asylum seeker in Ireland. The ultimate aim of the module is to give students an overview of the refugee situation in the world and challenge some of the perceptions about migration and refugees that they might have heard in the media.

## Trigger Warning:

Some students may find this module upsetting, especially any students who have migrated or are refugees and/or asylum seekers. Pay special attention to these students without singling them out. Encourage the students to be sensitive and empathetic with each other and with the

plight of migrants and refugees. It is recommended that you discuss this module with your class in advance – perhaps getting them to create a group contract outlining their conduct in the class. If you have any specific concerns relating to pupils it is recommended that you discuss the content of the module with parents/guardians.

## Background Information and Facts for Teachers:

There is often fear and suspicion attached to migrants, refugees and asylum seekers, perpetuated by the media. The fact is though that human migration has been happening for billions of years and will continue to happen. But now the world is facing a new challenge, the largest refugee crisis since World War II. Conditions in refugee camps can be horrifying, with people facing violence and hunger. Put simply, like during World War II people are desperate for help. How will history remember our treatment of these people?

## FACT

**THE MAJORITY OF THE WORLD'S REFUGEES ARE HOSTED OUTSIDE OF EUROPE. 84% OF REFUGEES ARE HOSTED BY DEVELOPING COUNTRIES.**

Turkey hosts the largest number of refugees worldwide. Pakistan currently hosts the second largest number of refugees, nearly all of whom are from Afghanistan. Lebanon remains the third-largest refugee hosting country in the world with 1.0 million refugees. 1 in 6 people are a refugee in Lebanon.

**Source:** UNHCR (2017)

## FACT

**THERE ARE APPROXIMATELY 22.5 MILLION REFUGEES IN THE WORLD. OVER HALF ARE UNDER THE AGE OF 18. SYRIANS REMAIN THE MAIN GROUP OF REFUGEES WORLDWIDE.**

Afghanistan is the second-largest source country for refugees with South Sudan placed third, followed by Burundi, Iraq, Nigeria and Eritrea.

**Source:** UNHCR (2017)

## FACT

**IN 2016 GERMANY WAS THE LARGEST SINGLE RECIPIENT OF NEW ASYLUM APPLICATIONS.**

The USA was the second largest recipient of new individual applications with 262,000 claims, Italy third and Turkey fourth.

**Source:** UNHCR (2017)

## FACT

**THERE WERE 31.1 MILLION NEW INTERNAL DISPLACEMENTS BY CONFLICT, VIOLENCE AND DISASTERS IN 2016.**

This is the equivalent of one person forced to flee every second.

**Source:** Internal Displacement Monitoring Centre (2017)

## FACT

**GLOBAL FORCED DISPLACEMENT HAS INCREASED IN 2016, WITH MORE PEOPLE FORCED FROM THEIR HOMES BY WAR, CONFLICT AND PERSECUTION SINCE WORLD WAR II. BY THE END OF THE YEAR, 65.6 MILLION INDIVIDUALS WERE FORCIBLY DISPLACED WORLDWIDE.**

This figure includes refugees and internally displaced people – which means people who are forced to leave their homes and travel to a safer place within their country, usually a camp.

**Source:** UNHCR (2017)

## FACT

**CHILDREN REPRESENT A DISPROPORTIONATE AND GROWING PROPORTION OF THOSE WHO HAVE SOUGHT REFUGE OUTSIDE THEIR COUNTRIES OF BIRTH.**

They make up about a third of the global population but about half of all refugees. In 2015 around 45 per cent of all child refugees under UNHCR's protection came from Syria and Afghanistan.

**Source:** Unicef (2016)

# LESSON 1

**TOPIC: MIGRATION AND REFUGEES**  
**SUB TOPIC: VOLUNTARY MIGRATION**  
**LESSON 1: WHY DOES IT HAPPEN?**

**SUBJECT: GEOGRAPHY**

## LESSON AIM:

To explore why people voluntarily choose to leave their homes to go to other countries and the contributions migrants make to the countries they settle in.

## LEARNING INTENTIONS:

- Understand what the term migration means and the differences between voluntary and involuntary migration.
- Recognise that people choose to leave their homes for many reasons.
- Explore the benefits of migration and the contributions that migrants bring to a country.

## RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- Dictionaries/online access
- Large wall map of the world (optional)
- Large sheets of paper
- USB presentation

# LESSON PLAN



## INTRODUCTION:

- Show the slide 'what is migration' and ask the students do they know what migration means? Ask them to look up in their dictionary books or online the definition of migration (in terms of humans). You could do this together as a class using the teacher's computer. If they are using the internet, remind them about reliable and unreliable sources of information.
- Show the slide with this definition below on it:

**Migration definition:** "To move from one country, place, or locality to another"(Merriam-Webster, 2017)

- Show the slide 'voluntary vs. involuntary' and explain the differences between voluntary and involuntary migration.
  - Voluntary migration is when people choose to leave their home or home region in search of a better quality of life.
  - Involuntary migration is when people are forced to leave their homes or their home region.
- Explain to the class that today's lesson will focus on voluntary migration.
- Show the slide 'do you know anyone who has migrated?'. Ask the students has anyone in their family migrated? Have they migrated themselves? Can they think of a time in Irish history when Irish people migrated?
- Show the slide of the world map. Using the IWB ask the students to draw lines in black from Ireland to places that they know Irish people typically move to (e.g. UK, Australia, USA), and draw lines in blue from countries that people move to Ireland from (e.g. Eastern European countries). [This can be done on a large wall map using pins or washable markers if an IWB is not available].



## DEVELOPMENT:

- Show the video on the next slide 'Migration - Why do people migrate'.

- After watching the video ask the class to name as many push factors and pull factors as possible. Can they remember the difference between push and pull factors?
- Ask a volunteer to explain the difference so that everybody understands.
  - Get the class to think about why people might move to other countries – what is in those countries that they want? E.g. jobs, affordable homes, good healthcare, good education, safety. These are the 'pull' factors.
  - Now ask them to think about why people might leave their homes to go to another country – what is pushing them away from their homes? E.g. no jobs, bad healthcare, climate change, expensive living costs, war. These are the 'push' factors.
- Write up two lists on the IWB on the slide 'What are push and pull factors?', or on a large sheet of paper, of the push and pull factors listed by the class.

## Activity Time

- Split the class into groups and ask each group to pick a country they would like to move to.
- Tell the students to draw an outline picture of the map of their chosen country and an outline picture of the map of Ireland on a large sheet of paper.
- Ask the students in their groups to discuss what is so good about their chosen country that they want to move there i.e. what are the pull factors? Tell them to write these pull factors in the outline map they have drawn of their country.
- Now ask them to discuss why they want to leave Ireland – are there some things they don't like about living in Ireland? I.e. what are the push factors? Tell them to write these push factors in the outline map of Ireland they have drawn.
- Ask a member of each group to present to the class the push and pull factors of their group's migration.

# LESSON PLAN



## CONCLUSION:

- Ask the class to think about what benefits inward migration might have for a country.
- What good things could people bring to a country? E.g. skills and knowledge for jobs, different foods and cultures, languages etc.
- Show the class the slide suggesting the benefits of migration, can the students think of more? Add any new suggestions the students have to the mind map on the IWB.

## Reflection Time!

- Reflect as a class on today's lesson. Discuss with the class: Did you learn anything new today? What is migration? What is the difference between involuntary and voluntary migration? What are push and pull factors? What is the difference between them? Can you list some of each? What are the benefits of migration? Did you change your attitude towards anything in today's lesson?

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Write a short piece about voluntary migration. It can be about your own family or somebody you know who migrated. Where did they come from/ go to? Why? Or you can pretend you are a person who has migrated voluntarily. Where did you go from/come to? Why did you go? Has it been hard? What was/is life like?
- Make a poster about push and pull factors to help you to remember them. Use pictures and words to describe as many factors as possible.
- Do some research on immigrants in Ireland – how many voluntary migrants live in Ireland? Where did they come from? At what time did they come? What have they brought to Ireland?
- Choose a country other than Ireland and write about voluntary migration to that country or voluntary emigration from that country. Why do people choose to move away from/to that country?

## DIFFERENTIATION:

- Make sure that every student clearly understands the difference between voluntary and involuntary migration at this time as it is a core concept for the following lessons.
- Ensure that the groups for the activities are mixed ability and allow enough time for all the students to be involved in the group work and have time to complete the task.

## ASSESSMENT:

- The students can be assessed on how they work together in groups and the effort and thought they put in to the group work.
- The teacher can assess students' knowledge when questioning them on the meaning of migration, voluntary and involuntary migration, and push and pull factors.
- The students can self-assess the knowledge they have gained during reflection time when they observe how much they have learned during the lesson.

## SUBJECT LINKAGE AND INTEGRATION:

GEOGRAPHY	HISTORY	ENVIRONMENTAL & SOCIAL STUDIES	CSPE	POLITICS AND SOCIETY
Junior Cycle	Junior Cycle	Junior Cycle	Junior Cycle (Wellbeing)	Junior Cycle
Strand 3: Exploring people, place and change 3.2 Investigate the causes and consequences of migration	Strands 2 and 3: The history of Ireland and the history of Europe and the wider world Element: Exploring people, culture and ideas • Overview of student learning: Impact of such factors as population change, migration, famine, genocide on the lives of ordinary people	Section 3: The Modern World 4. Contemporary Issues: Case Studies A: Migration	Strand 1: Rights and Responsibilities	Strand 4: Globalisation and localisation Topic 7: Globalisation and identity
Senior Cycle				
Elective Unit 5: Patterns And Processes In The Human Environment – 5.3				
SPHE	ENGLISH	ART	DIGITAL MEDIA LITERACY	
Junior Cycle	Junior Cycle	Junior Cycle (Visual Art)	Junior Cycle	
Strand 1: Who am I? • My Rights and the Rights of Others	Strand: Oral Language Element: Communicating as a listener, speaker, reader, writer Element: Exploring and using language  Strand: Reading Element: Communicating as a listener, speaker, reader, writer Element: Understanding the content and structure of language  Strand: Writing Element: Communicating as a listener, speaker, reader, writer	Strand 1: Art Element: Drawing Element: Art elements and design principles (AEDP) Element: Media  Strand 3: Design Element: Drawing Element: Media	Strand 2: Following my interests online • Searching and evaluating  Strand 3: Checking the facts	
	Senior Cycle			
	4.1 The Language of Information 4.1.2 Composing  4.4 The Language of Narration 4.4.2 Composing			

# LESSON 2

## TOPIC: MIGRATION AND REFUGEES SUB TOPIC: INVOLUNTARY MIGRATION LESSON 2: WHY WOULD YOU HAVE TO LEAVE YOUR HOME?

### SUBJECT: GEOGRAPHY

### LESSON AIM:

To explore the reasons people are forced to leave their homes and how it feels to have to involuntarily migrate.

### LEARNING INTENTIONS:

- Understand why people are forced to leave their homes and go to another country.
- Experience the feelings and choices that happen when forced to leave your home.
- Learn to empathise with people who must leave their homes.

### RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation
- Photocopies of the 'recap' resource sheet from the end of this lesson

## LESSON PLAN



### INTRODUCTION:

- Show the slide 'Recap'. Ask the class to get into pairs and hand each pair a copy of definitions and terms cut up from the resource sheet from the end of this lesson. Give the pairs 5 minutes to match the definitions to the terms.
- Show the slide 'Answers' and make sure that all the students understand which term matches which definition even if they didn't get it correct in their pair activity.
- Ensure that the class understands that sometimes people do not have a choice and must leave their homes. These are refugees and are not the same as people who choose to move to another country. This is called involuntary migration.
- Show the slide 'Why would you have to leave your home?'. Ask the class can they think of reasons for involuntary migration? Why would people be forced to leave their homes? Can they think of examples?
- Show the next slide. They have heard what the President said. So now tell them in their pairs to discuss and write down – What will they do? Where will they go? What will they bring? Who will they bring with them? Tell them to make sure they write down their reasons for each decision!
- Start the timer (base this on ability and time available, 5-10 minutes is recommended – they should be under pressure!)
- While the students are discussing and writing down their answers, remind them this is timed and tell them how many minutes they have left. The aim of reminding the students is to instil a sense of urgency in making these decisions
- When the time is up get each pair to report back on their decisions to the whole class. You can use the IWB for this using the slide 'What did you decide?' or you can use a large sheet of paper. You could write up the answers the students give or you could allow a person from each pair to come up to the board or paper and write in their answers.
- Show the next slide and discuss as a class: How did this activity make you feel? Was it easy or difficult to make these choices? How did your team arrive at the decision? Did you agree? Did you argue about what to do?
- Ask the class how this game makes them feel about people who have to leave their homes?



### DEVELOPMENT:

#### Game Time!

- Show the slide 'the Exodus Game' and introduce the game – tell the class to imagine that they are living in a country where there is conflict. They belong to a certain group of people who were treated very badly by the Government. Get the class to think for a moment about different groups of people that may exist in a country – different tribal groups, people from other countries or people from different religions maybe.
- Show the next slide. A message has come in for the class from the President, they must listen carefully. Read the statement from the President.
- Split the class into pairs. Tell the students that this activity will be timed and they have to come to an agreement.



### CONCLUSION:

- Ask the class to think about involuntary migration – has it happened in the past? Is it happening now?
- Show the next slide and get the students to make two lists on the IWB, or a big sheet of paper, about involuntary migration. One list should be of times in history when involuntary migration has happened. The other list should be about involuntary migration happening now. Try and get the students to think not only of migration that is

# LESSON PLAN

happening currently from countries such as Syria, what about areas of Africa? Where is forced migration occurring? Why?

## Reflection time!

- Ask the class to reflect on today's lesson with the person next to them.
- They should discuss: What have you learned today? What is involuntary migration? How does this differ from voluntary migration? Has forced migration happened in the past? When? Is it happening now? Where? Why? Have you changed your attitudes towards anything today? How do you feel about people who are forced to leave their homes? Can you empathise with them?

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Do some research and write a short report on 'involuntary migration in history vs. today'. Write about some examples of when forced migration has occurred in the past and examples of how it is occurring today – does involuntary migration in the past differ from today? How? Why?
- Write a short diary piece imagining you are a person who has to flee their home today. Choose a reason for why you have to leave e.g. conflict, natural disaster, persecution etc. and write about how you feel, who you have to bring with you, where you are going to go, what your hopes are for when you arrive in a safe country etc.
- Investigate how many examples of involuntary migration occurring today you can find – where is migration occurring? Who is migrating? What are the reasons? Are you surprised at how many cases of involuntary migration you found? Did you know about all of them before this research? Write a short one page fact sheet about involuntary migration occurring today.
- Write a short opinion piece on how the EU/Ireland are dealing with involuntary migration – do you think they are dealing well with it or do you think they could some things better?

## DIFFERENTIATION:

- When teaching this lesson ensure there is sensitivity to students in the class who may have fled their own countries. Talk to the students before teaching the lesson to ensure they are aware of the content. Adapt the content of the lesson if any student doesn't feel comfortable.
- Set the time of the Exodus game based on the abilities of the class.
- Ensure that the groups for the game are mixed ability and that each student has a role in the game that they are happy with.

## ASSESSMENT:

- The teacher can assess the students' understanding, empathy and learning during the Exodus game.
- The students can self-assess and reflect on the game during questioning and discussion after it.
- The teacher can observe learning and attitudinal shift during reflection time at the end of the class.

SUBJECT LINKAGE AND INTEGRATION:

GEOGRAPHY	HISTORY	ENVIRONMENTAL & SOCIAL STUDIES	POLITICS AND SOCIETY	CSPE
Junior Cycle	Junior Cycle	Junior Cycle	Junior Cycle	Junior Cycle (Wellbeing)
Strand 3: Exploring people, place and change 3.2 Investigate the causes and consequences of migration	Strands 2 and 3: The history of Ireland and The history of Europe and the wider world Element: Exploring people, culture and ideas • Overview of student learning: Impact of such factors as population change, migration, famine, genocide on the lives of ordinary people	Section 3: The Modern World 4. Contemporary Issues: Case Studies A: Migration	Strand 3: Human rights and responsibilities Topic 6: Human Rights and Responsibilities in Europe and the Wider World	Strand 1: Rights and Responsibilities  Strand 2: Global Citizenship
Senior Cycle	Senior Cycle			
Elective Unit 5: Patterns And Processes In The Human Environment – 5.3	Later Modern Ireland Topic 1: Ireland and the Union, 1815-1870 Topic 4: The Irish diaspora, 1840-1966  Later Modern Europe and the Wider World Topic 3: Dictatorship and democracy in Europe, 1920-1945 Society and Economy			
SPHE	ENGLISH	DIGITAL MEDIA LITERACY		
Junior Cycle (Wellbeing)	Junior Cycle	Junior Cycle		
Strand 1: Who am I? • My Rights and the Rights of Others	Strand: Oral Language Element: Communicating as a listener, speaker, reader, writer Element: Exploring and using language  Strand: Reading Element: Communicating as a listener, speaker, reader, writer  Strand: Writing Element: Communicating as a listener, speaker, reader, writer	Strand 2: Following my interests online • Searching and evaluating  Strand 3: Checking the facts		
	Senior Cycle			
	4.1 The Language of Information 4.1.2 Composing  4.4 The Language of Narration 4.4.2 Composing			

RESOURCE SHEET: RECAP

Cut out each box below and match the relevant statements.

MIGRATION

VOLUNTARY MIGRATION

INVOLUNTARY MIGRATION

IMMIGRATION

EMIGRATION

REFUGEE

TO MOVE FROM ONE COUNTRY, PLACE, OR LOCALITY TO ANOTHER

TO MOVE WILLINGLY FROM ONE PLACE TO ANOTHER, USUALLY IN SEARCH OF BETTER WORK OR LIVING CONDITIONS

TO BE FORCED TO MOVE FROM ONE PLACE TO ANOTHER, USUALLY DUE TO CONFLICT, DISCRIMINATION, NATURAL DISASTERS OR PERSECUTION

THE ACT OF LEAVING A COUNTRY TO PERMANENTLY SETTLE IN ANOTHER COUNTRY

A PERSON WHO HAS BEEN FORCED TO LEAVE THEIR COUNTRY IN ORDER TO ESCAPE WAR, PERSECUTION, OR NATURAL DISASTER

# LESSON 3

## TOPIC: MIGRATION AND REFUGEES SUB TOPIC: INVOLUNTARY MIGRATION LESSON 3: REFUGEES

### SUBJECT: GEOGRAPHY

#### LESSON AIM:

To look at what a refugee is, how a person may become a refugee and how refugees are perceived in society.

#### LEARNING INTENTIONS:

- Learn what the term 'refugee' means.
- Understand that anybody can become a refugee, they are people just like us.
- Explore how refugees are portrayed in the media.

#### RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- Newspaper clippings with headlines about refugees
- Scissors and glue
- USB presentation

## LESSON PLAN



### INTRODUCTION:

- Begin the lesson by asking the class does everyone remember what a refugee is from the last lesson? Allow some volunteers to explain in their own words what a refugee is.
- Show the definition of a refugee on the 'What is a refugee?' slide. Read it aloud and make sure that everyone understands it.

**Refugee Definition:** "A person who has been forced to leave their country in order to escape war, persecution, or natural disaster." (Oxford Living Dictionaries, 2017)

- Explain that refugees are people fleeing conflict, war or persecution. They are protected by international law, and must not be returned to situations where their lives and freedom are at risk. Refugees need our help, protection and compassion.
- There are 20 million refugees around the world today. That's like more than four times as many people that live in Ireland!
- Explain to the class that anyone can become a refugee. Remind the students about what they learned about WWII in History classes.
- Ask the class can they think of anyone famous who is a refugee?



### DEVELOPMENT:

- Show the slides of the famous refugees – are the class surprised? Did they know these people were refugees? Explain that like voluntary migrants, refugees can contribute a lot to the countries that they settle in and become really important people in our society.
  - For example – does anybody remember Team Refugee from the Olympics?
- Show the video about the Team Refugee swimmer. Ask the class what they thought

about the video. Were they surprised at anything? How did it make them feel?

#### Activity Time!

- Show the class the slide with newspaper headlines. Read each one out loud.
- Ask the class to get into groups and give each group some newspaper clippings which you have gathered with headlines about refugees. These should be a mixture of positive and negative articles.
- Ask the groups to split the clippings into positive and negative headlines and cut them out and stick them onto two separate pieces of paper.
- Get each group to tell the class what they found. Were there more negative or positive articles and headlines about refugees? How do the articles make them feel? Are they fair or not fair? How would they feel if the articles were written about Irish people who were refugees?



### CONCLUSION:

#### Reflection Time!

- Reflect as a class on today's lesson. Discuss: What is a refugee? How did you feel about refugees before and after this lesson? Have you changed your opinion about refugees? Can you name some famous refugees?

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Draw, buy or print a map of the world. Do some research on where refugees are in the world. Stick different sized shapes on your world map representing the amount of refugees in each country i.e. the bigger the shape, the more refugees there are in that country, so the biggest shape will be stuck on the country hosting the most refugees. Write the number of refugees inside each shape on each country. You can do this as a whole class or individually in groups. Display the map(s) in a public place in your school.
- Write a positive news article about a refugee in a country of your choice – it can be based on a true story or you can make it up.
- Research some facts about refugees which you find interesting, they could be things that surprised you or things you found unusual. Make a video as a class explaining what a refugee is and the interesting facts that you found out about them. Display this video in school assembly to teach the rest of the school about refugees.
- Act out a role play of the governments of the European Union meeting to discuss migration. Each student individually, or in pairs, should pretend to be a country that is in favour of or against migration. Debate topics including: refugee quotas in different countries, reasons countries are against migration, and what the alternatives might be for refugees.

## DIFFERENTIATION:

- Ensure that the groups the class are split into are mixed ability and that the roles assigned to each child in each group meets the needs and abilities of the individual.

## ASSESSMENT:

- At the beginning of the lesson the teacher can assess what the students have remembered about refugees from the previous lesson.
- The teacher can assess the students’ abilities to critically think and make decisions during the newspaper headline activity.
- During reflection time the students can self-assess and the teacher can observe learning and attitudinal shifts.

# SUBJECT LINKAGE AND INTEGRATION:

GEOGRAPHY	HISTORY	ENVIRONMENTAL & SOCIAL STUDIES	POLITICS AND SOCIETY	CSPE
Junior Cycle	Junior Cycle	Junior Cycle		Junior Cycle (Wellbeing)
Strand 3: Exploring people, place and change 3.2 Investigate the causes and consequences of migration	Strands 2 and 3: The history of Ireland and The history of Europe and the wider world Element: Exploring people, culture and ideas • Overview of student learning: Impact of such factors as population change, migration, famine, genocide on the lives of ordinary people	Section 3: The Modern World 4. Contemporary Issues: Case Studies A: Migration		Strand 1: Rights and Responsibilities  Strand 2: Global Citizenship
Senior Cycle	Senior Cycle		Senior Cycle	
Elective Unit 5: Patterns And Processes In The Human Environment – 5.3	Later Modern Europe and the Wider World Topic 3: Dictatorship and democracy in Europe, 1920-1945 Society and Economy		Strand 3: Human rights and responsibilities Topic 6: Human Rights and Responsibilities in Europe and the Wider World	
SPHE	ENGLISH	DIGITAL MEDIA LITERACY		
Junior Cycle (Wellbeing)	Junior Cycle	Junior Cycle		
Strand 1: Who am I? • My Rights and the Rights of Others	Strand: Oral Language Element: Communicating as a listener, speaker, reader, writer Element: Exploring and using language  Strand: Reading Element: Communicating as a listener, speaker, reader, writer  Strand: Writing Element: Communicating as a listener, speaker, reader, writer	Strand 2: Following my interests online • Searching and evaluating  Strand 3: Checking the facts  Strand 4: Publishing myself		
	Senior Cycle			
	4.1 The Language of Information 4.1.2 Composing  4.3 The Language of Persuasion 4.3.2 Composing  4.4 The Language of Narration 4.4.2 Composing			

# LESSON 4

## TOPIC: MIGRATION AND REFUGEES SUB TOPIC: INVOLUNTARY MIGRATION LESSON 4: THE CURRENT REFUGEE SITUATION

### SUBJECT: GEOGRAPHY

### LESSON AIM:

To examine where refugees currently are around the world and challenge perceptions around refugees.

### LEARNING INTENTIONS:

- Understand the current movement of refugees around the world.
- Explore why there are so many people fleeing their homes at the moment.
- Recognise that there are many refugees coming to Europe but also many refugees going to other countries.
- Empathise with refugees and reflect on how it might feel to have to leave your home.

### RESOURCES:

- IWB/flip chart/big sheet of paper
- Whiteboard markers/pens
- USB presentation

## LESSON PLAN



### INTRODUCTION:

- Show the slide 'the current refugee situation' and start the lesson with a class discussion on this. What do the class know about it? Which countries have people had to flee from? Why have they had to flee? Where are they going? How are they getting there?
- Gather ideas and write them on the slide 'Refugees today' using the IWB or on a large sheet of paper, to be reviewed later.
- Explain to the class that for most of the lesson today they are going to focus on refugees and Europe.
- Show the class the map of Europe which shows the countries refugees have been fleeing from and the routes they have been taking to get to safety in other countries. Is it more complicated than they thought?
- Get the class to look carefully at the map and name as many countries they can see which refugees have been fleeing from. How do they think these people are getting to Europe? What modes of transport are they using? [Walking, hitch hiking, being smuggled, boats etc.]



### DEVELOPMENT:

- Show the video on the next slide 'Your phone is now a refugee's phone'. If the class have smartphones allow them to look up the website and watch the video as if it is their own phone. Ask the class what they thought about the video. Were they surprised at anything in the video? How did they feel while watching it?
- Show the next slide with the quote. Remind the class that many refugees have to pay smugglers thousands of dollars to get on unsafe boats to come to Europe because they are in so much danger in their country that they are forced to leave. Sometimes people are surprised that refugees have smartphones but we must remember that refugees are not coming to Europe because

of poverty; they are forced to flee their homes due to reasons such as conflict or persecution. Often these are the richest and most well educated people in the country because only they can afford to make the journey.

- Show the slide 'Why are so many people migrating now?'. Explain that refugees are fleeing war and conflict from lots of countries but that you are only focusing on Syria and Iraq for the moment because that is where the recent focus has been. Use the text resource at the end of this lesson plan to explain why people are leaving Syria and Iraq and coming to Europe and other countries. Make sure to emphasise that most refugees coming from these countries are not coming to Europe. Neighbouring countries host the majority of refugees.
- Show the slide 'But! There are more refugees in other parts of the world'. Remind the class that even though they may not hear about it often, there are many other countries around the world where people are fleeing from such as Nigeria, Somalia, South Sudan, Cameroon, Niger and Chad. There are conflicts, persecution, famines and natural disasters in many countries around the world pushing people out of their homes. Usually people can't travel far so they go to countries beside them which are peaceful. For years these countries, such as Tanzania, Uganda, Pakistan and Jordan, have taken in thousands of refugees.
- Show the slide displaying the top 10 countries which hosted refugees in 2016. Are the class surprised? Why/why not?



### CONCLUSION:

- Watch the video about Ali on the next slide. Ask the class how this made them feel? How would they feel if this was them? How would they feel if they had to leave Ireland and travel to Afghanistan where they didn't know how to speak the language or know anybody? What would they find most difficult? What would help them?

# LESSON PLAN

- If you have time in this lesson, or in another lesson, hold a short walking debate. Tell the students that you are going to read out the statements below and if they agree with them they should move to one side of the room, if they disagree move to the other side and if they are not sure to stay in the middle. After you read out each statement ask the students why they moved to a certain side of the room, encourage debate and reflection amongst the class. Use the questions below beside the written statements to help students to think about their answers. Allow students to change their position in the room after reflection if they wish to.
  - 'People should be able to live in whatever country they want'. Is it fair that there are borders? Why should people not be allowed to move around freely? Is it fair that some people are born into countries of war and must stay there whilst other people are born into safe countries?
  - 'People who come to Ireland for safety are always treated well'. Is there racism? Discrimination? What about Direct Provision [we will learn more about this in the next class]?
  - 'Each country should look after its own people above refugees'. Should we take care of Irish people first before helping refugees? Why? Can we take care of everyone at the same time?
  - 'Europe is taking its fair share of refugees'. Remember the figures we looked at for the top countries who are taking refugees in. Is this fair? Are some European countries taking in more refugees than others?
- Reflect with the class after this activity. There may have been quite strong and decisive opinions during this debate. Remind the class that people around the world did not choose to be born where they were born. We are lucky here in Ireland to be safe and not to have to flee our country. We should do as much as possible to help others around the world who are suffering in refugee situations and to treat them as we would like them to treat us if we suddenly had to leave Ireland.

## Reflection Time

- Ask the class to reflect individually on today's lesson and to jot down some notes.
- Ask them to reflect on: What was your opinion on refugees at the beginning of today's lesson? Did your opinion change at all during the lesson? Did you learn anything new today? How do you feel about the refugee situation currently?

## EXPLANATION OF THE SITUATION IN EUROPE CURRENTLY

Many people who are coming to Europe are fleeing war in Syria and Iraq. Syria is in the middle of a long and complicated war. Several years ago there were protests which led to an uprising in Syria against the leader President Bashar al-Assad. The President responded with violence against the people of Syria. Many people want the President to step down so there are a lot of rebel groups fighting him and each other.

To make things even worse, a group from Iraq called Islamic State or IS has taken over parts of Syria and Iraq. The group use extreme violence against anyone who does not live the way they want them to. So now the President's forces and the rebels are having to fight a separate conflict against the group IS at the same time.

The really difficult bit to understand about this conflict is that it is hard to tell who is good, and who is bad, and countries from all over the world are backing different groups involved in the war. The only thing that we know for sure is that millions of innocent people especially children are getting caught up in this complicated war.

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Use the UNHCR Data Portal to find out the most up-to-date information on refugees across the world: [http://data2.unhcr.org/en/situations#\\_ga=2.233731614.1018884443.1496158368-409115111.1496068781](http://data2.unhcr.org/en/situations#_ga=2.233731614.1018884443.1496158368-409115111.1496068781) Pick one region from the UNHCR map where there are people fleeing their homes and becoming refugees. Find out why people are being forced to leave and where they are going to. Imagine you are a reporter sent to that region to cover the refugee crisis. Write a one page news report on the situation.
- Read the comic 'A Perilous Journey' at: <http://www.whycomics.org/a-perilous-journey-hasko#>. Click on the resources on each page to learn more about refugees. Now imagine you are a refugee and create a comic, or write a story, about your experience as a refugee. Be imaginative – it could be about what your life was like at home, the journey to get to the country you are in now or the life you have now.
- Watch this video 'Escape from Syria: Rania's odyssey' about a 20 year old girl who filmed her journey from the ruins of Kobane in Syria to Austria: <https://www.theguardian.com/world/video/2017/aug/02/escape-from-syria-ranias-odyssey-video>
- Find out the current top 20 countries who are taking in refugees and the top 20 countries who have people fleeing from them. Print a blank map of the world and choose two different colours to represent countries taking refugees in and countries with people fleeing from them. Shade in the countries on the map in the different colours. Make a gradation of shading with the countries with the highest numbers of refugees/people fleeing shaded the darkest. Write the figures you found in the countries. This can be done individually or as a class on one big world map. Display the map(s) in a public place in school.
- Watch the videos 'A Life on Hold' and 'Rain is Beautiful': <http://www.unhcr.org/en-ie/films-life-on-hold-and-rain-is-beautiful.html>. Write a short piece on what happened in the videos and your reaction to them.
- Hold a class debate on the current refugee situation. You could use one of the motions below or choose your own:
  - 'We have too many people in our country'
  - 'Unaccompanied children living in Ireland should return to their home countries once they become adults'
  - 'Our country is very welcoming towards refugees'
  - 'People should be able to live in whatever country they want'
  - 'Each country should look after its own people above refugees'

# LESSON PLAN

## DIFFERENTIATION:

- Sensitivity: some students in the class may be refugees, may have fled their home country or may be separated from their parents, make sure that you speak to them and their guardians/parents before teaching this class.
- Allow time in the class for questions, some students may take longer to understand the concepts covered in this lesson than others.
- Ensure that you allow enough time for each student to reflect and process information after the videos and explanations during this lesson as some students will take longer to make sense of the information they receive in different formats.

## ASSESSMENT:

- The teacher can assess the students' level of knowledge about the refugee crisis based on what they wrote at the beginning of the lesson on the IWB and how they reflect at the end of class.
- The teacher can assess students' shifts in attitudes and opinions throughout the lesson.
- During the walking debate the teacher can assess the students' abilities to critically think and debate with their peers.
- The students can reflect on their learning and attitudinal change during reflection time.

## SUBJECT LINKAGE AND INTEGRATION:

GEOGRAPHY	HISTORY	ENVIRONMENTAL & SOCIAL STUDIES	POLITICS AND SOCIETY	CSPE
<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>		<b>Junior Cycle (Wellbeing)</b>
<b>Strand 3:</b> Exploring people, place and change <b>3.2</b> Investigate the causes and consequences of migration	<b>Strands 2 and 3:</b> The history of Ireland and The history of Europe and the wider world <b>Element:</b> Exploring people, culture and ideas • Overview of student learning: Impact of such factors as population change, migration, famine, genocide on the lives of ordinary people	<b>Section 3:</b> The Modern World <b>4.</b> Contemporary Issues: Case Studies <b>A:</b> Migration		<b>Strand 1:</b> Rights and Responsibilities  <b>Strand 2:</b> Global Citizenship  <b>Strand 3:</b> Exploring Democracy
<b>Senior Cycle</b>			<b>Senior Cycle</b>	
<b>Elective Unit 5:</b> Patterns And Processes In The Human Environment – 5.3			<b>Strand 3:</b> Human rights and responsibilities <b>Topic 6:</b> Human Rights and Responsibilities in Europe and the Wider World	
SPHE	ENGLISH	DIGITAL MEDIA LITERACY	ART	
<b>Junior Cycle (Wellbeing)</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle (Visual Art)</b>	
<b>Strand 1:</b> Who am I? • My Rights and the Rights of Others	<b>Strand:</b> Oral Language <b>Element:</b> Communicating as a listener, speaker, reader, writer <b>Element:</b> Exploring and using language  <b>Strand:</b> Reading <b>Element:</b> Communicating as a listener, speaker, reader, writer  <b>Strand:</b> Writing <b>Element:</b> Communicating as a listener, speaker, reader, writer <b>Element:</b> Exploring and using language	<b>Strand 2:</b> Following my interests online • Searching and evaluating  <b>Strand 3:</b> Checking the facts	<b>Strand 1:</b> Art <b>Element:</b> Drawing <b>Element:</b> Art elements and design principles (AEDP) <b>Element:</b> Media	
	<b>Senior Cycle</b>			
	4.1 The Language of Information 4.1.2 Composing  4.3 The Language of Persuasion 4.3.2 Composing  4.4 The Language of Narration 4.4.2 Composing			

# LESSON 5

## TOPIC: MIGRATION AND REFUGEES SUB TOPIC: WHAT IS AN ASYLUM SEEKER? LESSON 5: SEEKING ASYLUM

### SUBJECT: GEOGRAPHY

### LESSON AIM:

To look at the situation for asylum seekers in Ireland and the Direct Provision system.

### LEARNING INTENTIONS:

- Understand what an asylum seeker is.
- Examine the care given to asylum seekers in Ireland – Direct Provision.
- Recognise the short fallings of the Direct Provision system and empathise with young people living in Direct Provision.

### RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation
- Photocopies of the Budget Activity Sheet

### USEFUL ONLINE RESOURCES:

<http://www.irishrefugeecouncil.ie/campaigns-policy/for-schools>

<https://vimeo.com/user19703635/videos/page:3/sort:date>

<http://www.rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers/>

## LESSON PLAN



### INTRODUCTION:

- Start by asking the class have they ever heard of the terms 'asylum' and 'asylum seeker'. Do they know what they mean? Ask the students to jot down what they think both terms mean on a piece of paper.
- Show the slide 'What is asylum?' and read out the explanation. Is this what the class thought asylum meant? Can anyone remember what a refugee is from the last lesson? How does a person become a refugee?
- Show the slide 'Claiming asylum' and read out what an asylum seeker is. Is this what the class thought an asylum seeker was?



### DEVELOPMENT:

- Have any of the students heard of the term Direct Provision? Can they tell the class what they know about it?
- Show the slide describing Direct Provision. Using it and the points below explain to the class the basics of Direct Provision.
  - Direct provision was set up in 2000 as a 'temporary' solution (which was only supposed to last for 6 months) for the large number of asylum seekers in Ireland.
  - The aim of DP is to look after people (provide for their basic needs) while they wait for a decision on their asylum application.
  - DP provides essential services, medical care, accommodation, three meals a day at set times, and €21.60 is given to each adult per week. A smaller allowance is given to children.
  - The majority of asylum seekers spend over 4 years in Direct Provision.
  - They cannot work or cook for themselves and are forced to eat in a canteen at specific times every day.
  - There is a lack of privacy in DP - adults who don't know each other must share rooms, some families have to live in one

room together, and often bathrooms are shared amongst lots of people.

- The asylum seekers living in DP feel that they can't complain because they are scared they will not be granted asylum and will not be allowed to stay in Ireland. They are afraid they will be told to go home if they complain.
- Show the slide with the picture of the caravan accommodation in Direct Provision and read out the statistics: As of September 2015, there were 4,814 people in the direct provision system, 1,227 of these were children under the age of eighteen, and 37% were waiting for their application to be processed for more than 5 years.
- Play the five videos of teenagers in Direct Provision in Ireland. If you or your class are interested, there are more videos and information in the Irish Times series 'Lives in Limbo', available here: <http://www.irishtimes.com/news/lives-in-limbo>
- How do the class feel about what they have heard? Would they like to have to live in Direct Provision? Not be able to cook for themselves? Their parents can't work? They have to share a room with their parents and siblings? They can't go on to third level education even though they have done really well in their Leaving Certificate?

### Activity Time!

- Ask the class to get into groups of three.
- Give each group a copy of the budget activity sheet [Photocopy from the last page of this lesson].
- Tell them they are asylum seekers in Ireland and live in Direct Provision. They are each a family of three.
- Ask the groups to decide amongst themselves who will play the role of each actor in each group: mother, teenage girl, 10 year old boy.
- Explain to them that they must decide as a family what to spend their allowance of €21.60 on for this week.
- They can only purchase things on the budget activity sheet and it must add up to €21.60 or less. They can use their

# LESSON PLAN

calculators for this if they need to.

- Each person should think about which role they are playing in the family – the mother might be concerned about buying cleaning products, food, new clothes, school books, medicine. The teenage girl might want some beauty products, make-up, to go on her school trip. The 10 year old boy might want some sweets, pencils for school, new shoes, a football.
- Allow the groups time to decide what they want to buy and to work out what they can buy.
- When they are ready, ask each group to give feedback to the class on the activity. Was it hard to decide between each other what to buy? Why? Who wanted what? Imagine if your family was only allowed to spend that much money each week. How would you feel? Is it fair that people in Direct Provision are only given this much?
- Explain to the class that when you hear the figure €21.60 a week you may at first think that it is sufficient for a family. But when you start to think about buying clothes, hygiene products, school supplies and trips, bus fares, treats for children etc. you realise that it is a very small and restrictive amount of money. It creates divides and discrimination between people living in Direct Provision and the general Irish population.
- Show the slide 'What can we do?'. Ask the class to think for a moment what the alternatives to Direct Provision could be. What could we do instead? Could we improve conditions? What changes could be made to improve Direct Provision?
- Discuss as a class their ideas of alternatives and ask them for homework to each write a letter to the Minister for Justice and Equality expressing their opinions about Direct Provision and suggestions of changes or alternatives. Ask the students to write in the letter a request to have a meeting with the Minister to discuss Direct Provision with them. Hopefully the Minister will say yes and your class will be able to discuss their concerns directly with them and bring about change for people living in Direct Provision.
- Gather the letters up from your class and send them to the Minister.

## Reflection Time!

- Ask the class to reflect on today's lesson in pairs. Had you heard of an asylum seeker before? What do you know about asylum seekers now? What is Direct Provision? How do you feel about Direct Provision? Do you think it is fair? Would you like to be in that situation? What do you think should be done about it?



## CONCLUSION:

- Watch the video 'Noreen'. How does this video make the class feel?
- Many people living in Direct Provision are suffering from mental ill-health now due to the length of time they have been living in Direct Provision with nothing to do and no idea when they will be granted asylum. Just because a person has fled their country, become a refugee and needs safety in our country does not mean that they shouldn't be treated the same as any other Irish person and given the same opportunities to work and live.

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Ask the class to listen to this documentary made by two girls in Direct Provision in Ireland: <http://www.rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers/> Tell them to listen to what the girls are saying and to try and imagine everything they are describing. Ask the students to write a one page piece about what they learned from the documentary. What is Direct Provision like? What do the girls and people they interviewed find difficult?
- Peer to peer teaching – as a whole class, or in groups, arrange to teach other classes in the school about Direct Provision. You could use this lesson plan and facilitate it yourselves with the students or you could come up with your own lesson. Be creative and think about how you can interest the other students and motivate them to want to do something about Direct Provision.
- Write a letter to a national newspaper about Direct Provision. It can be similar to the letter you wrote for the Minister – what do you think about Direct Provision? Should it be stopped? What could replace it?
- Create a video for social media about Direct Provision. Explain what it is and how your class feels about it. Use this video to educate others about Direct Provision.

## DIFFERENTIATION:

- Ensure that the groups for the activity are mixed ability and that each person is involved in a way which they are comfortable with.
- Sensitivity: if there are students in the class who are asylum seekers ensure that you discuss this lesson with them and their family/guardian before teaching it.

## ASSESSMENT:

- The teacher can assess the students' group work, negotiation and decision making skills during the activity.
- The students can self-assess their learning and attitudinal shift during reflection time.
- The teacher can assess the learning that has taken place during reflection time.

SUBJECT LINKAGE AND INTEGRATION:

GEOGRAPHY	HISTORY	ENVIRONMENTAL & SOCIAL STUDIES	CSPE	MATHS
Junior Cycle	Junior Cycle	Junior Cycle	Junior Cycle (Wellbeing)	Junior Cycle
Strand 3: Exploring people, place and change 3.2 Investigate the causes and consequences of migration	Strands 2 and 3: The history of Ireland and The history of Europe and the wider world Element: Exploring people, culture and ideas • Overview of student learning: Impact of such factors as population change, migration, famine, genocide on the lives of ordinary people	Section 3: The Modern World 4. Contemporary Issues: Case Studies A: Migration	Strand 1: Rights and Responsibilities  Strand 2: Global Citizenship	Strand 3: Number Applied Arithmetic
Senior Cycle	Senior Cycle			
Elective Unit 5: Patterns And Processes In The Human Environment – 5.3				
ACCOUNTING	POLITICS AND SOCIETY	SPHE	HOME ECONOMICS	ENGLISH
		Junior Cycle (Wellbeing)		Junior Cycle
		Strand 1: Who am I? • My Rights and the Rights of Others		Strand: Oral Language Element: Communicating as a listener, speaker, reader, writer Element: Exploring and using language  Strand: Reading Element: Communicating as a listener, speaker, reader, writer  Strand: Writing Element: Communicating as a listener, speaker, reader, writer Element: Exploring and using language
Senior Cycle	Senior Cycle		Senior Cycle	Senior Cycle
Management Accounting • Budgetary Planning and Control	Strand 2: Active citizenship  Strand 3: Human rights and responsibilities Topic 5: Human rights and responsibilities in Ireland		Elective: 4. Elective 1 – Home Design And Management 4.1 Housing	4.1 The Language of Information 4.1.2 Composing  4.3 The Language of Persuasion 4.3.2 Composing
DIGITAL MEDIA LITERACY				
Junior Cycle				
Strand 2: Following my interests online • Searching and evaluating  Strand 3: Checking the facts  Strand 4: Publishing Myself				

RESOURCE: BUDGET ACTIVITY SHEET

Toilet Paper	Cinema Ticket	School Trip to the Zoo	Sweets	Maths Set
€1.50	€6.50	€10.00	€1.50	€2.00
Calculator	Runners	Toothpaste	Toilet Cleaner	Soap
€5.00	€15.00	€1.00	€3.00	€1.50
Sponge	Return Bus Fare to Town (for 1)	Haircut	Deodorant	Underwear
€1.00	€6.00	€20.00	€3.00	€2.50
Hairbrush	Stamps	Phone Credit to Call Home	Coffee	Tea Bags
€2.50	€3.00	€5.00	€2.50	€1.50
Newspaper	Pack of Pencils	Plasters	Matches	Pain Relief Medication
€1.50	€2.00	€3.00	€1.00	€3.00
Textbook	Perfume	Make-up	McDonalds Happy Meal	Money to Save for Something Big
€11.00	€15.00	€6.00	€3.80	€?

# ACTIONS ON MIGRATION AND REFUGEES

There are many actions on migration which you can undertake with your class or help them to do themselves. Below are some suggestions; brainstorm with your class and think of an idea which they are enthusiastic to take charge of.

- Put on a play for your school and community about refugees. For example, it could be about one person's journey fleeing from their home to a new life in another country, or it could be about the experiences of asylum seekers living in Ireland. Decide on a story/theme which suits your group best.
- Hold a 'Welcome Refugees' event or campaign in your local community – this could involve a colourful action spelling out words, a stunt, marching through town, holding a town meeting, making a speech at a community event. Be creative!
- Contact radio and television stations and ask if you can have a slot to talk about refugees, asylum seekers and Direct Provision in Ireland. You could talk about the importance of welcoming refugees to Ireland or you could talk about the Direct Provision system.
- Hold a full school assembly on a topic of your choice from this module on migration and refugees. Educate the school about the topic and ask them to get involved with an action which you have organised around the topic.
- Organise a meeting with your local TD to talk to them about the low numbers of refugees that Ireland take in and the experience of asylum seekers in Direct Provision. Prepare yourself for the meeting and make sure you have a request for the TD to do something which you can follow up with them on afterwards.

Can you think of other actions you could do? Pick a topic which inspires or motivates you and do an action which will contribute to change! It can be a local or global action. The important thing is to be an active citizen – use the information you gain to make a real difference in the world!



# MODULE REVIEW

Feedback and evaluation are very important in ensuring that Development Education is effective. We would greatly appreciate you gathering feedback from your students on this module. Please photocopy and hand out the below evaluation sheets to your students. You can send the feedback to [info@plan.ie](mailto:info@plan.ie)

## 1. PLEASE RATE YOUR UNDERSTANDING OF MIGRATION AND REFUGEE ISSUES BEFORE COMPLETING THIS MODULE:

Very Low	Low	Average	High	Very High
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. PLEASE RATE YOUR UNDERSTANDING OF MIGRATION AND REFUGEE ISSUES AFTER COMPLETING THIS MODULE:

Very Low	Low	Average	High	Very High
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. DID YOUR ATTITUDE TO MIGRATION AND REFUGEE ISSUES CHANGE OVER THE COURSE OF THE MODULE?

Yes	No	Please explain:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

## 4. DID YOUR ATTITUDE TO THE GLOBAL SOUTH AND DEVELOPMENT ISSUES CHANGE OVER THE COURSE OF THE MODULE?

Yes	No	Please explain:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

## 5. DID YOU, OR WILL YOU, TAKE ACTION ON MIGRATION AND REFUGEES?

Yes	No	If yes what action did/will you take?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

## 6. DO YOU HAVE ANY OTHER COMMENTS OR SUGGESTIONS FOR THIS MIGRATION AND REFUGEE MODULE?

# MODULE FOUR

## CLIMATE CHANGE

**‘THE CLIMATE CRISIS HAS  
ALREADY BEEN SOLVED. WE  
ALREADY HAVE THE FACTS AND  
SOLUTIONS. ALL WE HAVE TO  
DO IS WAKE UP AND CHANGE.’**

– Greta Thunberg

### Overall Aims:

This module aims to educate students about Climate Change. The lessons will explore the causes and effects of climate change, how to reduce the effects of climate change, how climate change affects some parts of the world disproportionately and allow students to take action in the fight against climate change.

### Background Information and Facts on Climate Change for Teachers:

Climate change is a topic that has gained increased focus in recent years. This can be attributed to many things including the rise in levels of CO<sub>2</sub> around the world as well as notable people speaking out about the issue and the need to reduce the effect we as humans have on the world. There has been a huge increase in the number of disasters influenced by climate change around the world including floods and droughts. Ireland has also seen an increase in rainfall and intense storms.

Climate change affects all people, but our work in marginalised areas has shown that people in these communities are often hardest hit. In the period 1997 to 2016, the Philippines, Thailand and Vietnam were

amongst the world’s top ten countries most affected by extreme weather events. The Philippines alone has experienced 186 natural hazards in the past 10 years.

People who are often deprived of their rights are likely amongst those most directly affected by climate change impacts, resulting in disrupted education, social upheaval, hunger and malnutrition and increased exposure to vectors and diseases. Following a major climate event, young people who become separated from their parents and other family members are commonly rendered more vulnerable than before and are more likely to lack access to education and experience violence, exploitation or abuse.

Plan International believes that students need to be better informed. Climate change and environmental education is proving to be an effective and efficient way of achieving this. Providing everyone with suitable learning opportunities to better understand the potential consequences of global climate change is a key place to start. This, in turn, will allow them to engage in meaningful discussions, take action and contribute to the design of practical actions towards preparing for and recovering from potential climate-related impacts.

## FACT

### IRELAND REMAINS NEAR THE BOTTOM OF THE CLASS IN CLIMATE ACTION

As of December 2019, Ireland has been singled out as one of the worst-performing countries in Europe in tackling the climate crisis for the third year in a row. The Climate Change Performance Index, which is produced annually, places Ireland 41st out of 57 countries.

**Source:** greennews.ie

## FACT

### PRICE TAG: US\$ 140 BILLION PER YEAR

This is what it would take to make the changes humanity needs to adapt to a warming world. It may sound like a lot, but it’s less than 0.1% of global GDP and the cost of not taking action is far greater.

**Source:** Conservation International, Climate Change

## FACT

### 800 MILLION PEOPLE ARE VULNERABLE

11% of the world’s population is currently vulnerable to climate change impacts such as droughts, floods, heatwaves, extreme weather events and rising sea levels.

**Source:** Conservation International, Climate Change

## FACT

### NEARLY 1 MILLION HECTARES LOST

An area of coastal ecosystems larger than New York City is destroyed every year, removing an important buffer from extreme weather for coastal communities and releasing carbon dioxide into the atmosphere.

**Source:** Conservation International, Climate Change

# LESSON 1

**TOPIC: CLIMATE CHANGE**

**SUB TOPIC: THE CAUSES AND IMPACTS OF CLIMATE CHANGE**

**LESSON 1: WHAT IS CLIMATE CHANGE?**

**SUBJECT: GEOGRAPHY**

## LESSON AIM:

Students will develop their understanding and knowledge of climate change; its causes and impacts.

## LEARNING INTENTIONS:

- Distinguish between the terms 'weather' and 'climate'.
- Explain the concepts of 'climate change' and 'greenhouse gases'.
- Describe the greenhouse effect and explain the causes of climate change.

## RESOURCES:

- Interactive Whiteboard (IWB) or projector
- USB presentation
- Sheets of paper/post its

# LESSON PLAN



## INTRODUCTION:

- Introduce the concept: In order to understand climate change, we need to define 'weather' and 'climate'. Ask students what is the weather like outside today?
- Ask students what is the difference between weather and climate? According to Britannica, weather is the **set of conditions** in the atmosphere in one location for a limited period—such as throughout the day, at night, or any particular point during the day. Climate, however, describes the **average condition** of the atmosphere over a long period, such as across spans of 30 years or more, for a given location.
- Ask students what climate does Ireland have? Temperate Oceanic Climate.
- Do a three-day forecast predicting storms, rainfall or sunshine – is this weather or climate? Now show the slide 'What is weather?' Followed by the slide 'What is climate?'
- Read the following statements to reinforce the difference between "weather" and "climate".

Statement	Weather	Climate
Today was 10 degrees hotter than normal		x
It feels much hotter today than yesterday	x	
Heavy thunderstorms are expected to move through the area this evening	x	
New York sees a White Christmas 75% of the time.		x
"I've lived here for 15 years and I've never seen flooding like this."		x



## DEVELOPMENT:

- Ask students, what is climate change? What images, words or phrases come to their mind? Each student writes a word or statement on what they think climate change is and places their words/ statements on the wall. Summarise key points.
- Show the slide, what is climate change? Explain the difference between climate change and global warming. Global warming refers to the long term warming of the planet. Scientists have shown there has been a rise in global temperature since the early 20th century, most notably since the 1980s. According to the 2019 Global Climate Summary, the combined land and ocean temperature has increased at an average rate of 0.07°C (0.13°F) per decade since 1880.
- Climate change refers to a much broader range of changes that are happening to Earth's climate caused by this warming. Some of these changes include melting ice-caps, rising sea levels and changes in natural processes such as plant blooming times. Source: Geological Survey Ireland.
- Tell students that the earth's climate has changed many times during the planet's history with events ranging from ice ages to long periods of warmth.
- Explain that to understand what is causing climate change, we need to know more about the greenhouse effect. Using the PowerPoint presentation, explain the process of how greenhouse gases keep the Earth warmer. Conclude the presentation by stating that greenhouse gases are a result of human activity, leading to global warming which impacts on weather systems over time and leads to climate change.

# LESSON PLAN

- Ask students if they have experienced any impacts of climate change in Ireland? Can they name them? What are the impacts of climate change? Explain that some impacts can be rapid onset events such as heavy rain leading to flooding or slow onset events such as extreme heat leading to drought.
- Do students know of any major climate change impacts that have occurred globally? What do they think will be the impact of climate change in the future if people continue to live the same way?

## CONCLUSION:

- As a concluding recap, watch the video on the next slide on Climate Change 101 <https://www.smithsonianmag.com/videos/category/science/climate-change-101-with-bill-nye-the-science/>
- To review learning, ask students to explain the link between the greenhouse effect and climate change. One accelerates the other.

### Reflection time!

- Ask the class to reflect in pairs using the 3-2-1 method. They must share 3 things they learned today, 2 things they want to know more about, and 1 question they have.

# LESSON PLAN

## EXTENSION ACTIVITIES

- Ask students to look up Met Eireann's website: <https://www.met.ie/>
- Ask students to look at the latest reports and determine whether this weather is in line with the season. Ask students to figure out what weather station is closest to their school, and does the most recent weather update correspond with the weather outside the window right now?
- Make an informative poster on the difference between climate change and global warming and display it in a prominent place in the school to teach other students about climate change.
- Write an article for the school magazine on the most devastating impacts of climate change around the world in the last 10 years.

## DIFFERENTIATION AND INCLUSION

- Allow enough time during the activities for each student to complete the task.
- Read the PowerPoint information aloud or have students take turns reading.
- Provide the video transcription for students who prefer to read along or have problems hearing.

## ASSESSMENT:

- The students will self-assess and reflect on their knowledge of the meaning of climate change vs global warming.
- The students can be assessed on their engagement and effort throughout the activities.
- The students can be assessed on their learning at the end of the lesson during reflection time when they discuss and show what they have learned.

GEOGRAPHY	SCIENCE	CSPE	HOME ECONOMICS	ETHICAL EDUCATION
<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	
<p><b>Strand 1.6:</b> Classify global climates and analyse the factors that influence the climate in Ireland</p> <p><b>Strand 1.7:</b> investigate the formation and behaviour of a significant weather event</p> <p><b>Strand 1.8:</b> gather, record and interpret weather data</p> <p><b>Strand 2.6:</b> examine the causes and implications of climate change</p>	<p><b>Strand 2.7:</b> Earth's climate, effects of climate change and initiatives that attempt to address those effects</p> <p><b>3.7:</b> organise and communicate their research and investigate findings</p> <p><b>Unit 4 4.8:</b> ethical and sustainability issues that arise from our generation and consumption of electricity</p> <p><b>Strand 4.9:</b> Research and present information on the contribution that scientists make to scientific discovery and invention and its impact on society</p> <p><b>4.10:</b> appreciate the role of science in society; and its personal, social and global importance</p> <p><i>Note: CBA 2 for Junior Cycle Science (Science in Society Investigation) is a great fit for this module. Students can choose to focus on a sustainability measure or new technology related to conservation.</i></p>			
<b>Senior Cycle</b>	<b>Senior Cycle</b>	<b>Senior Cycle (Politics, Social Education)</b>	<b>Senior Cycle</b>	
<p><b>Unit 9:</b> 9.1: The atmosphere gases</p> <p><b>9.2:</b> Solar energy</p> <p><b>9.3:</b> Exchanges of water between oceans and atmosphere vary greatly over the surface of the earth and give rise to distinctive weather and climate regimes</p> <p><b>9.4:</b> Circulation in both the atmosphere and the oceans affects weather and climate patterns on a variety of scales.</p> <p><b>9.5:</b> climatic environments.</p> <p><b>Module 2: 2.1:</b> gases in air and give the percentage composition</p> <p><b>2.4:</b> identify different sources of air pollution</p> <p><b>2.6:</b> relationship between the combustion of fuels and air pollution</p> <p><b>2.7:</b> 'greenhouse effect'</p> <p><b>2.8:</b> ozone layer</p>	<p><b>Module 2: 2.1:</b> gases in air and give the percentage composition</p> <p><b>2.4:</b> identify different sources of air pollution</p> <p><b>2.6:</b> relationship between the combustion of fuels and air pollution</p> <p><b>2.7:</b> 'greenhouse effect'</p> <p><b>2.8:</b> ozone layer</p>	<p><b>Social Education</b></p> <p><b>3.2:</b> relate the importance of issues and current affairs to their daily lives</p>		

# LESSON 2

**TOPIC: CLIMATE CHANGE**

**SUB TOPIC: WHO IS RESPONSIBLE FOR CLIMATE CHANGE?**

**LESSON 2: WHO HAS CAUSED CLIMATE CHANGE?**

**SUBJECT: SCIENCE**

**LESSON AIM:**

Students will become aware of human activities that are causing climate change and will be able to investigate the carbon footprints of people living in different countries around the world.

**LEARNING INTENTIONS:**

- Identify some human activities contributing to climate change.
- Understand what a carbon footprint is.
- Recognise that everyone in the world has a carbon footprint but some people and countries are responsible for more CO2 emissions than others.

**RESOURCES:**

- IWB or projector
- USB Presentation
- Sheets of paper

# LESSON PLAN



## INTRODUCTION:

### Think - Pair – Share

- Remind the class that burning fossil fuels like coal, gas and oil increases the amount of greenhouse gases.
- **Think:** Ask students to draw a line down a sheet of paper and on one side write a list of everything they do during a normal school day (get the bus to school, use a computer, wear a uniform, eat lunch) and on the other side tick any of the activities that may use fossil fuels. Remind the class that fossil fuels are used in many forms such as transport, heating, electricity, food, and clothing production.
- **Pair:** Give students a couple of minutes to compare answers with the person next to them.
- **Share:** Ask volunteers to share their list of activities that use fossil fuels. Did the rest of the class have any additional activities that were not on the list that use fossil fuels? Ask the class how the activity uses fossil fuels, for example, a computer uses electricity, and a polyester jumper might be made of petroleum products.
- Explain that all the above fossil fuels emit carbon dioxide, and this has been the biggest contributor to climate change. Humans also emit carbon dioxide and importantly, trees take in carbon dioxide and give out oxygen so they are very important for the planet and humans.
- Approximately 90% of Ireland's energy consumption (transport, heat, electricity) comes from fossil fuels<sup>1</sup>. Fossil fuels are called non-renewable energy sources as their supply is limited. Ireland has committed to 16% of its energy consumption to come from renewable sources (wood, water, wind, wave and some wastes by 2020. However, as of 2017, only 11% of Ireland's energy came from renewable resources<sup>2</sup>. Ask the class to come up with one way they could reduce their own use of fossil fuels.



## DEVELOPMENT:

- Show the next slide and explain that a carbon footprint is used to describe the amount of carbon dioxide released into the atmosphere as a result of activities by an individual, an organisation, a community, a country or an event.
- Explain that we are now going to investigate different countries' carbon footprints.
- Divide the class into groups of 4/5 and show the next slide, who has the worst carbon footprint? Ask the class to rank countries in order of who they think has contributed towards the most CO2 emissions in 2018? The country with the largest emissions should be given a number 1 and the country with the smallest a number 10.
- Ask students to provide feedback and encourage them to give reasoning behind their decisions. E.g. larger populations etc.
- Show the slide to share the correct country order.

Country	CO2 emissions (from human activity and natural occurrence)	World Ranking
China	9839 MtCO2	1
USA	5270 MtCO2	2
Germany	799 MtCO2	6
Indonesia	487 MtCO2	12
Philippines	128 MtCO2	37
Ireland	40 MtCO2	68
New Zealand	36 MtCO2	72
Kenya	16 MtCO2	93
Papa New Guinea	7.4 MtCO2	117
Mali	1.7 MtCO2	154

Ranking out of 220 countries  
Source: <http://www.globalcarbonatlas.org/en/CO2-emissions>

# LESSON PLAN

- Are they surprised by any of the results? What do countries with a large carbon footprint have in common? What do countries with a small carbon footprint have in common? Why do some countries emit more (or less) carbon dioxide than others? Is this fair? Where are the majority of countries that have the smallest carbon footprint – the North or South?
- Further the activity by showing how Ireland compares to the European average. Show the next slide. Explain that the graph illustrates Ireland's greenhouse gas emissions in comparison with the European average. Ask how does Ireland compare to the European average? Are there any fluctuations in greenhouse gas emissions? Why do you think there was an increase or decrease? Is it fair that Ireland is behaving this way in comparison to the rest of Europe? How does Ireland relate size-wise to other countries in Europe? How does it make you feel?
- Students can compare greenhouse gas emissions for different European countries by accessing the visualisations on Eurostat. <https://ec.europa.eu/eurostat/web/climate-change/visualisations>
- Explain that carbon emissions are calculations from the combustion of fossil fuels, cement production and land-use change over multiple decades, including their drivers. For the purposes of this activity, territorial – based emissions were used, which means this only includes carbon dioxide emissions produced **within** a country.
- Using the same method and in the same groups, ask the students to rank the percentage of Ireland's emissions by sector. Show the next slide. The sector with the largest emissions should be given a number 1 and the sector with the smallest a number 10. The students might need to look up some sectors to understand them.
- Ask students to provide feedback and encourage them to give reasoning behind their decisions.
- Show the next slide to share the correct sector order. Explain that the graph illustrates Ireland's greenhouse gas emissions in 2018.
- Are they surprised by any of the results? Why do some sectors emit more (or less) carbon dioxide than others?
- To review and expand on how countries are negotiating their commitments to cut their emissions show the following video on the next slide: <https://www.youtube.com/watch?v=B11kASPfYxY>. The video could be further discussed during reflection or an extension activity.



## CONCLUSION:

### Reflection: Know, Want to Know, Learned

- Discuss with the class, was there anything they were surprised at learning? What one fact do they know now that they didn't at the beginning of the lesson? What would they like to know more about?

### Activity 2:

- Explain that in the first activity students looked at how countries ranked in terms of their CO2 emissions. From the first lesson, students know that CO2 is only one of the greenhouse gases contributing to climate change. The major greenhouse gases are carbon dioxide, methane, nitrous oxide, fluorinated gases and water vapour.

# LESSON PLAN

## EXTENSION ACTIVITIES

- To further investigate regional and country-specific carbon emissions you might like to use the interactive version of maps on <http://www.globalcarbonatlas.org/en/CO2-emissions>
- Use the carbon calculator to see how much CO2 you or your school emit. <https://www.epa.ie/climate/calculators/>

## DIFFERENTIATION AND INCLUSION

- Use mixed ability groups during group work.
- If possible, allow students to use a computer/laptop in groups to visit some of the websites mentioned.
- Allow enough time during the reflection at the end of class for students to think about what they have learned and to write notes.

## ASSESSMENT:

- The teacher will assess by observing learning during reflection time.
- The students can assess their knowledge after each activity and at the end of class during reflection time.

GEOGRAPHY	SCIENCE	CSPE	HOME ECONOMICS	ETHICAL EDUCATION
Junior Cycle	Junior Cycle	Junior Cycle	Junior Cycle	Junior Cycle
<b>Strand 1.9:</b> differentiate between the types of energy resources produced by the physical world  <b>2.6:</b> examine the causes and implications of climate change	<b>Strand 1 Unit 3 3.6:</b> conduct research relevant to a scientific issue  <b>3.7:</b> communicate their research and investigative findings  <b>Unit 4: 4.10:</b> appreciate the role of science in society; and its personal, social and global importance  <b>Strand 2 Unit 3: 3.6:</b> research different energy sources  <b>Strand 3 Unit 4: 4.10:</b> how humans contribute to sustainability  <b>Strand 4 Unit 4: 4.8:</b> ethical and sustainability issues that arise from generation and consumption of electricity	<b>Strand 2 Unit 1:</b> 2.3: create a visual representation of data depicting ecological footprint  <b>2.4:</b> discuss three or more sustainable living strategies they can employ in their lives  <b>Unit 3: 2.11:</b> examine a campaign for change in the area of sustainability		<b>9.2</b> Discuss and give an example of Ireland's commitment to one of the SDGs.
Senior Cycle	Senior Cycle	Senior Cycle (Politics, Social Education)	Senior Cycle	Senior Cycle
	<b>Module 1: 4.7:</b> effects of a poor quality environment on health  <b>4.9:</b> identify behaviour and environmental conditions that pose a risk to health  <b>Module 2: 2.1:</b> name the gases in air and give the percentage composition  <b>2.3:</b> describe the properties and uses of carbon dioxide  <b>2.4:</b> different sources of air pollution  <b>2.6:</b> relationship between the combustion of fuels and air pollution  <b>2.7:</b> understanding of the 'greenhouse effect'  <b>2.8:</b> understanding of the ozone layer  <b>5.1:</b> identify different forms and uses of energy  <b>5.3:</b> identify different ways in which electricity is produced in Ireland  <b>5.4:</b> discuss current energy-related issues  <b>6.5:</b> identify uses of electricity in the home	<b>Politics</b>  <b>6.3:</b> international cooperation and human rights  <b>7.6:</b> globalisation and political power  <b>8.1:</b> actions that address sustainable development  <b>8.2:</b> arguments concerning sustainable development  <b>Social Education</b>  <b>3.2:</b> relate the importance of issues and current affairs to their daily lives		<b>3.4</b> Outline, using specific examples, three ways in which the environment is being damaged, and three projects seeking to combat that damage

# LESSON 3

**TOPIC: CLIMATE CHANGE**  
**SUB TOPIC: IMPACTS OF CLIMATE CHANGE**  
**LESSON 3: RECOGNISING THE IMPACT OF CLIMATE CHANGE AND POTENTIAL CONSEQUENCES.**

**SUBJECT: GEOGRAPHY, CSPE**

## LESSON AIM:

Students will explore our global interconnectedness and think critically about the potential impacts climate change has on people and the planet.

## LEARNING INTENTIONS:

- To identify some of the current and potential impacts of climate change on people and our planet.
- To think critically about the impacts of climate change.
- To learn about and recognise our global interconnectedness and the potential consequences of our collective actions.

## RESOURCES:

- One copy of extreme weather and climate events sheet
- IWB or projector
- 6 copies of the hazards sheet
- A3 paper
- Markers
- 6 copies of the mystery story

# LESSON PLAN



## INTRODUCTION:

- Stand in a circle holding a ball. Ask the class if they have ever had a day where everything just seems to go wrong from the moment they wake up. Ask for an example of a little thing that may go wrong. After the example, ask if they can think of something bad that may follow as a result. Pass the ball to the student who gave the answer and ask them to pass the ball to someone else who will give an example of what could happen next. Continue the game until you cannot think of any more examples.
- *Example:* Alarm clock doesn't go off, don't have time to eat breakfast, miss the bus to school, it starts raining, get in late to school and sent to principal's office, you are tired, hungry and cold, can't concentrate in chemistry class, fall behind in learning about greenhouse gases.
- When the game has finished, remind students that because the alarm did not go off, this impacted on your day and as a result had a knock-on effect on the rest of your day. When an extreme weather event occurs, it can cause hazards and these hazards can impact on people's lives.
- In the next activity, students will investigate how an extreme weather event not only has an impact on the planet but also on people.



## DEVELOPMENT:

- Divide the class into 6 groups and give each group one of the extreme weather and climate events sheets. Give all the hazards cards and a sheet of A3 paper to all groups.
- Show the slide of the consequence chart.

- Explain that each group has an extreme weather event card and they need to link up possible hazards associated with the extreme weather event. They then need to think about the possible impacts associated with the hazards. Continue until students cannot think of any more impacts.

Extreme Weather event	Hazards	Possible impact	Further Impacts
Extreme rainfall	Flooding	Contaminated waters	Families living in extreme poverty
	Erosion	Crops can be washed away	Children are unable to pay school fees
	Landslide	Animals can drown	Girls vulnerable to child marriage
		People get sick	
		Loss of income	

- When each group has finished ask them to present their consequence chart. Discuss if there was anything that surprised them? Are there any common impacts among groups? Is there a group of people that the students recognise as vulnerable? Can they suggest ways to overcome or adapt to any of the hazards or impacts?
- Conclude the activity by showing the slide with the Sustainable Development Goals (SDGs)
- Explain that the SDGs, also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. You can find out more about the SDGs and their targets at <https://sustainabledevelopment.un.org/sdgs>
- Ask what SDGs Climate Change is impacting on? What SDGs do you think are the most important for slowing down or stopping Climate Change?

# LESSON PLAN

## CONCLUSION:

- This activity is called Mystery Story because students need to piece together clues written on separate cards to create a story. Keep students in the same groups and explain that they need to solve a mystery by answering 'Why did Juan's friends have to leave school?'
- Give each group a copy of the mystery cards and explain that their task is to place the cards in a logical order but also to explain their reasons for doing so. They can also add additional cards or omit some if they wish to do so. When the task is completed ask students to feedback their responses to the rest of the class.
- Follow-up by asking the following questions:
  - Is anyone to blame for Juan's friends not being able to go to school? What factors contributed to them leaving school? Which factors originated in Ireland and Indonesia?
  - Are there any solutions to prevent such events happening in the future?
  - What can you learn from this activity about the impact of climate change on the world's less developed countries?
- Note: This activity is used to demonstrate global interconnectedness and that small actions can accumulate to have a big impact. It should be made clear that Liam's actions did not individually and directly lead to Juan's friends leaving school.

### Reflection Time!

- Ask the class to reflect on one natural disaster or extreme weather event they remember hearing about on the news or in the media. Make a mind map to show how it might have been connected to climate change.

# LESSON PLAN

## EXTENSION ACTIVITY:

- Look up the SDGs and write a letter to your local Councillor or TD to explain how climate change is affecting all goals and make suggestions of what could be done in your local area to combat climate change.

## DIFFERENTIATION:

- Use mixed ability groups during group activities.
- Allow students to look up words they may not understand in the dictionary.
- The Mystery Story activity could be changed into a written activity.

## ASSESSMENT:

- The teacher can assess the student's abilities to discuss and raise questions when doing the Mystery Story activity.
- During reflection time, the teacher can assess the students learning through feedback on new information they learned.

# EXTREME WEATHER AND CLIMATE EVENTS CARD

HEATWAVES

STORMS

DROUGHT

EXTREME RAINFALL

CHANGING RAINFALL PATTERNS

INCREASED TEMPERATURES

# HAZARDS CARD

HEATSTROKE

DENGUE

(an infection caused by viruses transmitted by mosquitoes. It causes severe flu-like symptoms, such as fever, severe headache, muscle and joint pain.)

INCREASED MALARIA

INCREASED RISK OF WILDFIRES

WATER SHORTAGE

DESERTIFICATION

FLOODING

FLASH-FLOODS

LAND-SLIDE

EROSION

SEVERE WIND

STORM SURGE

# MYSTERY STORY CLUES

Indonesia has one of the highest deforestation rates in the world.

Climate change is believed to increase the risk of extreme weather conditions.

Carbon dioxide is a greenhouse gas which contributes to climate change.

Cars produce carbon dioxide from burning petrol.

Ireland has the 3rd highest emissions of greenhouse gases per capita in the EU.

There is no public transport in Liam's town so his parents drive him to school each day.

Liam's school is an older building and is poorly insulated, meaning the classrooms have to run the heating more often than necessary.

Liam lives 3km from his school.

East Nusa Tenggara in Indonesia comprises of beautiful mountains, hills, green forests and waterfalls.

Indonesia is the world's 12th largest emitters of greenhouse gases.

In East Nusa Tenggara during extreme drought, food and water run out.

Many farmers in East Nusa Tenggara live on corn and cassava grown on small plots of land.

In East Nusa Tenggara food is prioritised for fathers over children and mothers, meaning people most affected by malnutrition are women and children.

Juan's 17-year-old friend left school and migrated to Kalimantan Island where he works for a palm oil company.

During the rainy season in East Nusa Tenggara rivers overflow and cause erosion.

The erosion of riverbanks was so bad Juan lost his home.

Juan is a 16-year-old boy from East Nusa Tenggara in Indonesia, where 11% of people classified as poor in Indonesia lived in 2015.

GEOGRAPHY	SCIENCE	CSPE	HOME ECONOMICS	ETHICAL EDUCATION
<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>
<p><b>1.7:</b> investigate the formation and behaviour of a significant weather event</p> <p><b>2.6:</b> causes and implications of climate change</p> <p><b>2.8:</b> investigate how people respond to a natural disaster</p> <p><b>3.7:</b> compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and developing country.</p> <p><i>CBA 1 for Junior Cycle Geography (Geography in the News) is a great fit for this module. Students can choose to focus on an extreme weather event in the Global South and draw connections to climate change</i></p>	<p><b>Unit 4: 3.7:</b> earth processes and human factors influence the Earth's climate, evaluate effects of climate change</p> <p><b>Strand 4 Unit 4: 4.8:</b> ethical and sustainability issues that arise from our generation and consumption of electricity</p>	<p><b>Strand 2 Unit 1: 2.1:</b> connected to and dependent upon eco-systems, people and places, near and far</p> <p><b>2.3:</b> create visual representation of data depicting ecological footprint</p> <p><b>2.4:</b> discuss three or more sustainable living strategies</p> <p><b>Unit 2: 2.5:</b> examine case studies of people experiencing poverty or inequality from different contexts and countries</p> <p><b>2.6:</b> express an informed opinion about the root causes of poverty</p> <p><b>Unit 3: 2.8:</b> identify one person and one institution with power and influence in the world today</p> <p><b>2.9:</b> analyse one global issue or challenge</p> <p><b>2.10:</b> contribute in responding to one challenge currently facing the world</p> <p><b>2.11:</b> examine a campaign for change in the area of sustainability</p>	<p><b>Strand 2 Unit 3: 2.7:</b> identify how individuals, families and households can contribute to sustainable and responsible living</p> <p><b>2.8:</b> describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation</p>	<p><b>9.1</b> Name and explain the 17 Sustainable Development Goals (SDGs).</p>
<b>Senior Cycle</b>	<b>Senior Cycle</b>	<b>Senior Cycle (Politics, Social Education)</b>	<b>Senior Cycle</b>	<b>Senior Cycle</b>
<p><b>Unit 6: 6.2:</b> interdependent global economy. Actions or decisions taken in one area have an impact on other areas.</p> <p><b>6.3:</b> empowering people is a way of linking economic growth with human development.</p> <p><b>Unit 9: 9.6:</b> climate characteristics have an influence on economic development.</p>	<p><b>Module 1: 4.7:</b> review the effects of a poor quality environment on health</p> <p><b>4.9:</b> identify behaviour and environmental conditions that pose a risk to health</p>	<p><b>Politics</b></p> <p><b>6.1:</b> rights in the wider world</p> <p><b>6.2:</b> arguments about rights in the wider world</p> <p><b>7.2:</b> diversity and cultural change</p> <p><b>Social Education</b></p> <p><b>3.1:</b> make local and global links</p> <p><b>3.2:</b> relate the importance of issues and current affairs to their daily lives</p> <p><b>5.1:</b> make connections between human rights and contemporary issues</p> <p><b>5.2:</b> give examples of contemporary issues, both local and global, where human rights are under threat.</p>		<p><b>3.4</b> Critically evaluate the Sustainable Development Goals 'Climate Action' and explain the relationship between this SDG and purpose/meaning in life</p>

# LESSON 4

## TOPIC: CLIMATE CHANGE SUB TOPIC: CLIMATE CHANGE STORIES FROM AROUND THE WORLD LESSON 4: CLIMATE CHANGE STORIES

### SUBJECT: CSPE

### LESSON AIM:

Students will learn how communities around the world are adapting to climate change.

### LEARNING INTENTIONS:

- To identify people who are at risk during an extreme weather event or climate change.
- To describe the ways people and communities around the world are adapting to climate change.

### RESOURCES:

- IWB or projector
- Guess Who sheet
- USB presentation
- 6 climate change stories

# LESSON PLAN



## INTRODUCTION:

- Nominate 5 students to play a game and give each student one card from the “Guess Who?” sheet which describes a character for them to play (an elderly man, a woman, a child, a person with a disability and a person living in poverty). The remaining students are residents. Arrange a large space with a starting line and ask participating students to stand in a row on the line.
- Explain ‘there is a peaceful village in a mountainous area. One day, a flash flood occurs. What can people living in the village do to protect themselves?’ Ask the students the following questions and if the student can answer ‘yes’ ask them to move one step forward. Remind students this is not a race – there is no finish line and they must try to stay in character.
  - Can you go to find a safe place to shelter?
  - Do you have knowledge or information to respond to disasters?
  - Can you swim when the water rises?
  - Can you reserve enough food and clean water for drinking?
  - Can you provide medicine or provide health care or emergency aid?
  - Can you stay calm and not panic?
- When all the questions have been asked, ask the students to observe their position. Discuss the following:
- Why are many of your characters able/unable to do these things? Who is your character?
- Will the group that your character belongs to be at risk when a natural hazard event or climate change occurs? Why is your character vulnerable?
- What can we do to prevent these negative consequences from occurring? How can we reduce the vulnerability of this group?
- Summarize the activity by highlighting the following points. Natural hazards and climate change will most heavily impact vulnerable people. Vulnerable groups include people living in poverty, people with disabilities,

women who are pregnant or have a child under the age of one, children, elderly people, ethnic minorities, and people living with HIV/ AIDS and other severe illnesses.

- Show the next slide and explain that when a hazardous weather event occurs or a climate issue takes effect, it can seriously affect those who are vulnerable and at-risk more than others because they are more susceptible to problems such as:
- Economic issues: people with low incomes, lack of facilities, lack of housing and difficulty accessing public services (health, education, clean water)
- Social issues: people who are isolated from their communities – less involved in social organisations or activities in the local community; their isolation means that their voices are not represented in community decisions or activities
- Environmental issues: people who live in areas that are vulnerable to natural disasters or are impacted by pollution



## DEVELOPMENT:

- Explain to the class that you are now going to look at some climate change stories about actions that people have taken in their communities around the world. These are real stories about real people and communities that Plan International work with.
- Divide the class into six groups. Mention that they are going to have a competition and that each group must present their case study. Presentations can be made through role-play, song, interview, presentation, drawing or letter.
- Presentations will be scored on the following – show slide. Scores will be given by each group and by the teacher anonymously. The time limit for presentations is 3 minutes and each group has 20 minutes to prepare. After all the groups have presented, the winners will be announced by adding up the points.

# LESSON PLAN

Each group should read their story and consider the following questions:

- Where do they live?
- What are the economic, social and environmental aspects of the local area?
- When natural hazards occur, what difficulties do they have to deal with?
- What strengths and capacities do they have to respond to hazards/impacts caused by climate change?



## CONCLUSION:

To conclude ask the class:

- How do the stories make you feel?
- What one key insight did you gain from all the presentations?
- Looking at all the stories, what group of people do you think are most at risk? Think back to the first activity.
- Point out that most of the stories in this activity focus on women. Explain that although all people living in poverty are vulnerable to climate change and extreme weather events, women are often most at risk. This is because they have a wider burden of responsibilities and rely on natural resources to carry out their tasks such as childcare, cooking, cleaning etc. Men are often in less vulnerable positions as they have access to employment and greater decision-making power. If men work alongside women to meet the challenges posed by climate change the benefits will be reflected within communities.

## Reflection Time!

- Ask the class to reflect individually about today’s lesson. They can list 3 ways climate change impacts them personally, and then have them imagine they are one of the people from the stories and list 3 ways climate change affects that person. Are there any major differences? They can share their thoughts verbally with the class or submit their written answers to the teacher.

# LESSON PLAN

## EXTENSION ACTIVITIES:

- Use an atlas to examine the location of the countries in the stories – what do they have in common?

## DIFFERENTIATION AND INCLUSION:

- The reading levels for the activity stories are as follows:
  - Story 1: 13-14 years old
  - Story 2: 15-16 years old
  - Story 3: 14-15 years old
  - Story 4: 16-17 years old
  - Story 5: 12-13 years old
  - Story 6: 13-14 years old
- The stories can be assigned to groups based on reading or maturity level.
- For students who have trouble reading or vision impairments, the stories can be read aloud.
- Provide a dictionary for each group so they can look up words they may not understand.
- Use mixed ability groups for both activities.
- Teachers should ensure cultural sensitivity in all presentations of the stories.

## ASSESSMENT:

- The teacher can assess the student's abilities to discuss and raise questions when reading the stories of climate change.
- The teacher can assess presentation skills during the climate change stories competition.

# GUESS WHO?

**AN ELDERLY  
MAN**

**A  
WOMAN**

**A  
CHILD**

**A PERSON WITH  
A DISABILITY**

**A PERSON LIVING  
IN POVERTY**

## STORY 1 MEET FOSTINA FROM ZAMBIA



Southern Africa is on the front line of the global climate crisis. It's warming at twice the global rate<sup>1</sup>, while drought, and delayed, erratic rainfall have caused harvests to fail for the last three years. Zimbabwe, Mozambique, Malawi and Zambia have been particularly hard-hit. In Zambia, 2.3 million people are currently experiencing food insecurity.

For Fostina, 27, the situation is critical. She lives in Zambia's Central Province area with her two children as well as 20 extended family members, including her parents and siblings. Her village is remote, with no electricity or running water. The family survives by growing maize and selling milk. This year Fostina expects the harvest to fail. And it's not the first time. Southern Africa has had only one normal growing season in the last five years. "Unfortunately, the rains were erratic and the plants failed because there wasn't enough water, I was left with no crops to sell to raise money to buy maize. Even worse, the cost of maize drastically went up which makes it even harder for our family to afford food."

As a result, Fostina says her family has had no choice but to reduce the amount of food they eat a day. "Before, we used to eat two good meals a day. One in the afternoon and one in the evening. Now, we only have one meal in the evening."

Fostina's family are focusing on diversifying their farming. But for families where that's not an option, they turn to other methods, including chopping down trees and turning them into charcoal. Fostina's main concern is for the children. "We have adolescent children who are in high school. And we only manage to pay for one who just qualified to Grade 8. Because of hunger, it is difficult to justify using money to pay for school instead of buying food. If hunger continues, people will completely stop schooling."

"We already go to bed hungry, what about when the harvest completely fails again? We might eventually reach a point where it becomes pointless to wake up in the morning because of hunger."

<sup>1</sup> According to the Intergovernmental Panel on Climate Change (IPCC) Special Report Global Warming of 1.5°C, Southern Africa countries have been rising at twice the global rate for the last five decades (2015)

## STORY 2 MEET SAKENAL FROM THAILAND



For ethnic communities living in the mountainous northern areas of Thailand, climate change is having a direct impact on their daily lives. Traditionally close to nature, many districts are facing droughts, floods, cold spells and changes to their forests.

"When I was a child, we used to swim in big rivers and the forest was larger. Now we don't have enough water at home, there are less birds, less animals," says 18-year-old Sakenal.

The changing climate represents a real risk for the mountain community's livelihood and food security. To help them adapt to their new environment, Plan International is training community and youth leaders like Sakenal to work with villagers and encourage them to make long-term changes. "It is not easy to change people's habits, only few people are listening to us youth, but I will continue to speak, because for me, it is an important subject. I want to protect the big trees in the forest and to plant new trees," says Sakenal passionately.

Plan International recently trained a group of ethnic Aka people from Chiang Rai province on dam building so they could learn how to store water for agricultural purposes and increase wetland areas which can be used as a natural firebreak and a source of biological diversity. During the training, 50 people learnt where to install the dams, how to construct them with stones and cement and how to maintain them properly. Training is led by community leaders and young people's involvement is central.

"I was a youth leader working with Plan International and now I am a community leader so I asked the organisation to train us in dam building. I want to involve my community and above all, the young people. It is now my time to share my knowledge with them, it's a good way for them to develop themselves as they are the future of our community," explains community leader Patala Pon Mayer.

## STORY 3 MEET JESSICA FROM MOZAMBIQUE



“Last year was terrible for me, I thought I would drown if I came to school. There was too much water and I am not very tall like other children. I was not planning on coming back to school again because I was afraid that if it rained, I would have to swim or be taken by the water,” says 8-year-old Jessica.

Jessica is one of thousands of children who had their education put on pause when Cyclone Idai made landfall near Beira city in Mozambique on 14 March 2019. Her school is located at the bottom of a hill, making it more susceptible to flooding and large puddles of water accumulate whenever it rains. The school buildings were flimsy and not enforced with the steel pillars needed to hold the structure upright when the cyclone tore into it. Classroom walls and roofs were easily torn down by the strong winds and the floods that followed submerged the school completely, forcing all 3,000 students to stay at home until the water had subsided.

When they were finally able to return, the dishevelled classrooms left the children unprotected from the natural elements and girls in particular, felt vulnerable. “The most difficult part was going to the bathroom. It was completely bare and exposed, and I was afraid that the boys would look. I would often not go at all,” explains Jessica

## STORY 4 MEET LIA FROM INDONESIA



The environmental impact of disposable menstrual products is rarely spoken about but has a huge impact on our planet. The average woman is estimated to use and throw away, in excess of 10,000 pads in her menstrual lifetime, many of which are made up of around 90% plastic – roughly the same as four supermarket bags.

In Indonesia, one young woman is making a change. After taking part in environmental awareness training provided by Plan International, 27-year-old Lia decided to set up her own business making reusable sanitary pads. “Ever since taking part in the training, I stopped buying disposable sanitary pads. I no longer want to contribute to the waste problem. Besides, if I use a reusable sanitary pad that I have made myself, it will make it easier for me to sell this product and convince others to use it.”

Plastic waste ends up in landfill or, even worse in the oceans, rivers and beaches. The time it takes for a tampon or pad to degrade in a landfill is centuries longer than the lifespan of the individual who used it – particularly when it’s wrapped in plastic. In Mataram, the city where Lia lives, up to 400 tonnes of waste is produced every day, which is causing a huge problem for the city authorities who can only manage around 75 percent of it. To help reduce the burden, the provincial government have launched an environmental drive to make West Nusa Tenggara waste-free by 2025.

Before taking part in the training, Lia had never heard of reusable sanitary pads, but quickly realised the positive impact they could make. So far, Lia has sold more than 70 of her handmade sanitary pads. “I sell my pads to my friends and family. I also use social media to promote my sanitary pads and have taken part in several exhibitions organised by the Department of Industry and Commerce of the City of Mataram.” Lia is now an active environmental advocate and provides information and education about the benefits of using reusable sanitary pads to her networks, especially teenage girls in her neighbourhood.

## STORY 5 MEET TEIN FROM CAMBODIA



Climate change already affects the lives of children in the rural areas of Cambodia. When the fields turn dry, many poor farmers migrate to look for work leaving their children at home. Tein, 19, and her brother Narin, 14, have been living by themselves for over ten years since their parents left to look for work beyond the borders in Thailand. Their parents' living conditions in Thailand are so humble that they couldn't bring their children with them. "At first, it was hard to take care of my brother, but I'm used to it now," Tein says. Their parents come home just once a year, and the rest of the time, the family stay in contact by phone. Sometimes they are able to send Tein a little money to buy food.

Tein's community has always struggled with poverty, drought and poor accessibility but the problems have worsened in the last ten years, and more and more people have been forced to look for work in cities or abroad. It's made the dry season longer and hotter, and the rice crops don't yield two harvests a year like it used to.

Climate change has also made the rainy season worse. Unpredictable floods and storms have increased. Often, the water comes into the sibling's home and the dirty water spoils their food and brings contagious diseases. Tein and Narin have both suffered from fever and diarrhea multiple times. On top of that, it's difficult to get to school when the rainy season is at its worst. At its worst, floods have cut off the road for two weeks. Every so often, the school is closed when the water floods the classrooms.

Despite the challenges in her life, Tein is one of the best students in her class. "My family's situation encourages me to study. I want to help my parents come back home and get by. I also want to help my community. That's why I'm going to study to become a teacher and return to my own village. It makes me sad that so many children, especially girls, drop out of school. I will be a good teacher and encourage children to continue going to school. Children and young people are an important resource. We can help them to find solutions to shared problems, even the effects of climate change."

## STORY 6 MEET SOHAGI FROM BANGLADESH



19-year-old Sohagi lives in a slum in the Bangladesh capital of Dhaka. Around 3,000 people live in her neighbourhood, which is surrounded by a man-made, polluted lake. The entire area where she lives is flooded with dirty water as the monsoon season sets in. But Sohagi is determined to make a change and is advocating for sustainable solutions to ensure that her city survives.

"There are many challenges here. One of them is water. The monsoon season comes every year, but it's falling earlier, it lasts longer and it is more unpredictable. Our community is getting waterlogged, sometimes for weeks," Sohagi says. In Bangladesh, climate change is forcing the migration of people from rural communities to the city.

The population of Dhaka is increasing by around half a million people a year. Rising sea levels are making coastal areas uninhabitable and the frequent and heavy rains means that farmers are losing their harvest year after year. With 20 million people already living in Dhaka, it is one of the fastest-growing megacities in the world and the city is struggling to accommodate any more inhabitants.

It is girls who are hit hardest by climate change. Girls typically do not return to school if their parents pull them out to help find food and water. In many places, climate change means that there is a shortage of food, and then it is usually the girls who go to bed hungry because it is they who eat last. And in many places, poverty causes families to marry their daughter off at an early age.

For youth advocate Sohagi and her friends, they are determined to make a change. "We, the next generation, are part of the solution. We want to be a partner to policy makers in finding sustainable solutions. The future depends on us. Let's get to work - for us, for Dhaka, for the planet."

GEOGRAPHY	SCIENCE	CSPE	HOME ECONOMICS	ETHICAL EDUCATION
<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>	<b>Junior Cycle</b>
<p><b>1.7:</b> Investigate the formation and behaviour of a significant weather event</p> <p><b>3.6:</b> global patterns of economic development</p> <p><b>3.7:</b> compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country</p> <p><b>3.8:</b> evaluate role of development assistance in human development</p> <p><b>3.9:</b> population, settlement and human development within the process of globalisation</p>	<p><b>Unit 4: 3.7:</b> earth processes and human factors influence the Earth's climate, evaluate effects of climate change</p> <p><b>4.10:</b> how humans contribute to sustainability through the extraction, use, disposal, and recycling of materials</p> <p><b>4.8:</b> ethical and sustainability issues that arise from our generation and consumption of electricity</p>	<p><b>Strand 2: Unit 1</b></p> <p><b>2.1:</b> how people are connected to and dependent upon ecosystems, people and places, near and far</p> <p><b>Unit 3 2.8:</b> identify one person and one institution with power and influence in the world today</p> <p><b>2.9:</b> analyse one global issue or challenge</p> <p><b>2.12:</b> reflect on what has been learned in this strand</p>	<p><b>Strand 2: Unit 3: 2.7:</b> identify how individuals, families and households can contribute to sustainable and responsible living</p> <p><b>2.8:</b> describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation</p>	
<b>Senior Cycle</b>	<b>Senior Cycle</b>	<b>Senior Cycle (Politics, Social Education)</b>	<b>Senior Cycle</b>	<b>Senior Cycle</b>
<p><b>Unit 6:</b></p> <p><b>6.2:</b> interdependent global economy</p> <p><b>6.3:</b> empowering people is a way of linking economic growth with human development</p> <p><b>6.4:</b> sustainable development</p> <p><b>Unit 9 9.6:</b> climate characteristics have an influence on economic development</p>	<p><b>Module 1: 4.7:</b> review the effects of a poor quality environment on health</p> <p><b>4.9:</b> identify behaviour and environmental conditions that pose a risk to health</p> <p><b>Unit 3: 5.9:</b> methods and problems associated with plastic waste disposal</p> <p><b>5.12:</b> advantages and disadvantages of plastic</p> <p><b>6.3:</b> identify water as an essential natural resource</p>	<p><b>Politics</b></p> <p><b>5.3:</b> the idea of equality in relation to rights</p> <p><b>6.1:</b> rights in the wider world</p> <p><b>6.2:</b> arguments about rights in the wider world</p> <p><b>7.2:</b> diversity and cultural change</p> <p><b>8.1:</b> actions that address sustainable development</p> <p><b>8.2:</b> Arguments concerning sustainable development</p> <p><b>Social Education</b></p> <p><b>3.1:</b> make local and global links</p> <p><b>3.2:</b> relate the importance of issues and current affairs to their daily lives</p> <p><b>5.1:</b> make connections between human rights and contemporary issues</p> <p><b>5.2:</b> give examples of contemporary issues, both local and global, where human rights are under threat</p>		<p><b>3.4</b> Outline, using specific examples, three ways in which the environment is being damaged, and three projects seeking to combat that damage</p>

# LESSON 5

## TOPIC: CLIMATE CHANGE SUB TOPIC: TAKING ACTION AGAINST CLIMATE CHANGE LESSON 5: THE RACE AGAINST CLIMATE CHANGE

### SUBJECT: SCIENCE AND CSPE

#### LESSON AIM:

Students will explore and discuss different actions that can be taken against climate change. Students will come up with ways in which they are going to try and reduce their climate impact on the world.

#### LEARNING INTENTIONS:

- To identify possible actions that can be taken against climate change.
- Understand how to plan for action.
- Understand action does not have to be on a global scale – everyone can make a difference, including students in the classroom.

#### RESOURCES:

- IWB or projector
- USB Presentation
- 3 pieces of card, marked 'General Public', 'Big Business' and 'Government'.

# LESSON PLAN



## INTRODUCTION:

- Start the lesson by showing the video on youth around the world protesting climate change and demanding action <https://www.youtube.com/watch?v=2fbtAL1DW8U&v=en>
- Show the next slide and explain that there are two types of action we can take on climate change – climate mitigation and climate adaptation.
- Ask can anyone think of human actions that would prevent climate change from getting worse?
- Ask can you think of any actions that people have already made to adapt to climate change?



## DEVELOPMENT:

### Activity Time

- Label three areas of the classroom with 3 pieces of card – ‘General Public’, ‘Big businesses’ and ‘Government’. Explain that you are going to ask four questions and students should move to the area of the room depending on what they think the answer is. If they are split between options, they can stand mid-way between areas (or in the middle of all three). You may want to remind students that they are all members of the general public.
1. Who is most responsible for causing climate change?
  2. Who should act against climate change?
  3. Who can do the most to act against climate change?
  4. Who will big businesses and the government listen to about important issues like climate change?

- Tell students that they are going to be thinking about and planning possible actions they could take against climate change.
- Ask students to brainstorm any famous climate change activists or climate change movements. For example: Greta Thunberg, Mary Robinson, Vanessa Nakate, Youth Climate Strikes, Extinction Rebellion.
- Ask what is the one thing that inspires you about them. Can you think of anyone in your local community or county who has done advocacy or campaigning? Are there any TV programmes or movies that deal with climate change, the effects of it and how to prevent it? Did you learn anything from them?
- Next show the class the slide with the advocacy pyramid.
- Then, ask: Why do you think this is presented as a pyramid? How are these parts of advocacy related to each other? Could we do advocacy without one of these parts?
- Explain that all advocacy involves a **goal, objectives, and tactics**. When it comes time to design their own advocacy campaign, they should ensure that they have all these parts.
- Introduce the next activity by saying that they are going to learn to use a tool called a “problem tree”. Show the group the problem tree on the next slide and explain that the tool resembles a tree: the trunk of the tree is the major problem (climate change), the roots are the causes of that problem and the branches are the symptoms of it. Ask students to choose a major problem in relation to climate change and complete a problem tree. The problem should relate to the goal they have chosen.
- Students should now have a good knowledge of the causes of climate change and the effects that particular causes have on the environment. This is a good opportunity to ensure they have sufficient knowledge on the topic. The tree should have at least 5 branches, each filled with various effects of climate change.

# LESSON PLAN

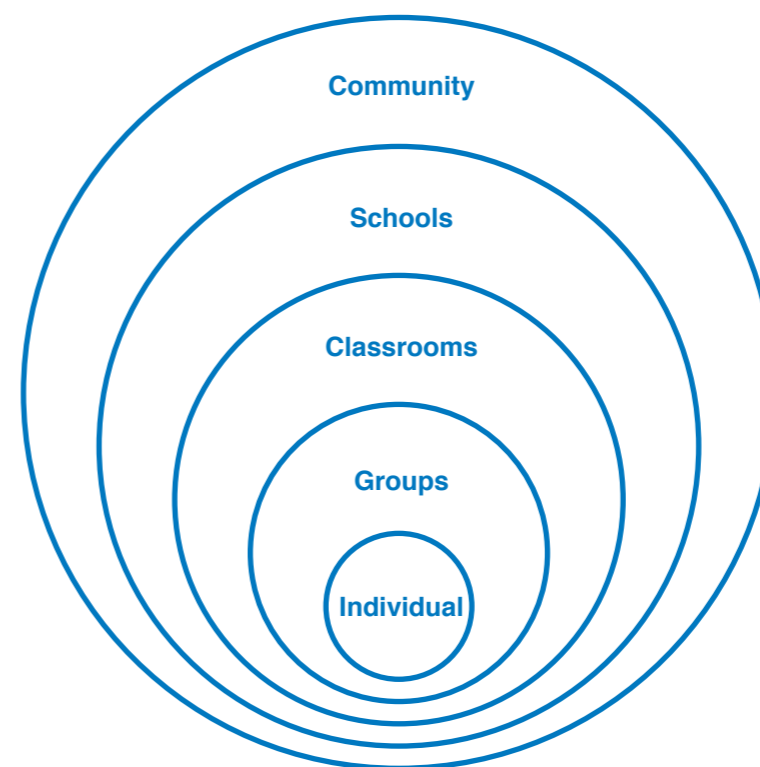


## CONCLUSION:

- Explain that every single person in the world can make a difference. Climate change affects us all and therefore, we can all work together to prevent it.
- Inform students that they have the power to reduce their own carbon footprint and make a better impact on the environment. They can also influence groups and decision-makers to make sustainable choices on a system-wide level.
- Use the ‘spheres of influence’ activity (example below) and ask students to fill in an action idea for each circle. Show slide with spheres of influence.
- After everyone is finished, get feedback from the students on their responses.
- Examples: turn off lights when they leave a room, create a school garden and compost heap, research how to get solar panels in your community, write a letter to a local councillor to advocate for more bike lanes in your town, etc.

### Reflection Time!

- Ask the class to share one word that describes their feelings about climate change. Are they hopeless or hopeful? Angry or inspired? Have a short class discussion on how they can use their feelings to motivate change.



# LESSON PLAN

## EXTENSION ACTIVITIES:

- As a homework activity, ask students to research Instagram accounts that advocate for sustainability. Note them down and share with the class.
- Research your favourite fashion brand's sustainability practices. Write a letter to them and ask them about what they are doing to reduce their carbon footprint and any recommendations you may have.

## DIFFERENTIATION AND INCLUSION:

- Allow enough time for students to decide and move around the classroom based on their opinions for the walking activity.
- If physical challenges make it different for some students to walk, the activity can be adapted to staying seated and pointing at the card they select.
- The Closed Caption function for the video in the Powerpoint is available and accurate.

## ASSESSMENT:

- The students' level of critical thinking and self-challenging can be assessed during the walking activity.

GEOGRAPHY	SCIENCE	CSPE	HOME ECONOMICS	ETHICAL EDUCATION
Junior Cycle	Junior Cycle	Junior Cycle	Junior Cycle	Junior Cycle
	<p><b>Strand 2 Unit 3 3.6:</b> research different energy sources</p> <p><b>Unit 4 3.7:</b> earth processes and human factors influence the Earth's climate, evaluate effects of climate change</p> <p><b>Strand 3 Unit 4</b></p> <p><b>4.10:</b> how humans contribute to sustainability through the extraction, use, disposal and recycling of materials</p> <p><b>Strand 4 Unit 4</b></p> <p><b>4.8:</b> ethical and sustainability issues that arise from our generation and consumption of electricity</p>	<p><b>Strand 2 Unit 1: 2.4:</b> discuss three or more sustainable living strategies they can employ in their lives</p> <p><b>Unit 3: 2.8:</b> identify one person and one institution with power and influence in the world today</p> <p><b>2.9:</b> analyse one global issue or challenge</p> <p><b>2.10:</b> how to contribute in responding to one challenge currently facing the world</p> <p><b>2.11:</b> examine a campaign for change in the area of sustainability</p>	<p><b>Strand 2: 2.7:</b> identify how individuals, families and households can contribute to sustainable and responsible living</p> <p><b>2.8:</b> describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation</p>	
Senior Cycle	Senior Cycle	Senior Cycle (Politics, Social Education)	Senior Cycle	Senior Cycle
<p><b>Unit 6: 6.4:</b> Sustainable development as a model for future human and economic development.</p>	<p><b>Module 2: 5.4:</b> discuss current energy-related issues in Ireland and identify some of the problems associated with energy production</p> <p><b>6.5:</b> identify uses of electricity in the home</p> <p><b>6.6:</b> investigate supply and use of water in the home</p> <p><b>Unit 3: 5.9:</b> describe methods and problems associated with plastic waste disposal</p> <p><b>5.10:</b> list ways of recycling plastics in the home</p> <p><b>5.11:</b> identify ways environmentally conscious enterprises could recycle plastic</p> <p><b>6.9:</b> identify recyclable household waste.</p>	<p><b>Politics</b></p> <p><b>2.1:</b> the making of national policy</p> <p><b>3.1:</b> people who have made positive contributions to their social context</p> <p><b>3.2:</b> becoming involved in, or starting an initiative, group or organisation</p> <p><b>3.3:</b> the range of means of taking action at local, national or international level</p> <p><b>3.4:</b> achieving personal and collective goals, including developing and evaluating action plans</p> <p><b>Social Education</b></p> <p><b>3.1:</b> make local and global links</p> <p><b>3.2:</b> relate importance of issues and current affairs to their daily lives</p> <p><b>5.1:</b> make connections between human rights and contemporary issues</p> <p><b>5.2:</b> give examples of contemporary issues, both local and global, where human rights are under threat.</p>		<p><b>3.3</b> Explain, using three examples, the negative consequences of the 'fast fashion' industry</p> <p><b>3.4</b> Analyse and assess the impact of their own consumption of material goods and food stuffs</p> <p><b>4.2</b> Identify and explain how power, privilege, wealth and oppression relate to them and their life experience</p>

# ACTIONS ON CLIMATE CHANGE

There are many actions on climate change which you can undertake with your class or help them to do themselves. Below are some suggestions; brain storm with your class and think of an idea which they are enthusiastic to take charge of.

- Research the Fridays for Future campaign and see if there are any upcoming protests in your area. With help from your teacher organise a group from your school to go and show your support.
- Challenge yourself and your friends to spend one day or week without using any single-use plastics. Document your experience on social media and tag other sustainability accounts.
- Organise a school or class clothing swap instead of buying new. Everyone brings a few items of clothing they're no longer wearing, and they are all collected into an area where people can 'shop' for new to them items. You can even charge a small admission fee and use the proceeds to raise money for Plan International or another charity.
- Organise a meeting with your school headmaster to talk to them about new sustainability measures your school can take. Prepare yourself for the meeting and make sure you have a specific request which you can follow up on afterwards.
- Peer to peer teaching: Pick one sustainability topic and organise to teach a class, or year group, about the topic. You could teach it using the same lesson plan as your teacher used for your class or you could adapt it to suit the year group. Be creative and use engaging ideas to inspire the students. You could consider also going to a primary school to teach younger students about climate change.

Can you think of other actions you could do? Pick a topic which inspires or motivates you and do an action which will contribute to change! It can be a local or global action. The important thing is to be an active citizen – use the information you gain to make a real difference in the world!



# MODULE REVIEW

Feedback and evaluation are very important in ensuring that Development Education is effective. We would greatly appreciate you gathering feedback from your students on this module. Please photocopy and hand out the below evaluation sheets to your students. You can send the feedback to [info@plan.ie](mailto:info@plan.ie)

## 1. PLEASE RATE YOUR UNDERSTANDING OF CLIMATE CHANGE BEFORE COMPLETING THIS MODULE:

Very Low	Low	Average	High	Very High
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. PLEASE RATE YOUR UNDERSTANDING OF CLIMATE CHANGE AFTER COMPLETING THIS MODULE:

Very Low	Low	Average	High	Very High
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. DID YOUR ATTITUDE TO CLIMATE CHANGE ISSUES CHANGE OVER THE COURSE OF THE MODULE?

Yes	No	Please explain:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

## 4. DID YOUR ATTITUDE TO THE GLOBAL SOUTH AND DEVELOPMENT ISSUES CHANGE OVER THE COURSE OF THE MODULE?

Yes	No	Please explain:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

## 5. DID YOU, OR WILL YOU, TAKE ACTION ON CLIMATE CHANGE?

Yes	No	If yes what action did/will you take?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

## 6. DO YOU HAVE ANY OTHER COMMENTS OR SUGGESTIONS FOR THIS CLIMATE CHANGE MODULE?

# CONCLUSION

We at Plan International Ireland hope that you and your school have enjoyed learning about Gender, Inequality, Migration and Refugees, and Climate Change.

At the end of each module we would ask that each teacher or facilitator gathers feedback from students using the evaluation sheets provided. You can then send the feedback to [info@plan.ie](mailto:info@plan.ie) by scanning the individual sheets or collating the data. This helps us to improve our Development Education, ensuring it is fit for purpose for students and teachers.

Development Education is constantly evolving and we want to be learner focused and responsive to students' and teachers' needs. If you have any questions, comments or suggestions about this resource please email us at [info@plan.ie](mailto:info@plan.ie)

## RESOURCES, REFERENCES AND CREDITS

### VIDEOS

Kid President by Soulpancake: <https://vimeo.com/74669997>

Inspiring the Future by MullenLowe London: <https://vimeo.com/164242863>

Childhood gender roles in adult life by Buzzfeedvideo: <https://www.youtube.com/watch?v=381belOZreA>

Always #LikeAGirl /Leo Burnett by Chelsea Pictures: <https://vimeo.com/99259039>

One / Poverty is Sexist by Chiara Grabmayr: <https://vimeo.com/202777855>

Invisible Girls – Plan International - by Wired Videos: <https://vimeo.com/183126278>

Human Rights two minute explainer video by Cub Studios: <https://vimeo.com/136729032>

I'll take it from here by Plan International: <https://vimeo.com/58014751>

State of the world in seven snowballs by BBC News: <http://www.bbc.com/news/av/business-30927354/davos-the-state-of-the-world-in-seven-snowballs>

Meet Dorsan, 8, who mines cobalt to make your smartphone work by Alex Craford, Sky News: <https://news.sky.com/story/meet-dorsen-8-who-mines-cobalt-to-make-your-smartphone-work-10784120>

Amar by Andrew Hinton: <https://www.globalonenessproject.org/library/films/amar>

Most Shocking Second a Day by Burning Flag/Save the Children: <https://vimeo.com/88395189>

The Malala Fund Spot by Happy Monk/Suraj Wanvari: <https://vimeo.com/153603999>

Plan UK: What do girls really learn at school? Learn without fear by Marmalade Film and Media: <https://vimeo.com/156431272>

Global Citizen - Education for all by BRIKK: <https://vimeo.com/135237848>

Home a Short Film by Fifty Nine Productions: <https://vimeo.com/141188420>

Malala Introducing the World's Largest Lesson by World's Largest Lesson: <https://vimeo.com/138852758>

We the People for the Global Goals by Trollbäck + Company: <https://vimeo.com/140716856>

Migration: Why do People Migrate by Steven: <https://vimeo.com/219086453>

Team Refugee: Swimming for Survival by BBC Sport: <http://www.bbc.com/sport/olympics/36999492>

Your phone is now a refugee's phone by BBC Media Action: <https://www.youtube.com/watch?v=m1BLsySgsHM>

BBC Learning: 'Seeking Refuge' Series - Ali's Story: <https://vimeo.com/44516196>

Waleed by Irish Times Video: <https://vimeo.com/100795118>

DP Yolanda Leaving Cert by Irish Times Video: <https://vimeo.com/101393171>

DP Natasha friends sleepover by Irish Times Video: <https://vimeo.com/101393475>

DP Minahil cramped study by Irish Times Video: <https://vimeo.com/101393642>

Palesa by Irish Times Video: <https://vimeo.com/100795796>

Noreen by Irish Times Video: <https://vimeo.com/100798434>

### HANDBOOK:

**Front Cover:** Boy takes part in our accelerated Education program in El Salvador. © Plan International

**Inside Front Cover:** <https://www.pexels.com/photo/woman-holding-white-book-710737/>

**Page 4-5:** <https://www.pexels.com/photo/cute-friendship-fun-girl-569163/>

**Page 7:** <https://www.pexels.com/photo/girl-wearing-pink-and-green-floral-print-dress-walking-beside-trees-204218/>

**Page 8:** Portrait of girl from Marrumuana primary school in Inhambane. Plan International ©

**Page 42:** Kamal, 7, on his way to school wearing his ankle brace. Plan International / Rajesh Rai ©

**Page 71:** Portrait of Malala Yousafzai. A World at School 2013 ©

**Page 80:** Norma, 8, plays with pink balloon at her home in the Andes mountain. Plan International / Signe Vilstrups ©

**Page 81:** Syrian refugee carries her baby, named Rose, across the border from Serbia to Croatia . Plan International / Jodi Hilton ©

**Cover image:** Plan International Media Bank, Karoliina Paatos

**Fact 1:** greennews.ie

**Fact 2:** Conservation International, Climate Change

**Fact 3:** Conservation International, Climate Change

**Fact 4:** Conservation International, Climate Change

**Lesson 2:** <https://www.seai.ie/publications/Energy-in-Ireland-2018.pdf>

**Lesson 2:** <https://www.seai.ie/data-and-insights/seai-statistics/key-statistics/renewables/>

**Lesson 2:** <http://www.globalcarbonatlas.org/en/CO2-emissions>

**Lesson 4:** Climate Change stories – Plan International Media Bank

**Lesson 4, Story 1:** Intergovernmental Panel on Climate Change (IPCC) Special Report

**Lesson 4, Story 4:** <https://www.gatra.com/detail/news/411469/politic/produksi-sampah-di-mataram-capai-400-ton-sehari>



## NOTES:



Plan International Ireland  
11 Harrington Street, Dublin 8, D08 EK7D  
Office Tel: + 353 (1) 56 858 61 E: [info@plan.ie](mailto:info@plan.ie) W: [www.plan.ie](http://www.plan.ie)