

Development Education opportunities for Junior Cycle English

Relevant Statement of Learning (SoL)

SoL 1 The student communicates effectively using a variety of means in a range of contexts in L1

SoL 3 The student creates, appreciates and critically interprets a wide range of texts

SoL 6 : The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives

Syllabus links

Themes of local and global justice can be integrated in **oral language, writing and reading work**

Sample learning activities

Selecting a novel?

It is through literature, not simply literacy, that we learn to understand and empathise ... Through literature, we can find our place in the world, feel we belong and discover our sense of responsibility.
Michael Morpurgo

The NCCA has provided lists of texts as a guide for first year. This should be viewed as an indicative list of texts from which teachers and students may choose or substitute text/s of their own choosing. One straightforward way to link with issues of local and global justice might be to select a novel which deals broadly or specifically with global justice issues.

For second and third year there is a prescribed body of texts from which teachers must select, although they may add to these lists if they wish. The list for second and third year refers to specific texts in the case of novel, drama and film.

Selecting a novel?

Amnesty International UK has an insightful and interesting article on using literature to promote and teach human rights:

[http://www.amnesty.org.uk/sites/default/files/1introduction to the resource.pdf](http://www.amnesty.org.uk/sites/default/files/1introduction%20to%20the%20resource.pdf)

Within many of the “choice” novels of Second and Third Years, there are many opportunities to explore issues of global justice, some in a very obvious way, e.g., *To Kill A Mockingbird*, but also in a less overt way by applying a human rights and justice lens when discussing / analysing different elements of a novel. The following three examples look at possible stimuli for the exploration of different global justice issues within a prescribed novel:

Jane Eyre – colonialism and resources/ stereotyping/ lack of female emancipation – where does Rochester have his money from? Opportunity to explore British economic expansion and colonialism of 19th century – Rochester’s plantation in Barbados;

<https://www.youtube.com/watch?v=PGzGjPVyTjk> (Good clip on how Britain developed its commerce through colonisation and slavery)

Also the stereotyping of “mad” Bertha, what does this tell us about stereotyping? – (extract from *Wide Sargasso Sea*, Jean Rhys’ “prequel to *Jane Eyre* which tells Bertha’s story also an option.). What choices did an impoverished woman such as Jane have in this era? Could this be compared to the many statistics and data on the inequality of women in many parts of the world today? The **Girl Effect** is a very useful website with many reports and data on current female development related issues/ statistics and data.

<http://www.girleffect.org/resources/>

Chalk Line – this prizewinning novel narrates the story of child soldier in Kashmir . Many critical issues in the Global South referred to in this work. Useful notes at Amnesty UK:

<http://www.amnesty.org.uk/sites/default/files/chalkline.pdf>

<http://www.hrw.org/topic/childrens-rights/child-soldiers> Human Rights Watch :Up to date information and statistics on the use of child soldiers in the world today – resource materials need to be selected, many resources on this issue can be graphic in content.

To Kill A Mockingbird -- issues of racial identity; segregation; racism; unfair judicial system -- are there parallels from the Maycomb judicial system to the world today where people do not receive a fair trial ? In the students’ own communities, are there people who are stereotyped as a scapegoat or into a certain story such as Boo Radley? Students might look at how Travellers/Asylum Seekers et can be represented in our contemporary society .

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Excellent Ted Talk which looks at the idea, and danger, of seeing only “one story/ point of view.

Doing a novel that features conflict /war?

The below is a very good resource which includes many broader activities and discussion points on conflict and war, apart from the Afghan conflict – is there a case for just war? How do the media cover war? How does war effect daily life? This could be a useful resource pack to “dip” into if working with a novel that deals with conflict/ war etc.

Poetry

See examples of poems you might use p 28-29 which relate to global justice themes http://www.ubuntu.ie/media/how_the_world_works.pdf

Other Suggested poetry includes :

Maya Angelou

The Human Family

Phenomenal Woman

Still I Rise

Benjamin Zephaniah *Refugee Boy*

WH Auden *Refugee Blues*

The above poems could be used as stimuli to explore issues of displaced people in the world today.

<https://www.youtube.com/watch?v=HgHBdysd1NM>
(*Life in a Jordanian Refugee Camp*)

<https://www.youtube.com/watch?v=5lw957iXCm8>
(*Young Syrian girl's daily life in a refugee camp*)

<http://www.tes.co.uk/teaching-resource/A-Life-on-Hold-The-story-of-a-teenage-refugee-6381371/>

Oral Presentation: Speaking and listening – make it a **Global Social Issue**

For the new English syllabus, Second Year students will have to give an oral presentation. Is this an opportunity to link learning with social justice? Perhaps students could select a global issue that is of interest to them, research it, and present to their class.

** Concern's "**Debating Aid: A Development Education Resource**" is a very useful resource which has plenty of information and links to websites and resources that would assist students in an oral presentation. It is available for €10 from Concern. Also, "**Finding Our Voice: A TY Resource on Debating Development**", €10 is filled with useful tips on both oral presentations and the global issues themselves. **Concern:** Phone: 01 417 7700.

Writing Skills:

Writing in Impossible Circumstances. Two downloadable lessons produced by Amnesty International and the Anne Frank Trust <http://www.amnesty.org.uk/resources/lessons-writing-impossible-circumstances>

Power of the Pen Two lessons and accompanying PowerPoint, activity sheets, case studies which aim to teach student the power of their words in defending victims of human rights abuse. <http://www.amnesty.org.uk/resources/power-pen-secondary-schools>

Film

While there is a list of recommended titles given for the film study, as with the novel, this can be an opportunity to explore a global justice issue through the medium of film.

Topical choice: A feature film, *Africa United* (Certificate 12A) tells the story of two AIDS orphans, who undertake an incredible journey from Rwanda, through sub-Saharan Africa to reach the FIFA World Cup in South Africa. <http://hopehiv.org/get-involved/schools/africaunited/>

