



DOING DEVELOPMENT EDUCATION IN JUNIOR CYCLE ENGLISH

Climate Change
Conflict
Ethical Production and Consumption
Gender Issues
Global Citizenship
Health
Human Rights
Intercultural Learning
Poverty
Social Justice/Inequality
Trade/Fair Trade

CHANGING
ATTITUDES
DEVELOPING SKILLS
GROWING
KNOWLEDGE

What is Development Education (DE)

Development Education (DE) is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. DE seeks to engage people in analysis, reflection and action for local and global citizenship and participation. DE is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect their lives at personal, community, national and international levels.

Key components of Development Education:

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

“In my English class, I always explore the human rights and equality perspectives in the texts we are reading. The students are really interested in learning from this perspective, but the most pleasantly surprising thing is the difference it makes to how they treat each other and their teachers. They become more conscious of respecting people around them.”

-June Coghlan, Teacher, Colaiste Dhulaigh



Why 'do' Development Education (DE) in Junior Cycle English?

DE is implicit in the new Junior Cycle English specification. The rationale section of the specification recognises the important contribution that students with 'knowledge and command of language' can make 'to political, social and cultural life and as thoughtful and active citizens'.

Doing DE in English does not mean doing something extra. Rather it is a way of teaching and learning through a global justice lens, a lens with great educational benefits, and which meets the requirements as laid out in the specification.

Statements of Learning.

DE is most explicitly evident in:

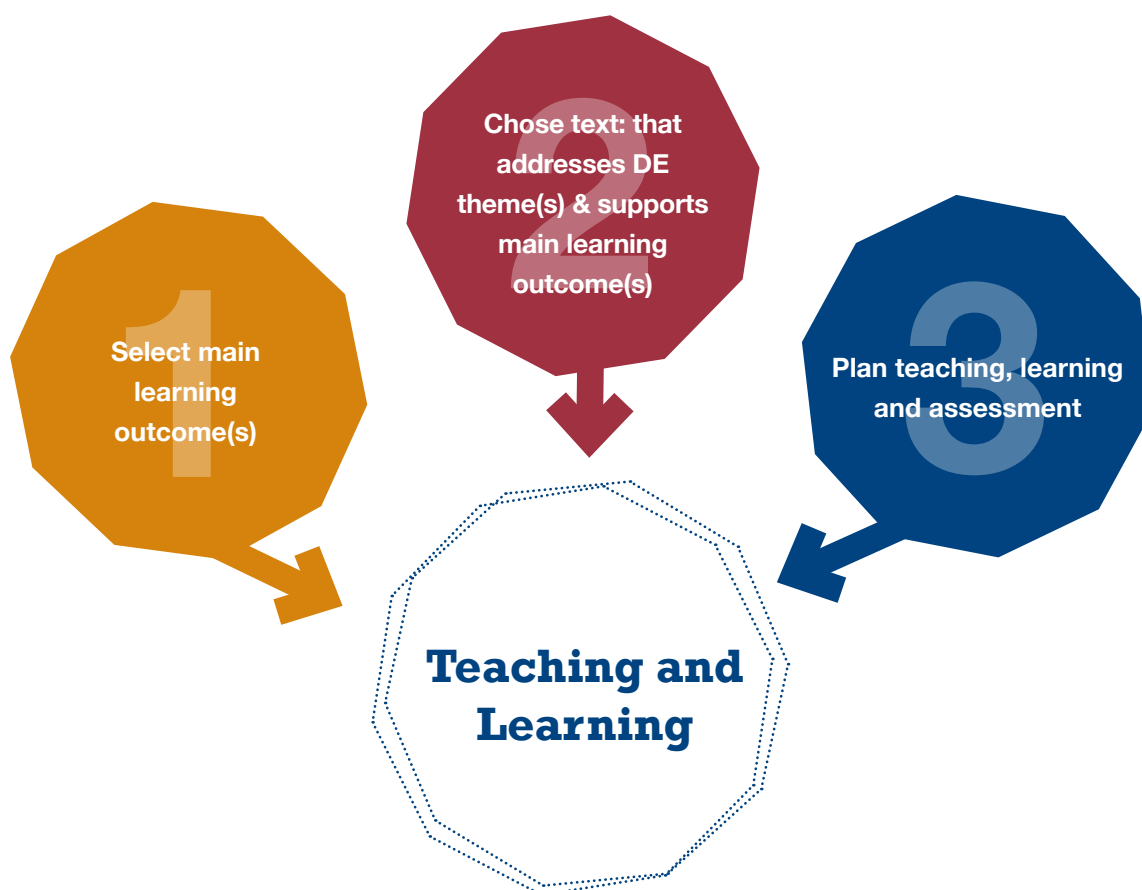
- **Statement of Learning 6** - The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.

- **Statement of Learning 24** - The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively, in a responsible and ethical manner.

Key Skills. The 8 Key Skills outlined in the new junior cycle framework (including literacy and numeracy) have much in common with the key skills that DE incorporates. DE encourages learners to: be curious; discuss and debate; imagine; think creatively and critically; explore options and alternatives; respect difference; make considered decisions; contribute to making the world a better place; and, reflect on and evaluate their own learning.

DE AND JUNIOR CYCLE ENGLISH

This resource supports English teachers - those starting out on their DE journey, as well as the more experienced DE teacher - to take advantage of the myriad of opportunities to create rich learning experiences for students.



Learning Outcomes. DE can be integrated into each of the learning outcomes articulated in the three strands (Oral Language, Reading and Writing). For the purpose of showing how DE can be embedded across the entire specification, a cross-section of nine learning outcomes, one from each strand element, are treated as the ‘main’ learning outcomes in this resource. Of these nine learning outcomes six are outcomes upon which Final Assessment is based. Opportunities for achieving additional or supplementary learning outcomes through extension activities are also highlighted.

Texts. The flexibility of text choice in junior cycle English contributes greatly to the possibilities to embed DE in the subject. You can use spoken or written texts created by authors from the Global South, texts set in a developing world context, or texts which address a social justice or human rights theme. This resource presents sample texts to support learning outcomes, some of which are drawn from the NCCA’s junior cycle English text list, while others are not.



Assessment. Many of the teaching and learning activities outlined in this resource support formative assessment, with opportunities for self and peer assessment, together with opportunities for teacher feedback to individual students.

Integration of DE into teaching and learning in the junior cycle English classroom also lends itself to the completion of assessment for certification tasks. For example, your learners might decide to explore

a development theme for the oral communication component of their school based assessment, or you could encourage sustained engagement with texts with a development focus and facilitate learners to produce a collection of their own texts.

STRAND: ORAL LANGUAGE

ELEMENT:	Communicating as a listener, speaker, reader, writer
Main Learning Outcome = OL1: Engaging with oral language, students should be able to: ‘Know and use the conventions of oral language interaction in a variety of contexts, including class groups, for a range of purposes, such as - asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating.	
Sample text:	R. J. Palacio, <i>Wonder</i> (1st year novel)

<i>Wonder</i>	DE content	OL1 / DE teaching and learning activities
<p>August Pullman was born with a facial difference that, up until now, has prevented him from going to a mainstream school. Starting 5th grade at Beecher Prep, he wants nothing more than to be treated as an ordinary kid—but his new classmates can’t get past Auggie’s extraordinary face.</p> <p><i>Wonder</i> begins from Auggie’s point of view, but soon switches to include the perspective of his classmates, his sister, her boyfriend, and others. These perspectives converge in a portrait of one community’s struggle with empathy, compassion and acceptance.</p>	<p>Social Justice/Inequality</p> <p>The parent of a child in Auggie’s school is opposed to his attendance and deletes Auggie’s image from a school photo.</p> <p>Due to his physical disability Auggie is viewed by some of the people in his community as an outsider, as someone ‘other’.</p> <p>Classifying someone, or a group of people, as ‘other’ often leads to them being treated unjustly or as less than equal.</p> <p>Jack and Summer are bullied by Julian for being friends with Auggie. Julian instigates a ‘war’ against anyone who caught the ‘plague from Auggie’.</p>	<p>Debate</p> <p>Debate the following motion: ‘There are no ‘outsiders’ in Irish society’.</p> <p>Hotseating</p> <p>Hotseat one or more of the following characters: Auggie, Summer, Julian. Ask questions designed to understand the causes and consequences of bullying and conflict. Conclude by questioning the causes and consequences of social inclusion and exclusion.</p> <p>Make a speech</p> <p>In <i>Wonder</i> Mr. Tushman quotes J.M. Barrie, the author of <i>Peter Pan</i>, who said: ‘Shall we make a new rule of life...always to try to be a little kinder than is necessary?’</p> <p>Research famous inspirational speeches, then prepare and make your own speech encouraging others to be ‘kinder than is necessary’ to people in the school community and beyond.</p>

Extension activities:	Produce a leaflet (W3, W4, W10, W11)
	Produce a ‘random acts of kindness’ leaflet encouraging young people to be kind to, and act in solidarity with, someone else in the school, local community or further afield.

ELEMENT:	Exploring and using language
Main Learning Outcome = OL8: Engaging with oral language, students should be able to: ‘Listen actively in order to: interpret meaning, compare, evaluate effectiveness of and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way.’	
Sample text:	Izet Sarjilic, <i>Luck in Sarajevo</i> (poem)

<i>Luck in Sarajevo</i>	DE content	OL8 / DE teaching and learning activities
<p>In Sarajevo in the spring of 1992, everything is possible:</p> <p>You go stand in a breadline and end up in an emergency room with your leg amputated.</p> <p>Afterwards, you still maintain that you were very lucky.</p>	<p>Conflict</p> <p>During the Bosnian War, Sarajevo, the capital city of Bosnia and Herzegovina, was placed under siege by Bosnian Serbs for 1,424 days. 13,952 people were killed in the city during this time.</p> <p>The United Nations defines major wars as military conflicts leading to 1,000 battlefield deaths per year. One of the most recent conflicts to be classed as a major war is the Syrian Civil War, which began in 2011 and has so far claimed approximately 190,000 lives.</p>	<p>Group poem</p> <p>Drawing on your understanding of <i>Luck in Sarajevo</i>, work together in small groups to write a short poem about ‘Luck in [the place you are from].’ Read your poem aloud in class. Compare what you have written to <i>Luck in Sarajevo</i>.</p> <p>Haka</p> <p>A Haka is a Maori war song and dance, traditionally composed by a chief to celebrate both living and dead warriors. The Haka has been made famous by the New Zealand All Blacks, when they perform it at the start of rugby matches. Work in small groups to compose and perform an anti-war Haka. Compare the impact of your Haka with the impact of <i>Luck in Sarajevo</i>.</p>

Extension activities:	<p>Biography (OL1, OL5, OL13 – if presenting the biography orally; W3, W5, W7, W11 – if a written biography)</p> <p>Create a biography based on a fictional character - a person who was your age when they lived through the siege in Sarajevo. The biography should include date of birth, details about their life before, during and after the siege, the main challenges they faced during their life and their hopes for the future. You might find it useful to watch extracts of interviews with people living in Sarajevo during the siege (BBC documentary (1994), ‘Sarajevo: A City Under Siege,’ available: https://www.youtube.com/watch?v=IPMPJZobS8c).</p>
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ELEMENT:	Understanding the content and structure of language
Main Learning Outcome = OL12: Engaging with oral language, students should be able to: ‘Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts’. [NB: LO12 = outcome upon which Final Assessment is based]	
Sample text:	Reginald Rose, <i>Twelve Angry Men</i> (2nd-3rd year drama)

<i>Twelve Angry Men</i>	DE content	OL12 / DE teaching and learning activities
<p>Twelve strangers sit on the jury for the trial of an 18-year-old boy accused of murdering his father. The room is long and stuffy and the jurors are distracted by their own personal worries and troubles. While 11 members of the jury are convinced that the young man is guilty of murdering his father, one juror, an architect, thinks otherwise. The play revolves around his arguments, and how the other 11, one by one, concede to his rationale.</p>	<p>Social Justice/Inequality</p> <p>While the ethnicity/race of the accused is never made known, the audience is given to understand that the young man belongs to a minority (in the 1957 film, the actor playing the accused was Italian). This quickly becomes a heated issue for the jury, especially for Juror 9, who refers to the accused as “one of them.” Jurors are also prejudiced against the accused because of his socioeconomic background.</p> <p>Scenes where the themes of prejudice, discrimination and racism are most evident include the passages where the jury votes, Scene 3 when Juror 3 loses his composure and Scene 4 when Juror 10 makes a bigoted speech.</p>	<p>Drama</p> <p>Imagine one member of the jury is speaking on the phone with a friend. They discuss the murder but have no influence on the outcome of the trial. Act out the telephone call. Evaluate how their word choice, tone of voice and text structure change as a result of the change in environment and purpose of the discussion.</p> <p>Re-write a scene</p> <p><i>Twelve Angry Men</i> was written in the 1950s. The 12 jurors were all men, a not uncommon situation at the time. Imagine you were writing the play set in modern times, and half the jurors are female. Re-write and act out a scene. Compare what you have written with the original.</p>

Extension activities:	<p>Media audit (R2, R3, R9)</p> <p>Juror 10 said: ‘Human life doesn’t mean as much to them as it does to us.’ Who is the ‘them’ in Irish society and the wider world? Audit a variety of media sources to look at modern day media portrayal of a group you consider to be ‘marginalised’ (e.g. young people, women, immigrants, Travellers etc).</p>
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STRAND: READING

ELEMENT:	Communicating as a listener, speaker, reader, writer
Main Learning Outcome = R4: Engaging in reading, students should be able to: ‘Use an appropriate critical vocabulary while responding to literary texts’. [NB: R4 = outcome upon which Final Assessment is based]	
Sample text:	Countee Cullen, <i>Saturday’s Child</i> (poem)

<i>Saturday’s Child</i>	DE content	R4 / DE teaching and learning activities
<p>Some are teathed on a silver spoon, With the stars strung for a rattle; I cut my teeth as the black racoon- For implements of battle.</p> <p>Some are swaddled in silk and down, And heralded by a star; They swathed my limbs in a sackcloth gown On a night that was black as tar.</p> <p>For some, godfather and goddame The opulent fairies be; Dame Poverty gave me my name, And Pain godfathered me.</p> <p>For I was born on Saturday – “Bad time for planting a seed,” Was all my father had to say, And, “One more mouth to feed.”</p> <p>Death cut the strings that gave me life, And handed me to Sorrow, The only kind of middle wife My folks could beg or borrow.</p>	<p>Poverty Countee Cullen was born in 1903, but had a difficult early life until he was adopted by a Reverend Cullen and his wife in Harlem, New York.</p> <p>This poem is about what it was like to be born into a poor, black family in early C20th America.</p> <p>Countee lost both his parents while he was a baby and went to live with his maternal grandmother, who died when he was ten years old. He writes about poverty being what defined his identity.</p> <p>In today’s world of over 7 billion people the United Nations estimates that approximately 1 billion are living in extreme poverty. These people survive on less than €1 per day. Most of the world’s poorest people live in sub-saharan Africa and parts of Asia.</p>	<p>Poem review Review <i>Saturday’s Child</i>, explaining what message you think Countee Cullen was trying to portray and commenting on the relevance of the poem for people living in poverty today.</p> <p>Playlist Create a playlist of possible songs to accompany a reading of this poem. Explain why you have chosen these pieces of music.</p>

Extension activities:	Freeze frame (OL2, OL10) Work together in small groups to freeze frame key moments from a day in the life of someone living in poverty today.
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ELEMENT:	Exploring and using language
Main Learning Outcome = R7: Engaging in reading, students should be able to: ‘Select key moments from their text and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a chapter, a media or web based event’. [NB: R7 = outcome upon which Final Assessment is based]	
Sample text:	Andy Mulligan, <i>Trash</i> (2nd-3rd year novel)

<i>Trash</i>	DE content	R7 / DE teaching and learning activities
<p>In an unnamed developing country, in the not-so-distant future, three “dumpsite boys” make a living picking through the mountains of rubbish on the outskirts of a large city.</p> <p>One day Raphael finds something mysterious and decides to keep it, even when the city police offer a handsome reward for its return. Soon the dumpsite boys must use all of their cunning and courage to stay ahead of their pursuers. It’s up to Raphael, Gardo, and Rat—boys who have no education, no parents, no homes, and no money—to solve the mystery and right a terrible wrong.</p>	<p>Human Rights and Responsibilities</p> <p>The boys are denied basic human rights– for example, they either do not attend school at all or attend on a sporadic basis. One of the boys, Rat, is homeless.</p> <p>The corrupt authorities treat the people living and working in the dumpsite with contempt and their actions constitute abuse of human rights. For example, the police use brutal force in dealing with the boys, and politicians commit fraud in relation to humanitarian aid.</p> <p>Sustainable development</p> <p>The boys sift through mountains of rubbish, separating out recyclable materials from waste. However, this recycling service comes at a direct cost to their health and safety.</p>	<p>Diary Entries</p> <p>Write a diary entry by Fr Juilliard written on the day he discovers Rat’s note in the safe admitting that he has taken the money. Write a second diary entry for the day Fr Julliard realises that Rat has replaced the money.</p> <p>Compare the two diary entries, focusing on how Fr Juilliard judged Rat and his actions.</p> <p>Letter Writing</p> <p>Imagine you are Rat and you have learned to write. Write a letter to Fr Julliard outlining the reasons why you took the money from the safe.</p>

Extension activities:	Debate (OL1, OL2, OL4) Debate the following motion: “Developing countries are more corrupt than developed countries”.
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ELEMENT:	Understanding the content and structure of language
Key Learning Outcome = R10: Engaging in reading, students should be able to: ‘Know how to use language resources (e.g. dictionary, thesaurus and online resources) in order to assist their vocabulary development.’	
Sample text:	Gary Paulsen, <i>Nightjohn</i> (1st year novel)

<i>Nightjohn</i>	DE content	R7 / DE teaching and learning activities
<p><i>Nightjohn</i> is set on the Waller plantation in the Southern United States in the 1850s. The narrator and protagonist of the story is a young female African-American slave named Sarny. Sarny first sees Nightjohn when he is brought to the plantation with a rope around his neck, his body covered in scars. He had escaped north to freedom, but he came back to teach reading. Twelve-year-old Sarny wants to learn. Waller catches Sarny writing in the dirt and punishes John for teaching her by cutting off the middle toes from each of his feet. Afterwards John escapes again but later returns at night to bring Sarny to a “pit school” to continue to learn.</p>	<p>Human Rights and Responsibilities</p> <p>Nightjohn and Sarny are slaves in colonial America, owned by a man called Clel Waller. They are not recognised as human but are considered property to be used by their ‘master’ as he sees fit. Slaves were prevented from learning how to read and write because slave owners felt that any kind of education would encourage slaves to want their freedom or to rebel.</p> <p>Today a conservative estimate from the United Nations is that approximately 700,000 women, girls, men and boys are being trafficked annually across borders away from their homes and families into slavery.</p>	<p>Crossword puzzle</p> <p>Make a list of 20 key words from the book which relate to the themes of slavery and the importance of education. Look up these words in the dictionary and create a crossword using the definitions as clues.</p> <p>Glossary</p> <p>Create a glossary of keywords to help people understand and compare the slave trade in Europe and America in the eighteenth and nineteenth centuries with modern-day slavery.</p> <p>Awareness raising posters</p> <p>Create awareness raising posters about modern-day human trafficking and slavery, using key words and images to get the message across to your audience.</p>

Extension activities:	<p>Write a plot outline (W2, W4, W7 - plot; OL1 - vote)</p> <p>Gary Paulsen wrote a follow-on story to <i>Nightjohn</i> called <i>Sarny: A Life Remembered</i>. Write the outline of the plot for a follow-on novel. Organise a class vote for the best idea for a follow-on plot.</p> <p>Audio recordings (R12, OL12)</p> <p>Make an audio recording of a reading of chapter one of the book, where Sarny introduces herself and gives an overview of the 12 years of her life. Make a second recording, giving the same information in your own words. Listen to both recordings and discuss which is most effective in terms of story-telling, looking specifically at word choice, syntax, grammar and text structure.</p>
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STRAND: WRITING

ELEMENT:	Communicating as a listener, speaker, reader, writer
Main Learning Outcome = W4: Engaging in writing, students should be able to: ‘ Write competently in a range of text forms, for example - letter, report, multi-modal text, review or blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences’. [NB: W4 = outcome upon which Final Assessment is based]	
Sample text:	Malorie Blackman, <i>Noughts and Crosses</i> (1st year novel)

<i>Noughts and Crosses</i>	DE Content	W4 / DE teaching and learning activities
<p>This is a thought-provoking story inspired by Romeo and Juliet. This book presents an alternative world which looks at issues related to racism and prejudice in a society which has only two types of people: ‘noughts’ and ‘crosses’. Crosses are the ruling class and Noughts struggle against prejudice, poverty and low status.</p> <p>The story centres around two main characters, Callum and Sephy, and their families. Callum is a Nought, an inferior white citizen in a society controlled by black Crosses. Sephy is a Cross, the daughter of one of the most powerful, ruthless men in the country.</p> <p>Noughts and Crosses do not mix in their world. But when Sephy and Callum’s childhood friendship turns into love, they are determined to find a way around this.</p>	<p>Social Justice/ Inequality</p> <p>Racism is one of the most prominent themes of the book. Crosses are black, wealthy and powerful. Noughts are white, do poorly paid jobs if they can get a job at all, and have far fewer chances to do well in life. Crosses look down on Noughts as a completely inferior group.</p> <p>In this book it is a powerful, wealthy, black ruling class who are discriminating against the whites.</p>	<p>Blog</p> <p>Imagine you are Callum. Write a blog entry about your thoughts and feelings about your life, and your experience of racism and prejudice. Explain how your relationship with Sephy and your family changes as the book progresses.</p> <p>Dramatic Monologue</p> <p>Lynette is Callum’s older sister. She had dated a Cross and was attacked, along with her boyfriend, who died as a result of being beaten. Write a dramatic monologue for Lynette. Include all that you know about her and hint at what you think will happen to her.</p>

Extension activities:	Character analysis (R7) Select a key character from the text and comment on their experience of racism and prejudice.
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ELEMENT:	Exploring and using language
Main Learning Outcome = W6: Engaging in writing, students should be able to: ‘Use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel and manage content’. [NB: W6 = outcome upon which Final Assessment is based]	
Sample text:	<i>Beasts of the Southern Wild</i> (2012) (film)

<i>Beasts of the Southern Wild</i>	DE Content	W6 / DE teaching and learning activities
<p>The film is a fantasy that revolves around the themes of climate change and sea level rise. It is based on a fictional community fighting to maintain their way of life in a floodplain, similar to modern-day coastal Louisiana. The film is shot through the eyes of a small child.</p> <p>This tale touches on issues such as the importance of water, the richness and fragility of nature, freedom, poverty, the wealth gap, survival and parent-child relationships.</p>	<p>Climate Change</p> <p>This film portrays a story of survival. It is located at the frontline of climate change in the United States and in the firing line of major tropical storms. The area is threatened by coastal erosion, lack of soil renewal, an oil company and government canals and a rising sea level. What was once a thriving community and diverse ecosystem is now gradually slipping into the sea.</p> <p>This film explores climate change and how it affects different socioeconomic classes. Lifestyles in big cities and first world countries contribute more to climate change but the people do not experience the damage as severely as those living in low-income communities and countries in the Global South, who are much less able to mitigate against and adapt to the challenges of climate change.</p>	<p>News Report</p> <p>Write a news report on a particular aspect of the film, such as the storm experienced by the characters. Give your news report to a peer for editing, then record the final draft.</p> <p>TV advertisement campaign</p> <p>Work in groups to produce a mindmap of ideas for a TV advertising campaign, encouraging people to change their habits to mitigate against climate change. Agree on one of these ideas and write a script for the TV advertisement.</p>

Extension activities:	<p>Film review (W4, OL1)</p> <p>Work together in small groups to write and present a review of the film, paying particular attention to using language appropriate for your audience.</p>
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ELEMENT:	Understanding the content and structure of language
Main Learning Outcome = W12: Engaging in writing, students should be able to: ‘Demonstrate an understanding of how syntax, grammar, text structure and word choice may vary with context and purpose.’ [NB: W12 = outcome upon which Final Assessment is based]	
Sample text:	<i>Athy is the ‘Hood, Man (2013) (radio documentary – 38 mins)</i> [http://www.rte.ie/radio1/doconone/2013/0314/647368-radio-documentary-podcast-athy-hood-african-irish/]

<i>Athy is the ‘Hood, Man</i>	DE content	W12 / DE teaching and learning activities
<p>During the St. Patrick’s Day Parade in Dublin 2012, radio producer Derek O’Halloran noticed a group of African-Irish teenagers in the crowd - they were dressed to celebrate the day and seemed to be having great fun. He was curious, though: how are they managing in Irish society?</p> <p>Derek spoke to young people with origins in Nigeria, South Africa and Somalia to see how life is for them here. Do they feel African or Irish or both? Do they want to go ‘home’ to Africa or are they already ‘home’ here?</p>	<p>Intercultural learning</p> <p>African-Irish young people speak about their experiences of settling in Ireland: their time in school; playing sports; interactions with people from all walks of life; and, how they negotiate ‘belonging’ to two cultures at the same time.</p>	<p>Written complaint</p> <p>Write a letter of complaint to a government minister (e.g. Minister of State for New Communities, Culture and Equality or Minister for Foreign Affairs and Trade) about an issue raised in the radio documentary. Write an email to a friend about the same issue. Compare syntax, grammar, word choice and text structure in the letter and the email.</p> <p>Petition</p> <p>Start a petition to raise awareness or bring about change relating to any issue raised in the radio documentary, using www.change.org, or another social media platform.</p>

Extension activities:	<p>Pack a bag (OL2, OL5)</p> <p>In the radio documentary, Abdi from Somalia mentioned the ongoing civil war in his country of origin. Since 1991 an estimated 500,000 people have died, and over 1 million Somalians have fled as refugees to countries like Yemen, Kenya and Ethiopia, as a result of the civil war. Imagine you are forced to leave your home suddenly. Work together in small groups to decide what 5 items you would take with you from home.</p>
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WorldWise Global Schools (WWGS)

WorldWise Global Schools (WWGS) is the national programme of support for Development Education (DE) at post-primary level. It is a one-stop shop of funding, resources and guidance for post-primary schools to engage in DE.

WWGS is an initiative of Irish Aid (the Irish Government's programme for overseas development). The current WWGS programme is implemented through a consortium comprised of Gorta-Self Help Africa, Concern Worldwide and the City of Dublin's Education and Training Board Curriculum Development Unit.

For more information about WorldWise Global Schools and the opportunities the programme offers students, teachers and schools to engage with Development Education - particularly how to apply for our school award, the Global Passport - visit our website www.worldwiseschools.ie

For further DE resources and ideas for use in English classes, visit www.developmenteducation.ie - a searchable, subject-specific, age-appropriate, thematic database of DE classroom materials from early childhood upwards.

Contact the WWGS team

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

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