

# SENIOR CYCLE ENGLISH

 Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála  
Department of Foreign Affairs and Trade

WorldWise  
Global  
Schools



## DOING DEVELOPMENT EDUCATION

Arms trade  
Clean energy  
Clean water  
Climate change  
Climate justice  
Conflict  
Consumption  
Fossil fuel  
Gender equality  
Hunger  
Overseas aid  
Plastic pollution  
Poverty  
Racism  
Stereotyping  
Sustainable development  
Waste

# CHANGING ATTITUDES DEVELOPING SKILLS GROWING KNOWLEDGE

## WHAT IS DEVELOPMENT EDUCATION?

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. For this reason, it is often referred to as Global Citizenship Education (GCE). 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 and teamwork
- **Values and attitudes** of 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 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, Colaiste Dhulaigh, Dublin.

# THE AIM OF THIS RESOURCE

This resource aims to support teachers of senior cycle English to teach through a global justice lens, a lens with great educational benefits, which reinforces the curricular themes of justice, equality and sustainability at the heart of the senior cycle English syllabus. It is one of a series of WorldWise Global Schools resources that support teachers in different subject areas to address Development Education-related themes and concepts. The Doing DE resource series enables teachers to challenge their students to look at our world, and our place in making it more just, equitable and sustainable.

## DEVELOPMENT EDUCATION (DE) AND SENIOR CYCLE ENGLISH

Senior cycle English aims to develop in students ‘a mature and critical literacy to prepare them for the responsibilities and challenges of adult life in all contexts’ and ‘an awareness of the value of literature... for enhancing their sense of cultural identity’. The syllabus states that ‘developing control and power over language is the most essential educational achievement for all students if they are to become confident, thoughtful and discriminating adults and citizens’ (DES 2001. Senior cycle English syllabus, pp. 5-6).

Both Development Education and senior cycle English share a central aim of developing students’ capacity for critical thinking, communication and citizenship. The senior cycle English syllabus acknowledges the importance of language learning for when the student leaves school and becomes an adult and citizen. Development Education is likewise concerned with the future, but also with the present capacity of students to engage with and participate in their local and global communities.

**Doing DE in senior cycle  
English does not mean doing  
something extra.**

### KEY SKILLS

The senior cycle key skills have much in common with those that are engendered when a DE approach is employed. DE contributes, therefore, to the key skill elements articulated in the NCCA’s *Senior Cycle Key Skills Framework*.





Figure 1: The five key skills at senior cycle

## Learning Outcomes and Assessment

This resource supports teachers to create rich and layered learning experiences and outcomes for students, providing ongoing and summative assessment tasks (with opportunities for self- and peer-assessment), as well as opportunities for teachers to give feedback to individual learners.

For the purposes of showing how DE can be embedded in senior cycle English, this resource exemplifies how DE can support teaching, learning and assessment from across the specification:

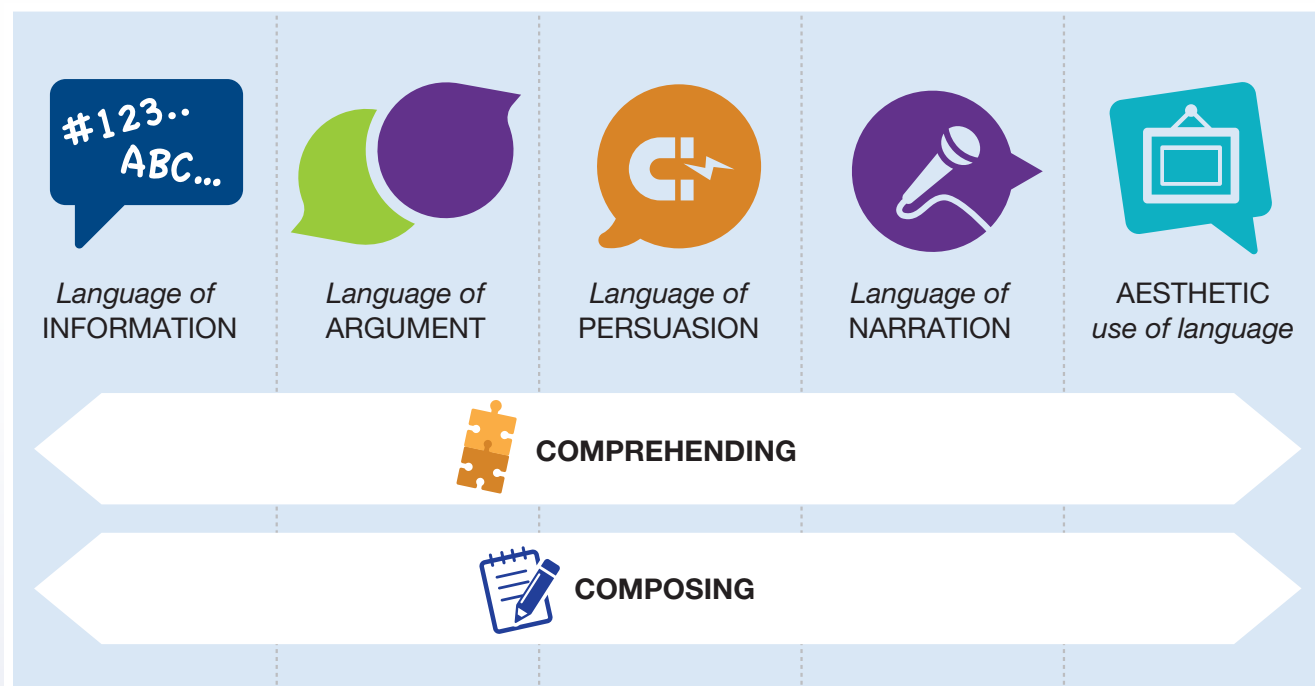


Figure 2: The general headings and cross-cutting, integrated elements in senior cycle English

The activities outlined in this resource are designed to support the achievement of senior cycle English learning outcomes by engaging students with:

1. Prescribed and unseen texts
2. Contemporary themes or issues

### TEXTS

Reading a variety of genres - fiction and non-fiction - from all over our world, can support students' understanding of some of the complex issues underpinning contemporary challenges, such as climate change, poverty, inequality, migration, stereotyping and discrimination. Some years, these themes or issues are strongly present in the prescribed Leaving Certificate text list, but unseen texts also present wonderful opportunities.




Teachers can use spoken or written texts set in a Global South context, texts created by authors from the Global South, or texts that address development, social justice and/or human rights themes or issues. The range of texts (oral, written, visual, multimodal) in senior cycle English contributes greatly to the possibilities to embed DE in the subject, and to 'empower students so that they become sophisticated users and interpreters of many genres' (DES, 2001. Senior cycle English syllabus, p. 3).

# RESOURCE STRUCTURE

In this resource, each section follows a common template:

- Heading of focus
- Overview of unseen or prescribed text
- Relevant background information of a contemporary world challenge
- Ideas for activities in the classroom and beyond
- Useful links

## Table of contents:

General heading	Text	Type of text	Page no
	Extract from Irish Aid's (2015) Annual Report	Unseen text	7
	Waste Reduction (2017) Bill – Dail Debate	Unseen text	12
	Trócaire (2016) <i>The Burning Question</i> documentary	Unseen text	16
	Chimamanda Ngozi Adichie, <i>Americana</i>	Prescribed text DES circulars 0006/2017 & 0024/2018 for examination 2019 & 2020	20
	Barbara Kingsolver, <i>Flight Behaviour</i>	Prescribed text DES circular 0014/2016 for examination 2018	26
	Gerard Manley Hopkins, <i>Inversnaid</i>	Prescribed text DES circular 0006/2017 for examination 2019	30
	Seamus Heaney, <i>Bogland</i>	Prescribed text DES circular 0006/2017 for examination 2019	33
	Arthur Miller, <i>All my sons</i>	Prescribed text DES circular 0006/2017 for examination 2019	37

There is also a **Thinking about Global Goals** heading in each section, referencing one or more of the United Nations (UN) Global Goals for Sustainable Development. These are a universal set of goals, targets and indicators that UN member states, including Ireland, are expected to use to frame their agendas and policies until 2030.

English teachers will find the Global Goals very useful in terms of ensuring that students experience teaching and learning which develops 'the learner as a person, [and] as a citizen' and promotes 'social cohesion, the recovery and growth of the economy and the adoption of the principle of sustainability in all aspects of development' (NCCA, 2010. *Towards learning: An overview of senior cycle*, p 11).

#123..  
ABC...

## THE LANGUAGE OF INFORMATION

*EXTRACT FROM IRISH AID  
(DEPARTMENT OF FOREIGN  
AFFAIRS AND TRADE) ANNUAL  
REPORT (2015), P. 29*



### **Small changes that make Charity feel like a different person.**

A new home, better food, and the prospect of being able to pay for help on her land, are all signs of the progress that Charity Kamwals has made since she first began working on an Irish Aid-backed project in a remote corner of Northern Zambia three years ago.

A 56-year old widow and grandmother, who cares for seven young grandchildren in Nsunda village, Charity says that meal times have been transformed since she started growing new cereals and vegetables to supplement the cassava crop that had been her basic diet for as long as she could remember.

“We can now vary what we eat. The children are much healthier. They used to be sick a lot of the time,” she says.

In 2014, Charity used money that she earned from the sale of millet, maize and vegetables to build new rooms onto her mud-brick home, while she replaced the leaky straw roof with tin sheeting to improve the home even further.

Charity is amongst 10,000 people who are working with Gorta-Self Help Africa on an Irish Aid-backed rural development programme in the far north of Zambia. Since she was widowed, over a decade ago, life has been hard. She digs, plants, weeds and harvests what she can from the plot, and in future is planning to hire labour to assist with ploughing and harvest.

**“When I look at my house, I can’t believe it’s mine.  
I feel like a different person owning it.”**



## Background information

Irish Aid is part of the Department of Foreign Affairs and Trade. The function of Irish Aid is to co-ordinate the Irish Government's aid programme to fight poverty on behalf of the people of Ireland.

Irish Aid has eight partner countries: Ethiopia, Malawi, Mozambique, Sierra Leone, Tanzania, Uganda and Zambia in Africa, and Vietnam in Asia. Irish Aid works with governments and aid agencies in these countries to reduce poverty and improve nutrition, to combat the impact of climate change on small farmers, and to support primary and secondary education for the most marginalised children. In all their work, Irish Aid prioritise gender equality and strive to empower women and girls to achieve their full potential. This is called development aid.

Additionally, Irish Aid responds to humanitarian crises as they arise around the world. In 2016, this meant sending supplies, such as medicine, tents, food, and essential personnel to families in crisis in Ethiopia, South Sudan, the Central African Republic, Niger, Nigeria, Iraq, Haiti and Syria. This is called humanitarian aid.

In 2016, Ireland's total overseas development assistance was €724 million, €194 million of which was for humanitarian aid (Source: Irish Aid (2016) Annual Report: see link below).

In the year 2000, Ireland agreed to a United Nations target of spending 0.7% of Gross National Income (GNI\*) on overseas aid. If this target was achieved, 70 cents out of every €100 in the national budget would be going to help the poorest and most marginalised people in the world. Although the Irish Aid budget has been increasing in recent years, Irish overseas development aid was 0.33% of GNI in 2016, so there is a long way to go before the 0.7% target is reached.

In 2015, the United Nations agreed a set of 17 Global Goals for Sustainable Development to deal with the most serious challenges facing the world, such as poverty and hunger, injustice, climate change and environmental degradation. These Global Goals came about through the largest consultation programme in the history of the United Nations, with over five million people taking part and identifying the issues they thought should be addressed.

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*"There is no 'Plan B' because we do not have a 'Planet B.'"*

**Ban-Ki Moon**  
(8th UN General Secretary)

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Ireland is one of the 193 countries that has signed up to achieve the Global Goals by 2030. As part of this commitment, Ireland has voluntarily agreed to report on its progress in relation to the Goals. The United Nations body that is charged with monitoring progress is called the High Level Political Forum on Sustainable Development.



## Thinking about the Global Goals


### By 2030...

- End poverty in all its forms everywhere (Goal 1)
- End hunger, achieve food security and improved nutrition and promote sustainable agriculture (Goal 2)
- Ensure healthy lives and promote wellbeing for all at all ages (Goal 3)
- Achieve gender equality and empower all women and girls (Goal 5)
- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (Goal 8)
- Strengthen the means of implementation and revitalise the global partnership for sustainable development (Goal 17)




## Teaching and learning activities

### Text about the text

 Give an account of the gist of a text


Send a text (160-character limit) outlining the gist of the case study.

### Crossword

 Specify appropriate details for relevant purposes

Create a crossword for junior cycle students, using keywords or phrases from the case study.

### Before and after

 Comment on the selection of facts given: evaluate the adequacy of the information and indicate omissions

In small groups, create a 'before' and 'after' table, using Microsoft Word or similar. Populate with detail about Charity's life before her involvement with the Irish Aid-funded rural development programme.


Discuss whether there is sufficient information in the case study, and what additional information could be included, and why?

Contact Irish Aid and ask them for further information (see Links section).



## Teaching and learning activities (cont.)

### With reference to the text

 *Comment on the language use, structure and lay-out and identify the point of view of the author*


Comment on the image of Charity, the use of language, the structure and the lay-out of the case study.

In your opinion, why does Irish Aid include case studies, like this one, in its Annual Reports?

Identify and challenge any assumptions you feel underpin this text.

Summarise Irish Aid's view of Charity and the role of development programmes.

### It's all about Charity

 *Outline the values assumed in the text*

Organize a class debate about overseas aid using the following motion: 'It's all about Charity'.

### Global Goals report

 *Compose accurately in a range of information genres: reports and research projects*

Watch the short video by Coalition2030 (see Links section), an Irish alliance of over 100 civil society organizations working to progress the Global Goals for Sustainable Development in Ireland and beyond.

Imagine you have been commissioned by Coalition2030 to produce a two-page report on progress, in relation to one or more of the Global Goals, either in Ireland or in one of Ireland's key partner countries. Structure your report as follows: (1) Summary title; (2) General assertion with some supporting evidence; (3) Reasons or causes for the opening statement; (4) Conclusion, including evaluative comment.

Work together in small groups to create a bank of facts about progress in your chosen country (see Links section for useful websites). Sort these facts and appropriate images under key headings. Construct full sentences using these facts and arrange paragraphs according to key headings.

Once you are satisfied that you have enough information, remove the headings and swap your report with another group for comment. Edit the report based on the feedback you receive.

Present your completed report in class, or at a year or school assembly.

#### NOTE FOR TEACHERS:

*As a differentiation strategy, you could ask students to create an infographic with facts and data relating to the key partner country and/or progress in relation to the Global Goals, for inclusion in their country report.*

### Pre-budget submission



*Compose accurately in a range of information genres: letters of all kinds*

Write and send a pre-budget submission to the Department of Finance, advocating for or against an increase in Ireland's overseas aid budget (see Links section for Department of Finance contact details).



### Useful Links

#### Crossword

- Free online crossword puzzle maker: <https://crosswordlabs.com/>

#### Ireland – Global Goals report

- Video on Coalition2030, 2.17 mins:  
(title: SIPTU supporting the launch of Coalition 2030)  
<https://www.youtube.com>
- Department of Communications, Climate Action and Environment:  
<https://www.dccae.gov.ie>
- Irish Aid, Department of Foreign Affairs and Trade: [www.irishaid.ie](http://www.irishaid.ie)
- United Nations Sustainable Development platform and annual reports:  
<https://www.un.org/sustainabledevelopment/>

#### Pre-budget submission

- All pre-budget submissions should be marked for the attention of the Minister's Office.  
Department of Finance, Government Buildings, Upper Merrion Street, Dublin D02 R583  
Email: [minister@finance.gov.ie](mailto:minister@finance.gov.ie)



## THE LANGUAGE OF ARGUMENT



Leaders' Questions  
**Eamon Ryan TD**  
Green Party | Dublin Bay South

Eamon Ryan, TD, argues during Leader's Questions for the Green Party's Waste Reduction Bill, 5 July 2017

### Waste Reduction Bill (2017) - Dail debate

The Waste Reduction Bill, co-sponsored by the Green Party and the Labour Party, aims to introduce a deposit and refund scheme for plastic bottles and cans. Supporters claim that deposit and refund schemes are operating successfully in other countries and have helped reduce plastic pollution and littering. The Bill also proposes to ban all single-use non-biodegradable coffee/tea cups and cutlery by the year 2020, to be replaced with recyclable or compostable products.

The Bill was supported by Fianna Fail, Sinn Féin, the Social Democrats and Independents TDs. The cross-party support meant that the Minister for the Environment, Denis Naughten, had to agree to allow the bill to go to the Oireachtas Committee on Communications, Climate Action and the Environment for scrutiny during the second Dáil debate on the Bill on 11 July 2017.

During this debate, the Government (Fine Gael) objected to the Bill, arguing that the legislation, while well-intentioned, cannot be justified in its current form from a cost perspective, as it will ultimately place an over-onerous burden on consumers.

Minister Naughten argued that although the Green Party leader suggested the deposit scheme could cost €276 million a year, studies carried out in the UK suggested that the cost could be much higher. He said it would be “financially reckless” for him to proceed with its introduction, without proper scrutiny of the cost implications for taxpayers, employers, retailers and customers.

**In Ireland, approximately two million single-use non-biodegradable coffee cups go into landfill every day.**



## Background information

We are living in the Age of Plastic. Plastic is convenient, and it is everywhere: from the soles of your shoes, to the contact lenses in your eyes, to the phone in your pocket, to the food in your fridge.

In Ireland, the most recent Environmental Protection Agency (EPA) waste packaging statistics (2013) indicate that only 40% of plastic packaging is recycled. If the current levels of global plastics production and consumption continues, the plastics sector will account for 20% of total oil consumption and 15% of the world's annual carbon budget by 2050.

Microplastics — tiny plastic fibres and fragments — are choking the oceans and they have infested the world's drinking water. Marine plastic pollution poses a direct threat to the balance of marine ecosystems. As plastic waste enters the marine food chain as microparticles, an environmental issue transforms into a major global health and economic challenge. Eighty-three per cent of water samples collected during a 2017 global study of tap water by Orb Media, a Washington D.C. based NGO, were found to be positive for plastic microparticle contamination. This study highlighted challenges such as the health risks posed by the chemicals (or pathogens) that microplastics can harbour. Preserving our oceans, and sources of drinking water, means preserving the environment, and protecting human health and the security of livelihoods.

The solution is to ensure that plastics are reused, recycled and redesigned, in economically and environmentally sound ways. Suggestions include compostable plastic packaging for organic waste from food outlets, so that organic contents can return nutrients to the soil, and the elimination of single-use plastics for household and personal cleaning products. This latter suggestion has become the focus of campaigns around the world. In February 2017, the United Nations launched a global campaign - #CleanSeas - to eliminate major sources of marine litter - microplastics in cosmetics and single-use plastic - by the year 2022. The #CleanSeas campaign calls on countries and individuals alike to do their bit.





## Thinking about the Global Goals

### By 2030...

- Ensure healthy lives and promote wellbeing for all at all ages (Goal 3)
- Ensure sustainable consumption and production patterns (Goal 12)
- Take urgent action to combat climate change and its impacts (Goal 13)
- Conserve and sustainably use the oceans, seas and marine resources for sustainable development (Goal 14)
- Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss (Goal 15)



## Teaching and learning activities

### Undignified rubbish

- 🧩 *Evaluate the validity of an argument; Attempt to identify the assumptions present; Outline the values being asserted*

Watch the video footage showing Eamon Ryan, Green Party leader, bringing plastic packaging into the Dáil chamber (see Links section).

In class, discuss whether you agree with the argument put forward by the Leas-Ceann Comhairle, Pat The Cope Gallagher, that this act was injurious to the 'dignity' of the House. Identify the assumptions and values underlying the actions of Eamon Ryan, and the objections put forward by Pat Gallagher.

### Timeline

- 🧩 *Outline the stages of an argument and identify the conclusion*

Create a timeline, tracking the key dates, personnel and events, from the introduction of the Waste Reduction Bill to its status now.

### The Bill

- 🧩 *Attempt an overview*

Imagine the Waste Reduction Bill passes all the required stages in the Dáil/Seanad and is enacted into legislation. Create a short animation, aimed at tourists visiting Ireland, explaining the rationale for the Waste Reduction Act, and outlining the impact on production and consumption of plastic.

## Dáil Debates

*Identify the reasoning structure evidenced in key words or phrases, e.g. therefore, because, nevertheless, etc.; Distinguish between statements/propositions and examples; Distinguish between opinion, anecdote and evidence; Justify a decision.*

Read the transcript of the second Dáil debate about the Waste Reduction Bill (see Links section). For each speaker, identify whether they employed inductive or deductive reasoning in the arguments they made. Identify one or more examples of speakers:

- Making a statement to support a judgement or opinion
- Providing an example to illustrate their opinion
- Offering opinion
- Using anecdote
- Citing evidence

Decide whether you agree with the argument and approach taken by the Green Party, Labour and other parties supporting the Bill, or with the Government approach.

Produce a written justification for your decision, with reference to the evidence from the Dáil transcript, and other relevant data from reputable sources.

## Elementary, my dear Watson!



*Put forward a theory or hypothesis*

Demonstrate simple inductive or deductive reasoning, using proven facts and demonstrable evidence, to respond to one of the following statements:

- Our throwaway culture is injurious to our health, and the health of people all over the world
- Irish people care about the effect of plastic consumption on people living in the Global South
- The Irish state is not sufficiently committed to progressing the UN Global Goals for Sustainable Development

Include your hypothesis in a letter or email to a local councillor or TD, encouraging them to respond proactively to overseeing the enactment and implementation of legislation linked to the Global Goals for Sustainable Development.



## Useful Links

### Undignified rubbish

- Eamon Ryan brings rubbish into the Dail, video, 5.29mins: <https://www.youtube.com>

### Timeline

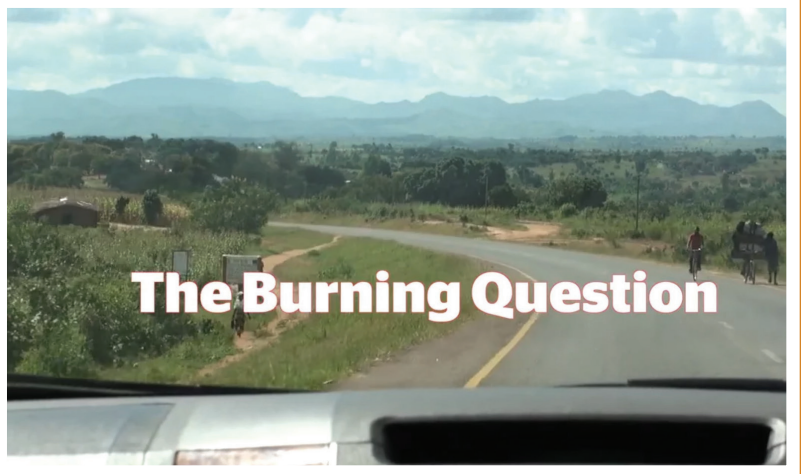
- A brief guide to the legislative process: <https://www.oireachtas.ie/parliament/>

### Dáil Debates

- Waste Reduction Bill 2017 (second reading) – transcript of Dáil debate: <https://www.kildarestreet.com>



## THE LANGUAGE OF PERSUASION



Credits: Produced, directed, filmed and scripted by Alan Whelan, Emmet Sheerin and Eoghan Rice.

### **Trócaire's *The Burning Question* documentary (30 mins)**

As Africa faces its biggest humanitarian crisis in decades, *The Burning Question* explores the links between hunger and drought in African countries like Malawi, and countries like Ireland in the Global North, which continue to rely on the fossil fuels that drive climate change.

In this half-hour documentary, which was filmed in Malawi and Ireland in 2016, we meet climate change activists in Malawi and Malawian farmers affected by the current food crisis. We also meet some of the leaders of the fossil fuel divestment movement in Irish universities and internationally.



## Background information

Fossil fuels are made up of the remains of plants and animals that died millions of years ago and were buried and preserved. Over a very long period, these remains are turned into gas, oil, peat and coal. Fossil fuels are sometimes referred to as non-renewable energy sources; they are non-renewable because they will not be regenerated in our lifetime.

Scientific research has demonstrated that human activities, including the burning of fossil fuels is the dominant cause of current climate change. Climate change is evident in changing weather patterns, such as flooding and droughts. Climate change affects people around the world differently, and the most vulnerable people are those who, for the most part, contribute the least to increased carbon dioxide levels.

To adhere to international targets to limit global warming to a maximum 2C rise (beyond which there will be catastrophic levels of climate change), between two-thirds and four-fifths of fossil fuels need to remain in the ground. But fossil fuel companies do not expect these targets to be met, and so are continuing to extract these reserves and are actively prospecting for even more. In doing so, they are setting our planet on a path to irreversible climate change, which will cause rising seas, flooding, droughts, increased rates of disease, more conflicts and a worsening refugee crises.

Fossil fuel divestment means the removal of money or investment capital from stocks, bonds or funds with links to oil, coal and gas companies. Almost all the arguments in favour of fossil fuel divestment fit into two categories: moral and financial. The Fossil Fuel Divestment Bill is a Private Member's Bill introduced by Independent TD Thomas Pringle. It proposes to amend the National Treasury Management Agency or NAMA (Amendment) Act 2014, instructing the Agency to divest the Ireland Strategic Investment Fund (currently under NAMA remit) of its assets in fossil fuel companies, and to prohibit future investments in the industry.

The Bill passed an initial Dáil phase in January 2017, when the Government lost the vote on the Bill by 90 to 53. Government opposition during this stage was on the basis that the Bill could have unintended consequences for semi-state energy companies like Bord Gais, Bord na Móna and the ESB, and for Ireland's energy security.

Pro-divestment activists argue that if the Bill passes, this will send a strong message globally that Ireland can be a leader in tackling climate change, because we would become the first country in the world to legislate for state level fossil fuel divestment. It would also send a clear signal that capital should be shifting more quickly from fossil fuels to renewable energy, if we are to have any chance of preventing uncontrollable climate change. Supporters of divestment also argue that the Bill will help Ireland meet its commitments under the Paris Agreement, which, if not honoured, would *"make the Sustainable Development Goals that Ireland led the way in negotiating in 2015 impossible to achieve, and global poverty, hunger and inequality will be exacerbated significantly"* - Finola Finnan, deputy director, Trócaire.

In a sustainable world, everyone would rely mainly on renewable energy sources (those that can never be used up, such as wind, solar and tidal), and energy usage would be efficient and clean. There would be little or no environmental damage (i.e. carbon emissions leading to climate change, and acid rain). Sustainable energy also implies affordable energy for all households, schools and businesses.

Sources: (2015) A beginners' guide to fossil fuel divestment, Guardian newspaper:  
<https://www.theguardian.com/international>



## Thinking about the Global Goals


### By 2030...

- Ensure access to affordable, reliable, sustainable and modern energy for all (Goal 7)
- Take urgent action to combat climate change and its impacts (Goal 13)
- Strengthen the means of implementation and revitalize the global partnership for sustainable development (Goal 17)



## Teaching and learning activities


### Editing hope

 Identify the techniques being used to persuade e.g. tone, image, rhythm, choice of words, selection of detail

Imagine you have been asked to edit Trócaire's *The Burning Question* documentary. Your task is to identify approximately five minutes of clips that best portray a sense of either hope or hopelessness about the future when it comes to climate change. Use the clock, which gives the documentary running time in minutes and seconds, at the bottom of the video to identify your selected clips.


In a Microsoft Word document, or equivalent, create and populate a table with the following column headings: in point (for the start time of each clip), first words (with the first few words spoken at the start of each clip), out point (with the end time of each clip), last words (with the last few words spoken at the end of each clip).

### Screenshot

 Evaluate the impact of a passage in achieving its desired effect


Watch *The Burning Question* and identify a clip of 30 seconds or less that you find particularly thought-provoking. Take a series of screenshots from your chosen clip. Use these screenshots in a Prezi or PowerPoint presentation to show why you found this clip interesting.

### Audience list

 Indicate to which audience it is addressed

Create a list of people, groups or organizations you think would like to attend a viewing of *The Burning Question*.


### Human Rights and Climate Change

 *Analyze the value-system advocated and/or implied by the text; outline whose interests it serves*

Watch the Universal Declaration of Human Rights animation (see Links section). Identify any human rights that may be potentially abused or denied because of climate change, in Malawi, Ireland or elsewhere around the world.


Quote from the Universal Declaration of Human Rights, in a class discussion, about whose interests are served when people watch *The Burning Question*.

### Climate placard

 *Compose in a range of contexts: Public relations/propaganda/political statements*


Imagine you are attending a climate change protest march. Create a placard with an image and caption to persuade others to adopt your stance for or against fossil fuel divestment.

### Citizens Assembly submission

 *Compose in a range of contexts: Public relations/propaganda/political statements*

Write a short submission to the Citizens' Assembly with ideas about how the Irish government can ensure that Ireland becomes a leader in tackling climate change. Your submission should employ persuasive language, backed up by evidence-based research from reputable sources.

### The end!

 *Compose in a range of contexts: Public relations/propaganda/political statements*

Organise a viewing of *The Burning Question* in your school or local community. Prepare and deliver closing remarks to be made at the end of the documentary, and include comments designed to persuade audience members to live more sustainably.



### Useful Links

#### Human Rights and Climate Change

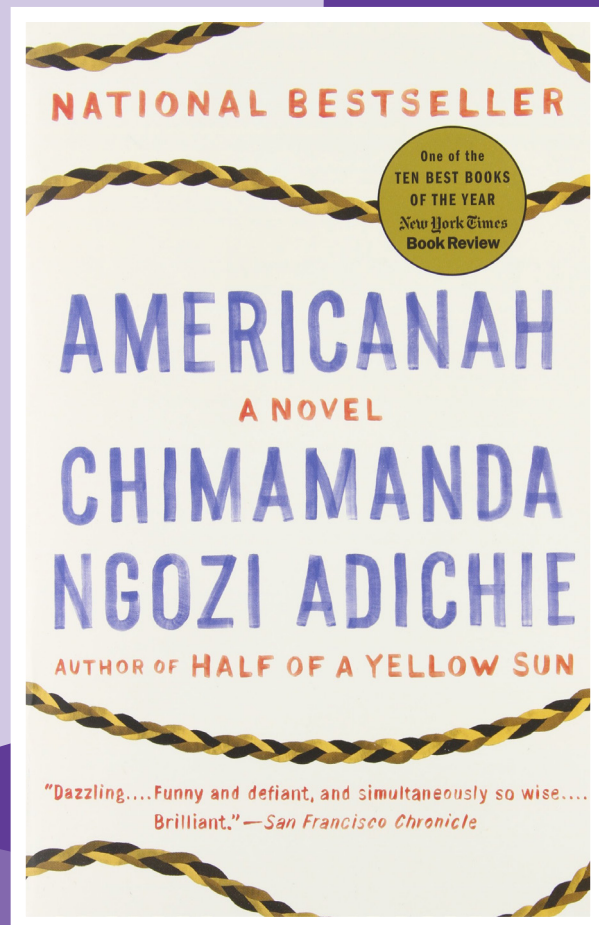
Human Rights Action Centre, 'Universal Declaration of Human Rights' animation, 4.30 mins: <https://www.youtube.com>

#### Citizens' Assembly submission

Footage of Citizens' Assembly meetings about how the Irish government can make Ireland a leader in tackling climate change: <https://www.citizensassembly.ie/en/>



## THE LANGUAGE OF NARRATION



### **Chimamanda Ngozi Adichie, *Americanah* (novel)**

Ifemelu and Obinze are young and in love when they depart military-ruled Nigeria for the West. Beautiful, self-assured Ifemelu heads for America, where despite her academic success, she is forced to grapple with what it means to be black for the first time. Quiet, thoughtful Obinze had hoped to join her, but with post-9/11 America closed to him, he instead plunges into a dangerous, undocumented life in London. Fifteen years later, they reunite in a newly democratic Nigeria, and reignite their passion—for each other and for their homeland.



## Background information

The first article of the Universal Declaration of Human Rights states:

*All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.*

This means that we all have a responsibility to recognise and respect similarities and differences among individuals and groups, and others have a duty to make sure they do the same for us.

When we try to make sense of the world, we often simplify and generalise things. 'Stereotyping' can be defined as making oversimplified generalised comments about individuals or a group. Stereotypes are often based on assumptions or incorrect information. Stereotypes can be positive or negative. When people are stereotyped, they can become defined by the stereotype, and other parts of their identity are potentially ignored. Examples of stereotypes are:

- All young people have loads of energy and imagination
- All young men are reckless road users
- All older people are lonely
- Women are naturally caring
- Asians are great at maths
- Gay men have great fashion sense

Stereotyping is often an unconscious act based on any number of assumptions about people. These assumptions can be based on the more obvious aspects of a person, such as gender, skin colour or age. However, they are sometimes subtler, for example, the length or colour of a person's hair, the school that they attend, or their address.

We learn stereotypes through personal experiences, our family and friends, teachers, employers and work colleagues. Stereotypes can also be reflected in advertising, art, film, literature, media, politics and school textbooks. All stereotypes can influence our decisions and actions.

Sometimes stereotyping leads to discrimination, where a person from a group is treated less favourably than someone from another group. In Ireland, discrimination is illegal on nine grounds: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Travelling community (Equal Status Act 2000-2011 and Employment Equality Act 1998-2011).



## Background information (cont.)

In Ireland, there is also a worrying trend in racist incidents. The iReport Racist Incident Reporting System was launched in July 2013. The system is operated by ENARI and the University of Ulster. By June 2017, 1,666 incidents were reported. Report questions are designed to capture a large amount of detail, including information where, when and how the incident occurred, and details about the victim(s) and perpetrator(s).

The system also captures information about why the incident has been perceived as racist, its impact on the victim and/or witnesses, and the interplay with age, gender, sexuality and disability. The recording system was designed to allow comparison with international patterns, and to facilitate understandings of racism that may be unique to the Irish context.

### NOTE FOR TEACHERS:

For tried and tested educational methodologies for raising and dealing with stereotyping and other controversial issues download these free resource packs from [www.developmenteducation.ie](http://www.developmenteducation.ie)

Sources: Mary Gannon (2002). *Changing Perspectives: Cultural values, diversity and equality in Ireland and the wider world*. CDVEC, Dublin; Karen O'Shea (2011). *Spotlight on stereotyping*. The Equality Authority and Professional Development Service for Teachers, Dublin; and, Lesley Emerson et al (2012). *Tackling controversial issues in the citizenship classroom*. CDETB, Dublin.

## Targeted racialised groups

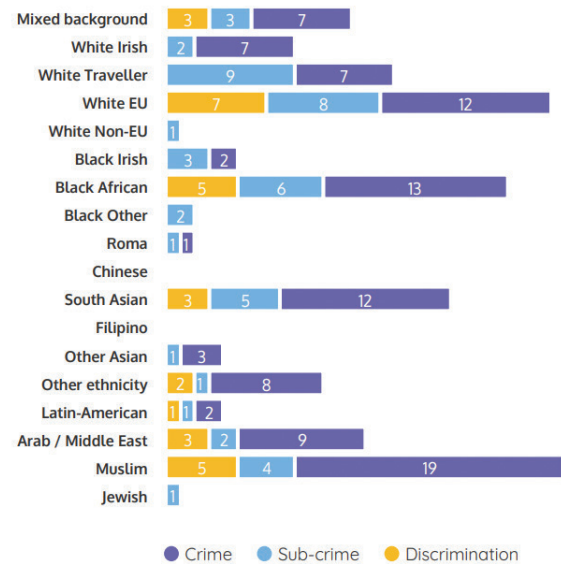


Table extracted with permission from European Network Against Racism Ireland (2017) Reports of racism in Ireland, January – June 2017



Have you come across any serious hate speech on Facebook, YouTube or Twitter?  
Have you seen any racist pages, posts, comments, videos or tweets etc.?

**REPORT IT TO [WWW.IREPORT.IE](http://WWW.IREPORT.IE)**

ENAR Ireland is participating in the EU-wide hate speech online monitoring exercise.

Please send us any racist content, with a link and a screengrab of that content, by making a report to [www.iReport.ie](http://www.iReport.ie)



## Thinking about the Global Goals


### By 2030...

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Goal 4)
- Achieve gender equality and empower all women and girls (Goal 5)
- Reduce inequality within and among countries (Goal 10)
- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (Goal 16)




## Teaching and learning activities

### Wellbeing

-  Develop an awareness of their own response to texts and analyse and justify that response

The Department of Education and Skills in Ireland refers to wellbeing as being when young people are 'healthy, happy and connected'. The idea is that 'student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community' (see Links section). Describe if/how reading *Americanah* contributed to your sense of wellbeing.

### #Hashtag


-  Indicate aspects of the narrative which they found significant and attempt to explain fully the meaning thus generated

Identify the aspect of *Americanah* that you found most significant; it can be something that you liked, something that surprised you, that changed your mind, made you question your views, or broadened your worldview or perspective. Imagine you are going to share your thoughts on social media. Create a hashtag (#) with a 30-character limit to sum up your chosen significant aspect.



## Teaching and learning activities (cont.)

### Privilege or not?

 Approach narrative texts from a variety of critical viewpoints e.g. analyse and compare texts under such categories as gender, power and class and relate texts from different periods and cultures

*When you want to join a prestigious social club, do you wonder if your race will make it difficult for you to join? When you go shopping alone at a nice store, do you worry that you will be followed or harassed? When you turn on mainstream TV or open a mainstream newspaper, do you expect to find mostly people of another race? Do you worry that your children will not have books and school materials that are about people of their own race? When you apply for a bank loan, do you worry that, because of your race, you might be seen as financially unreliable? If you swear, or dress shabbily, do you think that people might say this is because of the bad morals or the poverty or the illiteracy of your race? If you do well in a situation, do you expect to be called a credit to your race? Or to be described as “different” from the majority of your race? If you criticize the government, do you worry that you might be seen as a cultural outsider? Or that you might be asked to “go back to X,” X being somewhere not in America? If you receive poor service in a nice store and ask to see “the person in charge,” do you expect that this person will be a person of another race? If a traffic cop pulls you over, do you wonder if it is because of your race? If you take a job with an Affirmative Action employer, do you worry that your co-workers will think you are unqualified and were hired only because of your race? If you want to move to a nice neighborhood, do you worry that you might not be welcome because of your race? If you need legal or medical help, do you worry that your race might work against you? When you use the “nude” color of underwear and Band-Aids, do you already know that it will not match your skin?”*


Read the extract from *Americanah* (below).

In small groups, consider the people who are commonly subjected to stereotyping or discrimination in Ireland. Use the above extract from *Americanah* as a starting point for devising a comparable set of questions to reflect the typical negative experiences of these people.

Answer the questions yourself and decide whether you belong to a privileged group in Irish society.

Participate in a class discussion comparing the nature of power and privilege as narrated in *Americanah* and in modern-day Ireland.

### Same theme, different genre

 Compare texts in different genres on the same theme

Compare the way that Adichie deals with the theme of power in *Americanah* and Maya Angelou’s treatment of the same theme in her poem, *Still I Rise*.

### iReport



*Compose in a range of contexts - blog*

Imagine you are contributing to Ifemelu's blog *Raceteenth or Various Observations About American Blacks (Those Formerly Known as Negroes) by a Non-American Black*. Write a short story with dialogue for the blog based on the information from the iReport live feed about racist attacks in Ireland (see Links section).

### Parable of the undocumented



*Compose in a range of contexts – fable/parable*

Drawing on your reading of Obinze's experiences of living without papers in the United Kingdom, write a narrative using the fable or parable form, with a clear moral message on this social justice issue. Share your fable or parable with the Migrant Rights Centre of Ireland, an organisation that works with some of the estimated 20,000-26,000 undocumented people living in Ireland (see Links section).



## Useful Links

### Wellbeing

- Department of Education and Skills (2015). Framework for Junior Cycle: [www.ncca.ie](http://www.ncca.ie)
- National Council for Curriculum and Assessment (2017). Junior Cycle Wellbeing Guidelines: [www.ncca.ie](http://www.ncca.ie)

### iReport

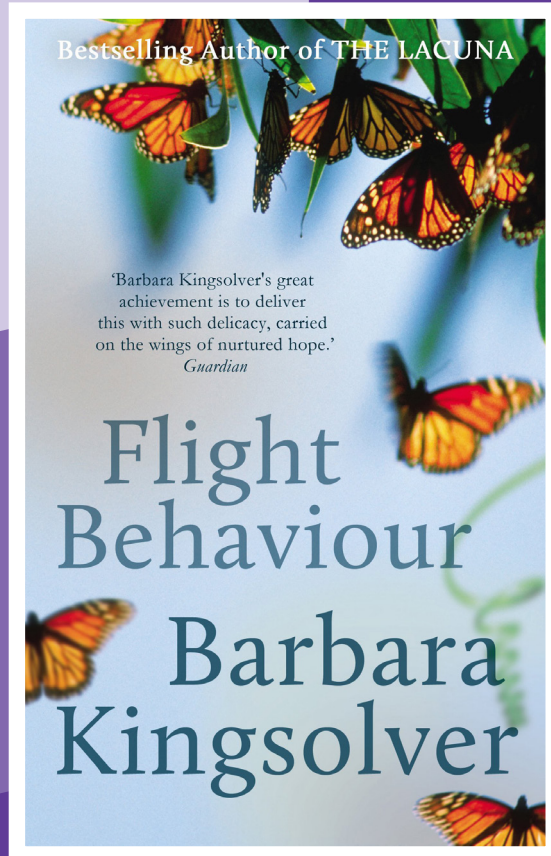
- iReport live data reports: <https://www.ireport.ie>
- European Network Against Racism Ireland (ENARI): <http://enarireland.org/>

### Parable of the undocumented

- Migrant Rights Centre Ireland: <https://www.mrci.ie/>



## THE LANGUAGE OF NARRATION



### **Barbara Kingsolver,** ***Flight Behaviour* (novel)**

*Flight Behaviour* is a suspenseful novel set in present day Appalachia in the United States; a parable of catastrophe and denial that explores how the complexities we inevitably encounter in life lead us to believe in our chosen truths. The story concerns a young wife and mother on a failing farm in rural Tennessee who experiences something she cannot explain, and how her discovery energises various competing factions—religious leaders, climate scientists, environmentalists, politicians—trapping her in the centre of the controversy and ultimately opening the world up for her.



## Background Information

Climate change is evident in changing weather patterns, such as flooding and droughts. If unchecked this will lead to increased levels of human migration and forced displacement, more cases of diseases like malaria, more wildfires, greater scarcity of water, more extreme weather events (hurricanes and flooding), loss of land mass/small island states due to rising sea levels, and loss of biodiversity with negative effects on the security of livelihoods and food production. These impacts will affect people locally and globally.

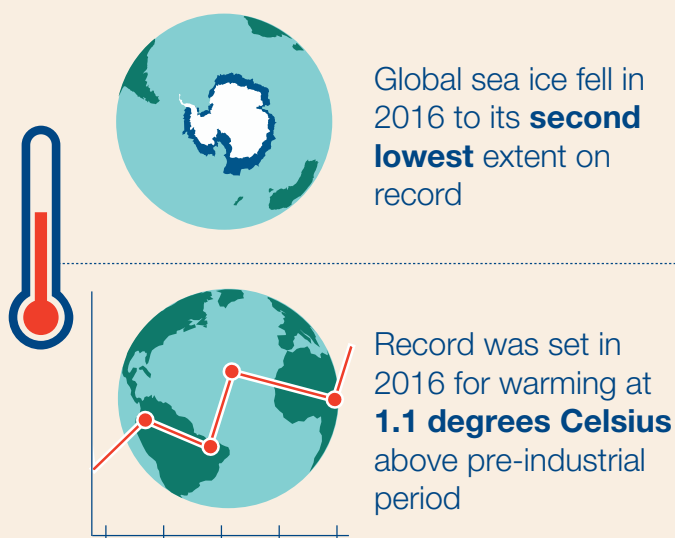
However, climate change impacts people around the world differently, and the most vulnerable people are those who, for the most part, contribute the least to increased carbon dioxide levels.

*Dellarobia is quizzed by a self-righteous eco-campaigner about her lifestyle, only to discover that her poverty makes her just about the lowest possible emitter of carbon in the United States. I don't have enough money to buy a computer that I might then leave on overnight and waste power, she snarls at her chagrined inquisitor.*

(Barbara Kingsolver, *Flight Behaviour*)

Climate change is not just an economic or environmental challenge, it is a justice and human rights challenge, and it can only be overcome if everyone everywhere reacts to the urgency of the situation and live more responsible and sustainable lives. In recognition of this fact, Ireland was one of 193 countries to sign up to the United Nations Global Goals for Sustainable Development. In addition, in December 2015, Ireland was amongst the 188 countries that agreed, at the COP21 conference in Paris, to reduce greenhouse gas emissions and limit the rise in global temperature to 1.5-2 degrees Celsius.

The COP (#23) conference was held in Bonn, Germany in November 2017. COP23 led to the adoption of a Gender Action Plan, which highlights the role of women in climate action and promotes gender equality in the process. Contentious issues still to be resolved hinge on climate financing, especially for loss and damage caused by climate change, and the withdrawal of the United States from the Paris Agreement process led by President Trump.





## Thinking about the Global Goals

### By 2030...

- End poverty in all its forms everywhere (Goal 1)
- End hunger, achieve food security and improved nutrition and promote sustainable agriculture (Goal 2)
- Ensure healthy lives and promote wellbeing for all at all ages (Goal 3)
- Achieve gender equality and empower all women and girls (Goal 5)
- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (Goal 8)
- Reduce inequality within and among countries (Goal 10)
- Take urgent action to combat climate change and its impacts (Goal 13)



## Teaching and learning activities

### Quote my selfie

Develop an awareness of their own response to texts and analyse and justify that response

Identify a *Flight Behaviour* quote that you like, or find especially interesting, on the topic of climate change, biodiversity loss, or poverty and inequality. Reproduce this quote on a piece of recycled cardboard. Take a selfie holding the quote.

Present your selfie in class with an analysis of the quote and an explanation about why you picked it.

Post your selfie on the school website, or an appropriate social media platform, as a way of raising awareness about the issues involved.


### Big foot or not?

Develop an awareness of their own response to texts and analyse and justify that response; Compose in a range of contexts – dialogue

Calculate your eco-footprint (see Links section).


Imagine you are the main character in *Flight Behaviour*, taking Dellarobia's place in the narrative. Rewrite the passage where Dellarobia answers the questions posed by the 'self-righteous eco-campaigner', using your actual lifestyle and eco-footprint results as the basis for your responses.

### Cli-Fi

 Approach narrative texts from a variety of critical viewpoints e.g. analyse and compare texts under such categories as gender, power and class and relate texts from different periods and cultures

Read Margaret Atwood's *The Year of the Flood*. Compare Atwood's treatment of the theme of climate change with Kingsolver's approach in *Flight Behaviour*. Discuss both authors' treatment of female and male characters and identify what they are saying about the role of gender in terms of stewardship of our planet, with reference to the texts.

### Our melting, shifting, liquid world

 Compare texts in different genres on the same theme

Compare *Flight Behaviour* to one or more poems or movies on the theme of climate change (see Links section). Pay attention to effectiveness of the different genres in the way that they tell a story about human ability to adapt to or mitigate against climate change.

### CC is for climate concern

 Compose in a range of contexts – anecdote or short story

Write and send a letter to the editor of a local or national newspaper, outlining your concerns about climate change and the impact on people in Ireland and beyond, and include a short anecdote or story about an innovative way to act now against climate change.



### Useful Links

#### Big foot or not?

- Eco-footprint calculator: <http://www.epa.ie>

#### Our melting, shifting, liquid world

Actors, including James Franco, Ruth Wilson, Gabriel Byrne, Maxine Peake, Jeremy Irons, Kelly Macdonald and Michael Sheen, read a series of 21 poems on the theme of climate change, curated by UK Poet Laureate Carol Ann Duffy (text and mp3):

<https://www.theguardian.com/international>

Climate change movies:

- Benh Zeitlin, 2012 - *Beasts of the Southern Wild*
- Bong Joon-ho, 2013 - *Snowpiercer*
- Christopher Nolan, 2014 - *Interstellar*



## THE AESTHETIC USE OF LANGUAGE

### Gerard Manley Hopkins, *Inversnaid* (poem)

*This darksome burn, horseback brown,  
His rollrock highroad roaring down,  
In coop and in comb the fleece of his foam  
Flutes and low to the lake falls home.*

*A windpuff-bonnet of fawn-froth  
Turns and twindles over the broth  
Of a pool so pitchblack, fell-frowning,  
It rounds and rounds Despair to drowning.*

*Degged with dew, dappled with dew,  
Are the groins of the braes that the brook  
treads through,  
Wiry heathpacks, fitches of fern,  
And the beadbunny ash that sits over the  
burn.*

*What would the world be, once bereft  
Of wet and wildness? Let them be left,  
O let them be left, wildness and wet;  
Long live the weeds and the wilderness yet.*

Hopkins celebrates the beauty of nature. He tries to capture the inscape (uniqueness of a thing) and instress (the force that holds inscape together) of a fast-flowing stream in rural Inversnaid (on the banks of Lough Lomand in Scotland).

Hopkins uses important techniques to great effect to capture the true essence and energy of the stream, for example, neologisms (newly coined words or expressions – e.g. darksome or windpuff); compound words to highlight nature's qualities (combination of two or more words that function as a single meaning e.g. pitchblack and beadbunny); sprung rhythm (poetic metre like that which might be used in speech); colloquialisms (e.g. degged is used with dappled to describe the rocks and groins of the surrounding banks); and alliteration (the same letter or sound at the beginning of closely connected words, e.g. in the last stanza, world, wet, wildness, weeds).

In this description of a fast-flowing stream, one senses Hopkins' visceral, emotional response to his environment.



## Background Information

Water is necessary for food production, for transport, for recreation, as a defence, as a source of power to drive machinery, and as a means of disposing of human waste. Fresh water is a condition for all life on our planet, an enabling or limiting factor for any social and technological development, a possible source of welfare or misery, cooperation or conflict.

Water scarcity affects more than 40% of the global population. As a result, every year millions of people, most of them children, die from diseases associated with inadequate water supply, sanitation and hygiene. Water scarcity, poor water quality, and inadequate sanitation negatively impact food security, livelihood choices and educational opportunities for poor families across the world. Drought afflicts some of the world's poorest countries, worsening hunger and malnutrition.

To achieve water security and ensure clean, accessible water for all, we must protect vulnerable water systems, mitigate the impacts of water-related hazards such as floods and droughts, safeguard access to water functions and services, and manage water resources in an integrated and equitable manner.

### WATER INSECURITY:

People experience water insecurity when they don't have a sustainable source of water, or enough water to sustain the needs of their community.



## Thinking about Global Goals

### By 2030...

- End poverty in all its forms everywhere (Goal 1)
- Ensure healthy lives and promote wellbeing for all at all ages (Goal 3)
- Ensure availability and sustainable management of water and sanitation for all (Goal 6)
- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (Goal 8)






## Teaching and learning activities

### Loud and proud

 *Engage in interpretative performance of texts*


Hopkins firmly believed that poetry is meant to be heard first and foremost. Search the internet for the sound of a fast-flowing stream that resonates with what you think that Hopkins is trying to portray in *Inversnaid*. Use this sound file as background, record yourself reciting the poem and think about the 40% of people in the world currently experiencing water insecurity.

### Long live

 *Re-read texts for encountering rich and diverse levels of suggestion, inference and meaning; Compose within the aesthetic forms encountered*


Hopkins is worried for the future of the wilderness. He finishes *Inversnaid* with a rallying call, almost a call to arms, in which he champions the natural world. Think about a beautiful place with water (stream, river, sea, ocean) that you have visited or would like to visit in the future. Rewrite the last line of *Inversnaid* with this place in mind.

### Picture this

 *Attempt to compare and evaluate texts for the quality of the imaginative experience being presented*

Underline the words in *Inversnaid* that help you to ‘see’ the landscape Hopkins describes. Find images that reflect how you envisage this landscape and use these, along with your underlined words, to create a poster.

### A river runs through it

 *Develop an awareness of their own responses, affective, imaginative, and intellectual, to aesthetic texts. Explore these responses relative to the texts read, generate and justify meanings and build coherent interpretations.*

Hopkins wrote *Inversnaid* in 1881. Carry out internet research to find out about modern Inversnaid, on the shores of Loch Lomond in Scotland. How do people who live in or visit the area nowadays interact with the environment? Imagine that Hopkins was writing the poem today. What would he keep or change? Justify your answer, citing evidence from reputable sources encountered in your research.



## THE AESTHETIC USE OF LANGUAGE

### Seamus Heaney, *Bogland* (poem)

*We have no prairies  
To slice a big sun at evening--  
Everywhere the eye concedes to  
Encrouching horizon,*

*Is wooed into the cyclops' eye  
Of a tarn. Our unfenced country  
Is bog that keeps crusting  
Between the sights of the sun.*

*They've taken the skeleton  
Of the Great Irish Elk  
Out of the peat, set it up  
An astounding crate full of air.*

*Butter sunk under  
More than a hundred years  
Was recovered salty and white.  
The ground itself is kind, black butter*

*Melting and opening underfoot,  
Missing its last definition  
By millions of years.  
They'll never dig coal here,*

*Only the waterlogged trunks  
Of great firs, soft as pulp.  
Our pioneers keep striking  
Inwards and downwards,*

*Every layer they strip  
Seems camped on before.  
The bogholes might be Atlantic  
seepage. The wet centre is bottomless.*

The poem begins with a contrast between an Irish landscape and that of the open spaces of North America. Whereas an American observer might interpret the seemingly infinite expanse as a symbol of unfettered progress and ambition, an Irishman will have a more limited vision.

The bog is the preserver of many things, including the remote past. A symbol of this is the "Great Irish Elk", a skeleton now on display in a museum as "An astounding crate full of air". There is a question mark over this find; it looks magnificent, but it is a discovery of little importance. Heaney is suggesting that Ireland's past has no real meaning in the present, other than what might be imagined.

Old manmade butter is used to symbolise the works of Irish people in the past that have not been lost to time. The works of today's generations might likewise expect to live into the future, preserved by the "kind, black butter" of the bog.

The bog is always changing, never 'defined' or finished. The present and the future become the past. 'They'll never dig coal here' could be construed as positive, from a purely environmental perspective, or a negative, from a purely economic standpoint.

The function of the bog is to be a conduit to the past, in which the most valuable thing is knowledge. "Our pioneers", in contrast to those of 19th century America who set off westwards across the prairies, go "inwards and downwards" to explore the past rather than create the future. Diverse peoples have 'camped' here before, each generation laying down a new layer.

The final line, "The wet centre is bottomless", implies that the search for the past can go on for ever. But is this a good thing or not? Seamus Heaney seems to regret that the vision of the Irish people is "wooed into the cyclop's eye" of the past rather than focused on the future.



## Background Information

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*‘Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs’*

### Brundtland Commission, 1987

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This definition of sustainable development encompasses several key concepts:

- The interdependent relationship between people and planet – meaning that sustainable economic and social development and progress is only possible if we also consider our environment.
- The universal nature of development – which demands participation and action by rich and poor countries alike, so that everyone everywhere benefits.
- Intergenerational equity – which means that we have a responsibility to make sure that future generations inherit a healthy planet.

The current global population stands at over seven billion. 1.2 billion of these people do not have access to electricity. At the same time, the burning of fossil fuels (coal, oil and gas) to meet worldwide energy demands is one of the dominant contributors to climate change, accounting for around 60% of total global greenhouse gas emissions.

A commitment to sustainable development includes a commitment to ensure that those without electricity are given access to affordable and clean energy, and those whose energy usage is currently contributing to climate change are supported to switch to renewable sources, such as wind, solar and tidal.

In 1946, at the end of World War II, Bord na Móna was set up as a semi-state body to develop peat resources for the economic benefit of Ireland. Peat is a soil that is made up of the partially decomposed remains of dead plants. Over thousands of years, these plants have accumulated on top of each other in waterlogged places. Bord na Móna extracted peat from the bogs to generate electricity for Irish towns and villages. The company generated jobs and built communities. In 2015, Bord na Móna employed a workforce of over 1,200 people whose wages were spent in the local economy.

Peat used as a fuel, and in power generation, represents ‘a triple negative’, as it produces a poor fuel, releases CO<sub>2</sub>, and diminishes Ireland’s best way to store carbon in the landscape. Bord na Móna has committed to stop production of energy peat by 2030 and promises to ‘leave behind a landscape which is rich in terms of biodiversity and amenity as well as making a valuable contribution to Ireland’s renewable energy targets through wind and solar projects’.

A report from Sustainable Energy Authority of Ireland (SEAI), Ireland’s energy authority, suggests that the island of Ireland could generate enough wind electricity to match

domestic demand by 2030, with more left over to export. However, according to the 2018 Climate Change Performance Index, issued by Germanwatch and the NewClimate Institute, Ireland produces the highest volume of emissions per person in Europe and the eighth largest in the world. The report noted a positive trend in the development of renewable energy in Ireland, but said that ‘the current share of renewable energy in energy supply, as well as the 2030 target, are insufficient.’



## Thinking about Global Goals

### By 2030...

- Ensure access to affordable, reliable, sustainable and modern energy for all (Goal 7)



## Teaching and learning activities

### Words – Thought – Emotion

- 🧩 Read poetry conscious of its specific modes of using language as an artistic medium; Re-read texts for encountering rich and diverse levels of suggestion, inference and meaning

Robert Frost said ‘Poetry is when an emotion has found its thought and the thought has found words’.

Create a mindmap, using your own words and/or images, showing the connection between the words or phrases that Heaney uses in *Bogland*, the thoughts he may have been having as he crafted the poem, and the emotions he may have been feeling as he wrote this poem.

Engage with the information in the background section and read *Bogland* again. Then, create a second mindmap, showing the connections between the words/phrases in *Bogland*, the thought you have as you read the poem, and the emotions the poem evokes for you. Compare and discuss your two mindmaps with classmates.

### Instagram poet

- 🧩📝 Engage in interpretative performance of texts; Compose within the aesthetic forms encountered

Write a poem, mixing written word and visuals, drawing on the themes of time and connections between past, present and future in *Bogland*, and the concept of intergenerational equity and responsibility as outlined in the background section. Write your first draft quickly, then spend some time shaping the poem. Read your poem aloud in pairs or small groups and redraft based on the feedback provided. Post your finished poem on Instagram using the hashtag #sustainabledevelopment.



## Teaching and learning activities (cont.)

### No energy

 *Engage in interpretative performance of texts*

In October 2017 Hurricane Ophelia hit Ireland. During the two days of impact, approximately 295,000 people were without electricity. In March 2018, the 'Beast from the East' or Storm Emma, led to further power outages. Search the internet for examples or testimonies from people without power in Ireland during these weather events. Create a bank of key words or phrases that people use to describe what it is like to be without energy or power.

Use these words to create a poem dedicated to the 1.2 billion people in the world who live without electricity.

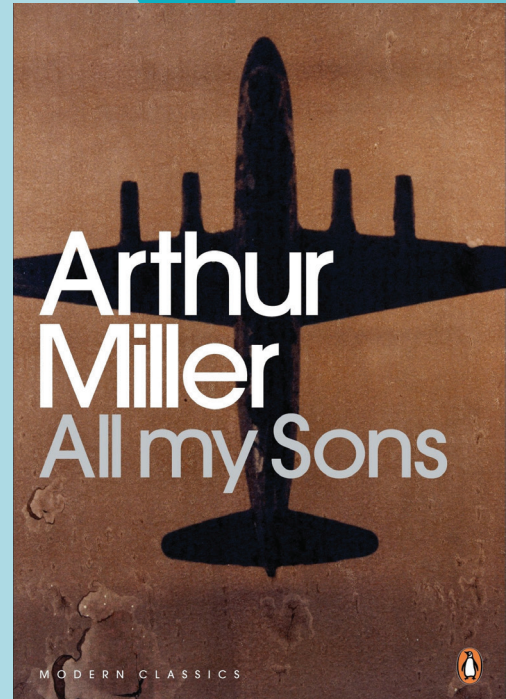
Send your poem to an energy business or service, such as Bord na Móna, with an encouraging message asking that they be increasingly proactive in their contribution to achieving United Nations Global Goal 7: Affordable and clean energy.



## THE AESTHETIC USE OF LANGUAGE

### Arthur Miller, *All my Sons* (play)

The play focuses on themes such as guilt and social responsibilities through the story of a businessman in the United States, who during World War II, narrowly avoided financial ruin by shipping cracked aeroplane parts to the American Air Force. He set up his business partner as the scapegoat for his crime and went on to build a successful business, but eventually his crime comes back to haunt him.



### Background Information

Violent conflicts have increased in recent years, but a few high-intensity armed conflicts are causing large numbers of civilian casualties. Additionally, in 2015, between 5.2 persons and 6.7 persons per 100,000 persons worldwide were victims of intentional homicide. While the overall homicide rate has declined over the past decade, people in some countries in Latin America, sub-Saharan Africa and Asia face increased risk of intentional murder.

In 2017, the media reported that the arms trade had reached Cold War levels, fuelled by purchases by governments in countries in the Middle East. This surge has prompted concern about Ireland's role in sending dual-use goods, which can have a military end function, to nations with poor human rights records.

According to figures released by the Department of Enterprise, Trade and Employment, there was a 39% increase in the value of military licences issued in 2014. In the same year, Irish-based companies using 95 military licences exported €86m in military goods. This was compared with €62m in 2013. A breakdown of the military exports show these included different categories, including €526,000 of bombs and explosives items sent to the UK, €126,000 in military ground vehicles or parts to Israel, €6m of the same types to the US, and €17m in military aircraft or components to the US.

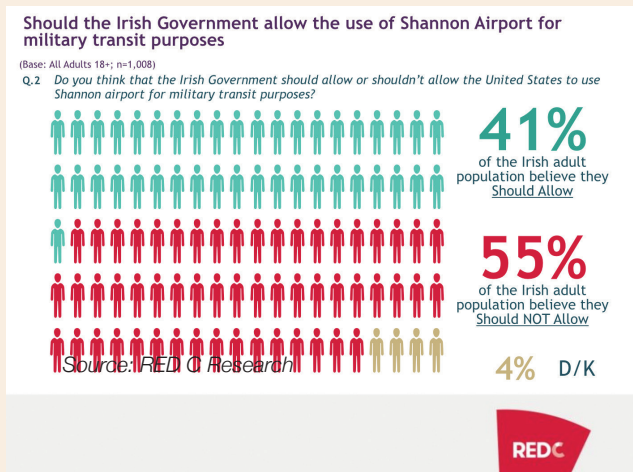
Figures for what Irish-based companies send abroad rise significantly when dual-use exports — items deemed to have a potential military use — are included. In 2014, €638m worth of dual-use goods were exported from Ireland. Irish-based companies are still exporting significant amounts of dual-use goods to countries with poor human rights records. These include materials and equipment to China, Columbia, Iraq, Libya, and Somalia. Some of the largest numbers of dual-use licences were issued for goods going to Saudi Arabia (50), Russia (38), Israel (21), and China (84).



## Background Information (cont.)

The Department of Enterprise say that some of the military licences issued for goods in 2014 were for sports firearms and for companies engaged in mining activity or for commercial purposes. Figures show that only eight applications for military and dual-use export licences were refused by the Department in 2014.

Some opposition TDs have criticised the level of military and dual-use licences issued by Ireland, while justice campaign group, Afri, maintain that even making components that end up in weaponry or military vehicles used abroad contravenes Ireland's status as a neutral nation.



## Thinking about Global Goals

By 2030...

- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (Goal 16)
- Strengthen the means of implementation and revitalise the global partnership for sustainable development (Goal 17)



## Teaching and learning activities


### Responsibility response

Develop an awareness of their own responses, affective, imaginative, and intellectual, to aesthetic texts. Explore these responses relative to the texts read, generate and justify meanings and build coherent interpretations

Write a personal response to the following quote from *All my Sons*:


Chris: *Everything was being destroyed, but it seemed to me that one new thing was made. A kind of... responsibility. Man for man. You understand me?* (Act 1: line 541)

### Mannequin challenge

 *Engage in interpretative performance of texts*

Organise a class mannequin challenge, where each student or group of students strike a pose reflecting a key moment in the play.


### Rights and responsibilities

 *Develop an awareness of their own responses, affective, imaginative, and intellectual, to aesthetic texts. Explore these responses relative to the texts read, generate and justify meanings, and build coherent interpretations*

The Universal Declaration of Human Rights dates from 1948 and arose from the horror and loss of life experienced during World War II. Arthur Miller began writing *All my Sons* in 1945 while the war was ongoing. It was first performed in 1947.


Hotseat Arthur Miller, asking questions about his responses to the various articles in the Declaration, and how these can be related to the behaviour and actions of the characters in *All my Sons*.

### Role play

 *Develop an awareness of their own responses, affective, imaginative, and intellectual, to aesthetic texts. Explore these responses relative to the texts read, generate and justify meanings and build coherent interpretations.*

Role play an exchange between Frank Miller and Chris Miller, as they talk about Ireland's involvement in the small arms trade.

### Duty bearer

 *Re-read texts for encountering rich and diverse levels of suggestion, inference and meaning*

Watch the Dispatches documentary on the involvement of young people in a school-based project about Ireland's participation in the small arms trade (see Links section). Reread *All my Sons*, identifying passages that focus on the theme of responsibility. Use these two sources to inform a class discussion about the idea that, as a duty bearer, with responsibility for the implementation of the Universal Declaration of Human Rights, the Irish state should cease all involvement with the small arms trade.



### Useful Links

#### Duty bearer

Mark Thomas. 2011. After school arms club. Dispatches, Channel Four:  
[https://www.youtube.com/watch?v=nVI\\_0epoVWc](https://www.youtube.com/watch?v=nVI_0epoVWc)

'Schoolgirls buy weapons to expose arms trade,' Irish Examiner, 6 March 2006: <http://www.irishexaminer.com/breakingnews/ireland/schoolgirls-buy-weapons-to-expose-arms-trade-249307.html>

## Get Active/Get Engaged

Resources to support the teaching and learning of development themes using Development Education approaches are available from specific non-governmental websites or from platforms such as **developmenteducation.ie**

There are several award programmes and opportunities available to post primary students engaged in DE action through senior cycle English, the most relevant of which are:

- WWGS Global Passport Award  
**[worldwiseschools.ie/wwgs-global-passport/](http://worldwiseschools.ie/wwgs-global-passport/)**
- Abbey Theatre - drama competition  
**[www.abbeytheatre.ie](http://www.abbeytheatre.ie)**
- ActionAid – Speech writing competition:  
**<https://actionaid.ie>**
- Concern Worldwide – Concern debates  
**<https://www.concern.net>**
- Poetry Ireland – Poetry Aloud speaking competition  
**<http://www.poetryireland.ie>**
- Trócaire/Poetry Ireland poetry competition  
**<https://www.trocaire.org>**



## 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.

# Global Passport Award

**JOIN  
NOW!**

## WHAT IS THE GLOBAL PASSPORT?

The Global Passport Award is a Development Education (DE) quality mark, which offers schools a framework to integrate DE into their teaching and learning.

It is a self-assessed and externally-audited accreditation for DE that is open to all post primary schools in the Republic of Ireland.

## WHAT ARE THE BENEFITS?

- Externally audited DE quality mark for your school
- Validation and recognition for the DE work being done by your school
- Provision of a space for students to explore and take action on local to global issues
- Opportunity to raise your school's profile by showcasing and celebrating DE

## WHAT IS INVOLVED?

You review and rate your school's level of DE activity in 7 categories (Global Passport 'stamps'), providing examples for what you are doing in each. The total score achieved in all 7 stamps will determine which of the three Global Passport types is awarded.

## WHAT SUPPORTS ARE OFFERED?

WWGS provides a range of supports to assist schools:

- Workshops and support visits
- Phone and email support
- Tailored resources, guides and practical examples for each of the stamps

## AWARDS

There are 3 different types of Global Passport you can apply for depending on your school's level of engagement:



**Citizens Passport**  
for emerging engagement  
with Development Education



**Diplomatic Passport**  
for established engagement  
with Development Education



**Special Passport**  
for exceptional engagement  
with Development Education

## HOW TO APPLY

To get involved please register your interest online at [www.worldwiseschools.ie](http://www.worldwiseschools.ie) or email [global.passport@worldwiseschools.ie](mailto:global.passport@worldwiseschools.ie)

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](http://www.worldwiseschools.ie)**

For further DE resources and ideas for use in English classes, **visit [developmenteducation.ie](http://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.

**WorldWise Global Schools**, Kingsbridge House, 17-22 Parkgate Street, Dublin 8

**[www.worldwiseschools.ie](http://www.worldwiseschools.ie)** | **Email.** [info@worldwiseschools.ie](mailto:info@worldwiseschools.ie) | **Tel.** 01 685 2078



*WWGS is an initiative of Irish Aid (the Irish Government's programme for overseas development) and 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. 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.*

