

— JUNIOR CYCLE —

HOME ECONOMICS

 Irish Aid

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

WorldWise
Global
Schools



DOING DEVELOPMENT EDUCATION

Climate Emergency
Conflict Textiles
Food Poverty
Food Waste
Human Development
Hunger
Remittances
Responsible Living
Right to Adequate Housing
Sustainability
Travel Restrictions
and Protection

WHAT IS DEVELOPMENT EDUCATION?

CHANGING
ATTITUDES
DEVELOPING
SKILLS
GROWING
KNOWLEDGE

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-centred 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

"Home Economics offers many opportunities to explore Global Citizenship Education/Development Education across the strands and elements of the subject specification. This resource allows teachers to create engaging lessons for junior cycle students. It encourages students to think more critically about their consumer choices from an ethical and ecological viewpoint, how their choices impact at a local and global level and helps them take meaningful action for a more just and sustainable world"

- Jenny Cooney, Ballinamore Community School, Co. Leitrim

"In Home Economics, we constantly strive to encourage our students to make educated life decisions which will have a positive impact on their own personal health and wellbeing, home, community and the environment. Global Citizenship Education (GCE) and Home Economics are a natural fit as they are intrinsically based on the same set of values. By integrating GCE into Home Economics classes we are adding in an interesting global dimension to topics and classroom discussions making the subject even more topical and relevant in today's society."

- Colleen Cooney, Moville Community College, Co. Donegal.

THE AIM OF THIS RESOURCE

This resource aims to support teachers of Home Economics to teach through a global justice lens, a lens with great educational benefits, which meets the requirements as laid out in the junior cycle Home Economics specification, and in the (2015) *Framework for junior cycle*. It is one of a series of WorldWide 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 JUNIOR CYCLE HOME ECONOMICS

The rationale for junior cycle Home Economics states that the central focus of the subject 'is achieving optimal, healthy and sustainable living for individuals, families and society'. In Home Economics students learn how to address 'practical, real-world, perennial problems' relating to 'food, nutrition, diet and health; family and social concerns; consumer issues; sustainability in the home; responsible family resource management; and textiles and clothing' in 'socially responsible ways'. The subject 'uses a systems approach to empower individuals and families with the knowledge and skills to address these real-life concerns of everyday living'. Home Economics 'supports the development of students who are critical, creative thinkers and encourages students to be problem-solvers capable of making ethically and socially responsible decisions' (DES, 2017: 4).

Both Development Education and junior cycle Home Economics share the central aim of developing 'students who are environmentally conscious and dedicated to a sustainable and responsible way of life' (DES, 2017: 5).

STATEMENTS OF LEARNING

DE contributes to the achievement of all seven Statements of Learning mentioned in the junior cycle Home Economics specification, but is most explicitly evident in:

Statement of Learning 9:

The student understands the origins and impact of social, economic, and environmental aspects of the world around him/her.

Statement of Learning 10:

The student has the awareness, knowledge, skills, values, and motivation to live sustainably.

Statement of Learning 11:

The student takes action to safeguard and promote her/his wellbeing and that of others.

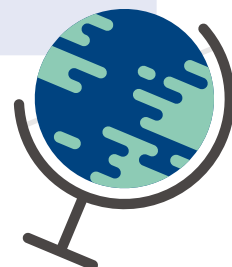
Statement of Learning 22:

The student takes initiative, is innovative and develops entrepreneurial skills.

**Doing DE in
junior cycle Home
Economics does
not mean doing
something extra.**

KEY SKILLS

The 8 Key Skills outlined in the *Framework for junior cycle* (2015) have much in common with those engendered when a DE approach is employed. DE therefore contributes to the key skill elements articulated in the junior cycle Home Economics specification.



Key Skills of Junior Cycle



Figure 1: Eight junior cycle key skills with associated key skill elements

LEARNING OUTCOMES AND ASSESSMENT

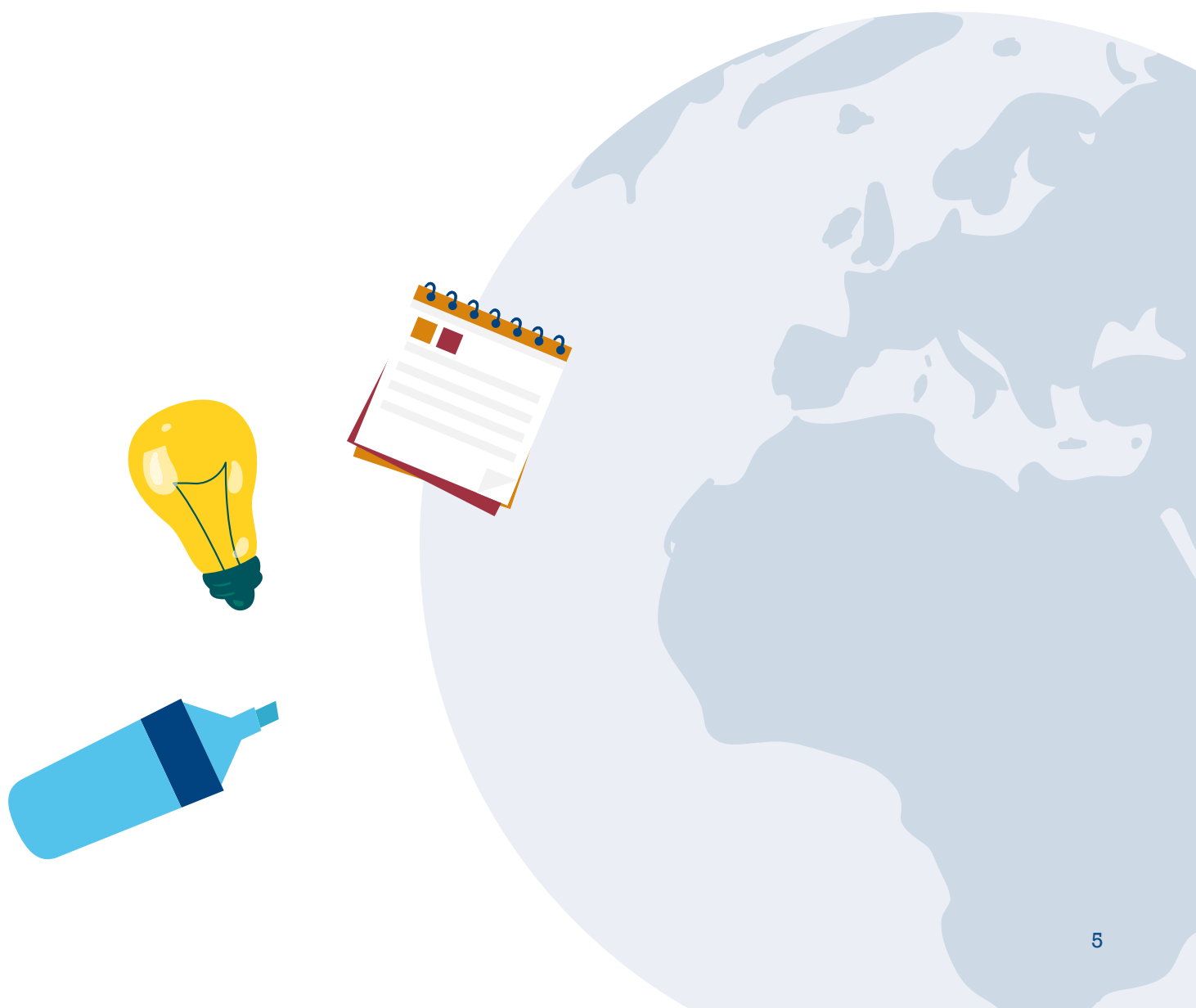
DE themes are integral to learning outcomes from across the three strands of the junior cycle Home Economics specification. This resource supports teachers to take advantage of the opportunities to create rich and layered learning experiences and outcomes for students, supporting ongoing and summative assessment tasks, with opportunities for self- and peer-assessment, as well as opportunities for teachers to give feedback to individual learners.

Learning outcomes in the Home Economics specification are organized into three inter-connected contextual strands:

- **Strand One:** Food, health and culinary skills
- **Strand Two:** Responsible family living
- **Strand Three:** Textiles and craft

The three contextual strands share four elements:

- Individual and family empowerment
- Health and wellbeing
- Sustainable and responsible living
- Consumer competence



Across the three strands, the learning outcomes in the *Sustainable and responsible living* element facilitate students to develop as ‘future-oriented thinkers and environmentally conscious citizens, committed to a sustainable and responsible way of life’. The learning outcomes in the *Consumer competence* element focus on the development of life skills, so that students can ‘become active, adaptable, consumer-literate citizens able to apply effective decision-making skills in everyday contexts’. Additionally, there is potential to embed content related to the Development Education themes into teaching of learning outcomes in other elements.

To illustrate this range of possibilities, this resource exemplifies a cross-section of eight learning outcomes (see learning outcomes in bold in Figure 2 below). In line with the encouragement outlined in the specification to optimise student engagement and learning with a ‘fully integrated experience’, linked learning outcomes are identified in the activities suggested in this resource (see learning outcomes in brackets in Figure 2 below). The learning outcomes in these two elements include content explicitly relevant to the Development Education themes.

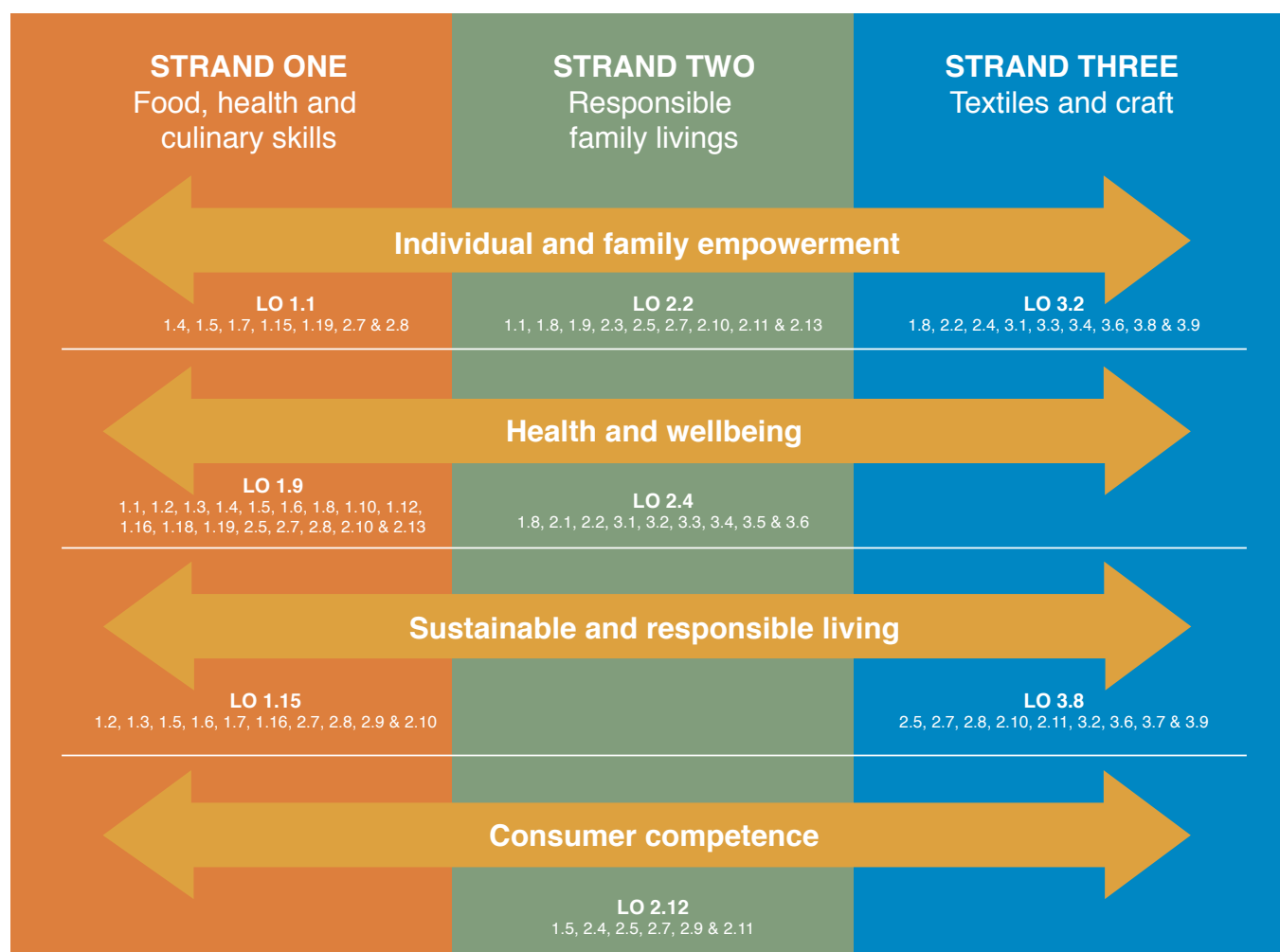


Figure 2: Learning outcomes supported in this resource

Doing DE in junior cycle Home Economics lends itself to the completion of Classroom-Based Assessments. For completion of the individual **Creative Textiles** classroom-based assessment in second year, students demonstrate their practical textile and craft skills in a creative way and actively engage with the design brief process by either:



1. Making a textile item for an individual or the home

OR



2. Recycling or upcycling a textile item for an individual or the home

With both options students should be supported to apply sustainability principles, for example, in their choice of materials and the processes employed in the production of their craft-based textile. Additionally, there is great flexibility and scope for students to make or recycling/upcycle a textile item linked to one or more of the United Nations Global Goals for Sustainable Development (see below).

The broad ideas for food literacy skills briefs in the junior cycle Home Economics specification (page 22) include the possibility of briefs linked to (but not restricted to) resourceful cookery; a food enterprise / farmers market product/s; ethnic cookery. From a Development Education perspective, this means that teachers can potentially support students to research, analyse, plan and present the results of their third year individual Food literacy skills brief classroom-based assessment (CBA2) by focusing on cookery that limits food waste, involves sustainable food producers or cuisine from a Global South country.

RESOURCE STRUCTURE

In the following pages, the learning outcomes identified in Figure 2 (page 6) are presented with relevant background information, and ideas for activities in the classroom and beyond.

There is 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, will be expected to use to frame their agendas and policies until 2030. The Global Goals follow, and expand on, the Millennium Development Goals (MDGs), which concluded at the end of 2015. As Home Economics teachers, you will find the Global Goals very useful in terms of ensuring that your students experience teaching and learning which ‘encourages participation, generates engagement and enthusiasm, and connects with life outside the school’ (DES, 2015. *Framework for junior cycle*, page 11.

ENTRY POINT LEARNING OUTCOME (LO)	PAGE NUMBER
LO 1.1	8
LO 1.9	13
LO 1.15	20
LO 2.2	26
LO 2.4	32
LO 2.12	39
LO 3.2	45
LO 3.8	51

STRAND ONE: FOOD, HEALTH AND CULINARY SKILLS

ELEMENT: INDIVIDUAL AND FAMILY EMPOWERMENT



Entry point learning outcome = LO 1.1

Students should be able to: **‘identify the factors that affect personal food choices’**



FOCUS:

The climate emergency and food choices

The earth’s climate has changed throughout history. Just in the last 650,000 years there have been seven cycles of glacial advance and retreat, with the abrupt end of the last ice age about 7,000 years ago marking the beginning of the modern climate era — and of human civilization. Most of these climate changes are attributed to very small variations in earth’s orbit that change the amount of solar energy our planet receives. The current warming trend is significant because scientific evidence points to it being the result of human activity since the mid-20th century.

Human-made climate change comes from activities that lead to the release of greenhouse gases, such as carbon dioxide, methane, and nitrous oxide. Once released into the atmosphere, these gases stop energy and heat from leaving, and they cause the climate to warm. Even if/when greenhouse gas emissions are cut, emissions already released into earth’s environment will continue to have a warming effect for centuries after. The most harmful human activities involve the extraction and burning of fossil fuels (like coal, oil, gas, or peat), for example, in electricity and heat production, for transport and in agriculture. Agriculture accounts for almost 25% of global emissions, with meat and dairy farming contributing the most. In Ireland, agriculture is the single largest contributor, accounting for over 30% of our total emissions.

Cows, sheep, and other domesticated animals release methane. Methane is a natural by-product of their digestion. Over the years, livestock breeding programmes have bred bigger cows that eat more, and therefore release more methane. Globally, livestock numbers have grown massively in response to consumer demand. People in middle to high income countries consume far more meat/dairy and on a more regular basis, than previously. If predictions of a world population rise by 2.3 billion people by 2050 and increases in global income, enabling more people to eat meat-rich Global North diets, are realised, the climate and biodiversity impact of meat/dairy could worsen with time.

Research carried out in 2019 by the University of Oxford and published in *Science*, found that of the foods associated with improved health (whole grain cereals, fruits, vegetables, legumes, nuts, olive oil, and fish), all except fish, have among the lowest environmental impacts, and fish has markedly lower impacts than red meats and processed meats. Foods with the largest negative environmental impacts—unprocessed and processed red meat—are consistently associated with the largest increases in disease risk. Some farming groups argue only intensively produced meat, where large numbers of cows are kept in high densities and usually indoors, is seriously damaging to the environment. But the University of Oxford researchers found although how and where food is produced does impact on the

environment, this matters to a much smaller extent than food choice. This means that people replacing any meat with plant-based food can make the biggest difference. The conclusion of the University of Oxford research was that predominantly plant-based diets are much healthier and more sustainable than meat-heavy diets.

Average global temperatures have been on the rise since the industrial revolution, but 2015 was the first year on record that temperatures reached 1°C higher than before the industrial revolution (first half of the eighteenth century). 1°C might seem like a small amount, but it led to extreme weather events, the like of which had not been seen before. For each 1 degree of temperature increase, grain (like wheat, maize, corn) yields or harvests drop by about 5%. Ironically, a worsening climate scenario will mean less availability of the very foods that we should be eating to deal with the climate and other environmental crises.

There are solutions. A global agreement on climate change was reached in Paris on 12 December 2015. Ireland is one of the states who under the Paris Agreement has committed to taking ambitious action against climate change. This Agreement is a legally binding commitment to limit global warming to well below 2 degrees centigrade above pre-industrial levels and to pursue efforts to limit the temperature increase to 1.5 degrees.

A worldwide shift to a 'flexitarian,' or semi-vegetarian, diet will help. In this scenario, the average global citizen needs to eat 75% less beef, 90% less pork and half the number of eggs, while tripling consumption of beans and pulses and quadrupling nuts and seeds. All of which will help with the growing obesity crisis in the Global North. People in Global South countries who are undernourished, need to eat a little more meat and dairy. Dietary changes towards the consumption of more vegetables, salad and fruit; and, wholemeal cereals and breads, potatoes, pasta and rice fits with recommendations by the Health Service Executive in Ireland in relation to healthy eating and the food pyramid.

Ways of reducing meat consumption include investment and improvements in farming and new food technologies; taxes and regulation; and, subsidies linked to sustainability practices and plant-based foods. Some commentators believe that most meat in the future will not come from slaughtered animals but will be either grown in labs or replaced by plant-based products that look and taste like meat. Consumer education, changes to home, school and workplace menus also have a role to play.

Increasingly chefs and food suppliers are turning to local (less food miles), in-season and organic produce and away from meat-heavy meals and fast food. They are joined by a growing movement of people changing the way they cook and eat. However, although people are more aware of what they are eating and the impacts of their diets on their health and on the environment, there is still some confusion about what is good to buy, for individual and planetary health. A rethink of food labelling to show the impact of products is another solution. Compulsory eco-labelling would encourage producers to measure their impact in a systematic way and make them accountable for results. It would provide information about our food system and help consumers to pick the least damaging option from the selection available.

Source: series of articles by Damian Carrington in *The Guardian* and *Irish Times* (2018-2019).



Thinking about Global Goals

By 2030...

- **Goal 2:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages
- **Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- **Goal 9:** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- **Goal 12:** Ensure sustainable consumption and production patterns
- **Goal 13:** Take urgent action to combat climate change and its impacts
- **Goal 14:** Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- **Goal 15:** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss



Teaching and learning activities

Food files

Links also to LO 1.7

Locate the following countries on a map of the world: Democratic Republic of the Congo, Ethiopia, Haiti, Mozambique, Papua New Guinea, Sierra Leone, South Sudan, Syrian Arab Republic, United Republic of Tanzania, and Yemen.

Divide into ten groups, one for each of these countries.

Create a document for your allocated country based on internet research, including the name of your country; three or more interesting facts about this country; the title and images of two or more traditional dishes; a list of the main ingredients: and, if available, a screengrab of the recipe.

Discuss your findings with others who have the same country. Agree the most interesting information under each heading and present this information in class.

Participate in a whole class discussion about the importance of food and diet in culture.

NOTE FOR TEACHERS:

Each of these countries were rated as having a low human development index in 2019. This means that they are amongst the least advantaged countries in the world when it comes to a combination of life expectancy, education, and income.

Crossword

Links also to LO 1.15

Make a list of the different types of diets. Your list must include five or more of the following dietary terms and an explanation of what a person following each diet will and will not eat: omnivores, flexitarian, pescatarian, pollotarianism, vegetarian (lacto-ovo, lacto and ovo variations), vegan, beegan and/or fruitarian.

Create a crossword puzzle about the different types of personal choice diets. Swap your crossword with a classmate, complete and swap back for correction.

Impact

Links also to LOs 1.15, 2.7 & 2.8

Work out the water usage and carbon emissions of common food items using the BBC's climate change food calculator (see Links on the next page).

Food survey

Links also to LOs 1.15, 2.7 & 2.8

Work together as a class to create a survey using Survey Monkey, Google Forms or similar, to find out about the factors that affect the food choices of the people in charge of shopping in your house. Your survey must include a question that asks whether or not the climate/biodiversity crises is a factor in food choice; and, one or more of the following question types - multiple choice, check boxes, drop down, linear scale, tick box grid and multi-choice grid.

Show the people who completed your survey a summary of the main findings and ask them to provide a comment in response.

Its all in the label

Links also to LOs 1.15, 1.19, 2.7 & 2.8

Thanks to a 1992 directive from the European Union, all appliances must be labeled with their energy efficiency. Check your fridge, cooker and washing machine for these labels and use this as inspiration for the activity below.

Design your own eco-label for food, showing the impact on the environment, for example, in terms of water usage, greenhouse gas emissions, pesticide use (any substance used to kill, repel, or control certain forms of plant or animal life that are considered to be pests), and impact on biodiversity (the variety of plant and animal life on earth).

Vote on the label most likely to get the attention of people in your year and to help them to think about the environmental impact of their personal food choices.

Recipe for sustainability

Links also to LOs 1.4, 1.5, 1.15, 2.7 & 2.8

The United Nations ActNow campaign aims to inspire even more people to enjoy sustainable, climate-conscious, and delicious food.

Watch some short videos with chefs from around the world and cook one of the many sustainable recipes they suggest (see Links on the next page).

Take a photo of the process of making the food and/or the finished product. Post your photo(s) on social media using the hashtag #ActNow.

Tip: Remember to wash your hands, kitchen utensils and countertops etc properly before/after cooking. Why not try making and using sustainable cleaning products and comparing these to commercial cleaning products?



Make up your own mind

Links also to LO 1.15

In April 2019, the Irish Farmers Association (IFA) called for the immediate withdrawal of a Climate Action Teacher Resource published by An Taisce. The IFA claimed the resource 'encourages students to eat less meat and dairy' and 'promotes veganism'. The IFA President said that An Taisce had overstepped their remit by offering dietary advice and that this advice went against Department of Health recommendations about a balanced diet.

Imagine you are a spokesperson for An Taisce and you have been asked to draft a response to the IFA statement. Check the An Taisce Climate Action resource for references to 'meat/dairy' and 'vegan/vegetarian', and the websites of the Health Service Executive (Department of Health) for guidelines about healthy eating and supporting evidence for your response (see Links below).

Draft a two-paragraph response to the IFA's statement. Swap your draft with a classmate and take their comments and suggestions on board when redrafting your final response.

10-word story

Research the growing trend in plant-based meat by companies like Beyond Meat, Impossible Foods, and Boca Burgers (see Links below).

Work in pairs to write a ten-word story about your real or imagined experience of eating your first plant-based burger or sausage.



Useful Links

Calculator

- BBC's climate change food calculator:
<https://www.bbc.com/news/science-environment-46459714>

Recipe for sustainability

- United Nations ActNow food challenge campaign:
<https://www.un.org/sustainabledevelopment/actnow-food-challenge/>

Make up your own mind

- Green Schools (An Taisce) Climate Action resource:
<https://greenschoolsireland.org/resources/climate-action-teacher-resource/>
- IFA statement about An Taisce's Climate Action resource for teachers:
<https://www.ifa.ie/an-taisce-green-schools-pack-should-be-withdrawn-immediately/>
- Health Service Executive (HSE) Healthy Eating Guidelines:
<https://www.hse.ie/eng/about/who/healthwellbeing/our-priority-programmes/health/healthy-eating-guidelines/>

10-word story

- Beyond Meat: <https://www.beyondmeat.com/>
- Impossible Foods: <https://impossiblefoods.com/>
- Boca Burgers: <https://www.bocaburger.com/>

*Nature is the condition
for life, for us to live
on the planet. Food
is the place to start to
reconnect with nature.*

**Vandana Shiva, environmental
activist and eco feminist**

STRAND ONE: FOOD, HEALTH AND CULINARY SKILLS

ELEMENT: HEALTH AND WELLBEING



Entry point learning outcome = LO 1.9

Students should be able to: ‘recognise the importance of nutrition and diet in contributing to health and wellbeing’



FOCUS:

Food poverty, health and wellbeing

The Department of Social Protection in Ireland describes food poverty as ‘the inability to have an adequate and nutritious diet due to issues of affordability or accessibility’ and says numbers experiencing food poverty in Ireland have grown from about 315,000 people in 2009 (7 per cent of the population) to about 537,000 (11.5 per cent) in 2015. About 140,000 of these people are children under 18 years of age.

“Eileen” (41) is lone parent to six children, four of whom live at home and are in pre-school and primary school. After €71 for rent to an approved housing body and €10 to the credit union are deducted from her one-parent payment, she has €240 a week. She also gets €560 a month in child benefit.

“It’s very tight. The first thing I do is pay the bills. I have a prepay meter, and the gas for the heating and the cooker is €25. We pay for TV – that’s €15 a month, and the internet is €20 a month.” She visits a Society of St Vincent de Paul food bank every Friday for non-perishables such as canned goods, tea, coffee, pasta, rice and cereals. She gets her weekly shopping in budget supermarkets. “That’s €100-€150 a week and then a taxi home, about a tenner.”

She says she takes no joy in any aspect of food – shopping, preparation or eating it. Asked about meal planning, she says she doesn’t have to plan. “The problem is you’re doing the same things all the time because you can’t afford to experiment. You can’t risk waste, and you buy what you can afford. So, it’s monotonous. So, I do Spaghetti Bolognese, pizza and chips, chips and eggs, chicken, and potatoes.

“I try to buy vegetables on special offer, but fresh veg is way too dear and it goes off too quickly. I always buy a packet of frozen veg. They get fruit at school – apples, bananas. If there’s fruit they like on special, you buy it and it’s gone in two days. And the bananas, if they don’t eat them, they go black and end up in the bin, and that kills me.”

“If I’m low on food – I’m low on food now at the minute – I’ll do something like curry sauce and rice. I’ve a son there who will only eat pizza, tacos, wraps and rolls. My 12-year-old is gone very fussy, says: ‘I’m not eating that.’ It’s annoying. I tell them that’s all there is, try to make out I don’t care. I do care, but what can I do?”



She says she doesn't think about healthy eating. "I can't afford to. I feed them what I have and that's it. My health is bad, but they are fine, thank God. They never go hungry now and I am lucky because the school gives them a dinner. And the creche gives a hot meal."

When she is short on money, 'treats' such as biscuits and tinned fruit are not bought. "I dread the sound of the ice-cream van. There's two of them come around here and then there's the sweet-van man as well. Because we live so far away from a shop, he's bringing in sweets, crisps, biscuits, jellies, minerals, all on tick [credit]. I hate when he calls to the door because it's so hard to say no to the kids when it's on tick."

Asked what the children do at the weekends or school holidays, she says: "They go out on the road or just sit at home. That's all they can do. It is sad. I'd say they do get depressed."

They had their first family holiday last summer: a week in Donegal provided by the St Vincent de Paul. "It was lovely," she smiles, "and for the kids to be able to say they'd had a holiday when they went back to school after the summer".

She left school aged 14 and worked in shops and cafes until she got pregnant aged 20. "I've no Junior Cert or nothing. I'd love to get a job, a few extra bob in the house, but I can't get a job, not with the kids to look after. I don't know what I'd do anyway. I do get sad, very sad ... I don't know what my hopes and dreams were when I left school, but I didn't expect this."

Source: adapted from Kitty Holland, 'I can't afford to think about healthy eating' – a mother's life, *Irish Times*, 23 February 2019.



Thinking about Global Goals

By 2030...

- **Goal 1:** End poverty in all its forms everywhere.
- **Goal 2:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages.
- **Goal 10:** Reduce inequality within and among countries.
- **Goal 17:** Strengthen the means of implementation and revitalize the global partnership for sustainable development.





Teaching and learning activities

Summarising pairs

Links also to LO 1.1

Working in pairs, take turns reading and orally summarising the paragraphs in the case study about Eileen and her family.

To begin with, both skim the entire text to get the gist of it. Then both read the first paragraph. One person summarises it (without looking at the text), while the other checks the paragraph for accuracy and offers prompts to help if anything is left out. Then read the next paragraph and change roles until you finish the case study.

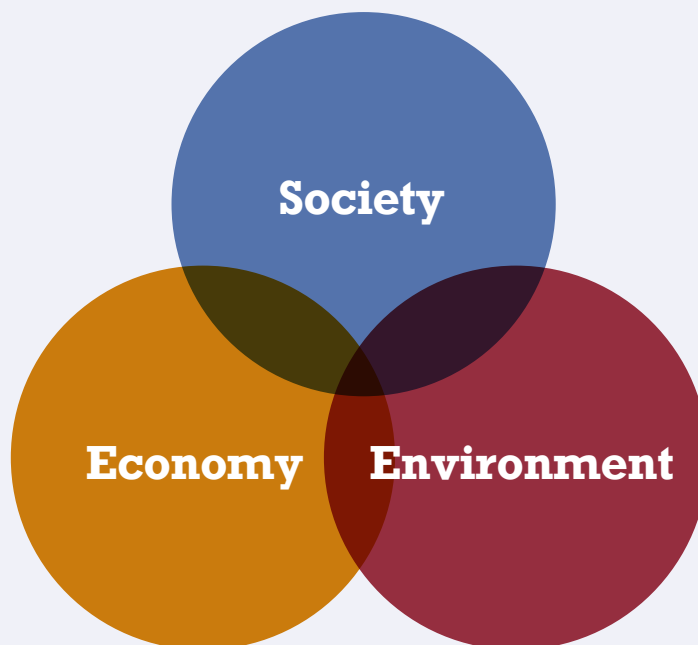
Make a list of the factors that influence Eileen's food choices.

NOTE FOR TEACHERS:

You will need to display the case study about Eileen and her family (Focus section – page 13-14) on the board during this activity.

3 spheres | 3 points

In your copy draw a large Venn Diagram with three overlapping spheres or circles, as below:



NOTE FOR TEACHERS:

Society, economy, and environment are the three pillars of sustainability.

Society refers to all people, our health, education, communities etc. The economy includes jobs, goods and services, supply of money etc.

Environment relates to the planet that sustains us, the air we breathe, life on land and life under water etc.

In small groups, discuss which aspects of Eileen's case study relates to each of the three sustainability spheres. Pay special attention to things she said that could go into the spaces where the spheres overlap.

Share the 3 main points arising from your discussion with the whole class.



Teaching and learning activities

Global Goals double check

Links also to LO 1.8



In pairs, decide which three Global Goals are most relevant for making sure that Eileen and her family have a nutritious diet and are healthy in both body and mind.

Read through the targets for your three Global Goals (see Links on page 19) and identify which targets are most relevant for Eileen and her family.

Join with another pair. Compare and contrast your Global Goals and targets.

Agree on the Goal/target that is most relevant for Eileen and her family and share this with the class.

In and out

Links also to LOs 1.3 & 2.13

Based on the information provided in the case study, produce a monthly budget detailing Eileen's income and expenditure.

Working in small groups, discuss whether Eileen and her family have sufficient financial means to make sure that they can be healthy and well.

Black bananas

Links also to LOs 1.2, 1.4, 1.5, 1.10, 1.16, 1.18, 1.19, 2.7 & 2.10

Identify recipes which include black bananas as an ingredient (for example, Banana pancakes, Banana smoothie, Banana muffins, Banana bread)

Chose the recipe you would like to make.

If possible, buy Fair Trade and/or organic ingredients.

Make your recipe and compare it to a readily available commercial product using the following criteria: cost, nutritional content, taste, convenience (e.g. time it takes to cook versus to go to the shop and buy), impact on human rights and the environment.

Tip: Remember to wash your hands, kitchen utensils and countertops etc properly before/ after cooking. Why not try making and using sustainable cleaning products and comparing these to commercial cleaning products?

Veggie hacks

[Links also to LOs 1.16, 2.7 & 2.8](#)

Did you know that you shouldn't store fruit and veg together? Fruit, such as bananas, avocados, and peaches, produce ethylene gas, which acts like a ripening hormone and can speed up the ripening process of other produce.

Google 'vegetable storage hacks'. Recreate one or more of the more credible hacks. Evaluate how effective it is in terms of keeping your vegetables fresher for longer.

It takes a hero

[Links also to LO 2.5](#)

Work in small groups to make a list of things that children and young people can do to encourage parents/guardians to make good food choices.

Tip: if you get stuck you could check out the 'It takes a hero to be the bad guy' campaign by Safefoods or Bord Bia's information on nutrition (see Links on page 19).

Select the best five ideas and send these to Safefood Ireland (see Links on page 19).

Add to the stats

The United Nations has a measurement tool called the Human Development Index (HDI). The HDI tracks average achievement in three basic aspects of human development: leading a long and healthy life (life expectancy), being knowledgeable (education) and, enjoying a decent standard of living (income). The HDI uses data about life expectancy, education and health to rank countries according to one of four levels of development: very high (the best), high, medium and low.

NOTE FOR TEACHERS:

In 2019, Ireland ranked 3rd (very high) out of the 189 countries included in the Human Development Index.

Country	HDI Rank	HDI Status	Health (life expectancy at birth)
Ireland	3	Very high	82.1 years
Central African Republic	188	Low	52.8 years
China	86	High	76.7 years
Honduras	133	Medium	75.1 years
Jamaica	97	Medium	74.4 years
Malawi	171	Low	63.8 years
Saudi Arabia	39	Very high	75 years
Turkey	76	High	77.4 years

This table includes 2019 Human Development Index (HDI) data for Ireland and 7 other countries.



Participate in a whole class discussion using the following prompt questions:

- Does the data about health (life expectancy at birth) surprise you at all? Why/not?
- Which country has the lowest life expectancy at birth? Why do you think this is the case?
- Would you expect that everyone in this country has the same life expectancy? Explain your answer.
- Do you think looking at life expectancy at birth is a good way to measure health and wellbeing? Why/not?
- What do you think that Eileen and her family would say about Ireland being ranked 3rd (very high = the third best) in the Human Development Index in 2019?

Go online to the Human Development Index country profiles (see Links on the next page). Check whether there is any change to the 2019 life expectancy data (i.e. the data in the table on the previous page).

Ctrl-F

Links also to LOs 1.8 & 1.10

Download a pdf of Irish Aid's latest annual report (see Links on the next page).

Using the <ctrl-f> function on your keyboard, which allows you to find words or phrases, search for the words: 'nutrition' and 'food'.

Find examples of Irish Aid support for nutrition initiatives and results of this support. For example:

In 2018, in Sierra Leone, Ireland's aid programme supported health services to raise awareness about the nutritional value of eating orange-fleshed sweet potato to improve children's Vitamin A intake.

Discuss your findings in class.

Through other eyes

Links also to LO 1.12

Research Irish-based non-government organisations, sometimes called NGOs, charities, or overseas aid organisations (see Links on the next page), identifying those working in countries in the Global South.

Contact these NGO(s) requesting case studies (images and text and/or audio/video footage) of families living in Global South countries. Ask for case studies that include details about the daily lives of people, including family life, and inclusive of information relating to diet, nutrition, health, and wellbeing.

Evaluate your case study information considering your knowledge of nutritional requirements at each stage of the lifecycle.

Remember: NGO's aim to work with the poorest and most marginalized. For this reason, it is important to remember that the young person in your NGO case study will likely not be representative of all people living in that country.

NOTE FOR TEACHERS:

Good nutrition is essential for the human body to grow and develop as it should. Under-nutrition is one of the most serious, yet least addressed, development challenges in the world today, affecting a quarter of the world's population. Irish Aid, Ireland's official development cooperation programme, supports initiatives in countries in the Global South that help make sure that young children and their mothers receive better nutrition.

NOTE FOR TEACHERS:

Many Irish NGOs are signatories to the Dóchas Code of Conduct on Images and Messages (see Links on the next page), thereby committing to show the realities for people living in poverty, while at the same time respecting their human dignity. As a differentiation strategy, you could ask students to audit their case study using the Dóchas Code and notify the NGO with any feedback they might have.



Useful Links

Global Goals double check

- 17 Global Goals for Sustainable Development and associated targets:
www.globalgoals.org

Add to the stats

- Human Development Index, country profiles: <http://hdr.undp.org/en/countries>

It takes a hero

- Safefood, 'It takes a hero to be a bad guy' campaign (includes a series of useful videos with Safefood and HSE staff members):
<https://www.safefood.net/start/healthy-eating>
- Bord Bia, information on nutrition: <https://www.bordbia.ie/lifestyle/information/>
- Safefood email: info@safefood.eu

<Ctrl-F>

- Irish Aid, Ireland's official government overseas development cooperation programme, annual report:
<https://www.irishaid.ie/news-publications/publications/>

Through other eyes

- List of overseas development organizations in Ireland:
<https://www.dochas.ie/membership/our-members>

The doctor of the future will give no medicine but will interest his patient in the care of the human frame, in diet and in the cause and prevention of disease.

Thomas Eddison (1847-1931), American inventor and businessman



STRAND ONE: FOOD, HEALTH AND CULINARY SKILLS

ELEMENT: SUSTAINABLE AND RESPONSIBLE LIVING



Entry point learning outcome = LO 1.15

Students should be able to: ‘investigate the impact of their food choices from an ecological and ethical perspective’



FOCUS: HUNGER AND WASTE

Out of 7.7 billion people in our world, according to the United Nations World Food Programme, in 2019 two billion did not have enough food or were not food secure. This is especially worrying because it represents a rise in world hunger since 2016 and disproportionately affects the continent of Africa. These 2 billion people can be divided into those experiencing moderate food insecurity and those in severe food insecure situations. People who are moderately food insecure face uncertainties about their ability to obtain food; and, at certain times of the year may have to reduce the quality and/or quantity of food they consume. This can be because they do not have enough money or other resources. Obviously this situation can lead to negative consequences for nutrition, health and well-being. People facing severe food insecurity run out of food, experience hunger and, in extreme circumstances, go for days without eating. This is very risky for health and well-being. At the same time that these 2 billion people are experiencing food insecurity, all regions in our world are affected by an obesity epidemic.

While the global number of people who are hungry is on the rise, there is simultaneously a huge issue with food wastage, with an estimated 1.3 billion tonnes of food wasted each year. This accounts for one third of all food produced for human consumption. Together with needlessly tying up farmland the size of 200 Irelands, contributing to forest and marine habitat and biodiversity loss, annually this waste accounts 250



Figure 3: Global quantitative food losses and waste for each commodity group per year. Source: UN Food and Agriculture Organization, 2015

cubic km of water (or all the world's household water needs) and three hundred million barrels of oil. Food waste makes up 10% of global emissions, making it the third largest culprit after America and China. Our global food system is essentially broken and this is undermining the ability of future generations to live on a stable and ecologically rich planet.

Some food waste occurs because of poor harvesting or production practices, during storage or when being transported, but a lot of food is wasted by businesses or at individual household level. Europe accounts for 88 million tonnes of food waste and in Ireland alone, an estimated 1 million tonnes of food is thrown out every year by business and consumers. This is like saying that every home in the country throws away between E700-E1,000 worth of food per annum. Fruit and vegetables, like apples, bananas and potatoes, are the most commonly wasted food items. Most of this waste ends up in landfills or is incinerated.

The international community has committed to tackling food waste through Goal 12 (responsible production and consumption) of the United Nations Sustainable Development Goals. Target 12.3 states that by 2030, food losses at the production stage and along the supply chain, together with food waste at retail and consumer levels, will be halved. Solutions include increasing crop yields in poorer nations, more universal water storage, more careful use of fertilisers and better environmental regulations.

A good example of an Irish social enterprise tackling food waste is FoodCloud, set up in 2013 by Iseult Ward and Aoibheann O'Brien. FoodCloud's vision is a world where no good food goes to waste. FoodCloud works by using technology to connect food businesses with charities. Food businesses, like farmers, manufacturers and distributors, can send surplus food to FoodCloud hubs in Dublin, Cork and Galway. From the hubs it is redistributed to charities. Supermarkets with the FoodCloud app can upload a description of the food they cannot sell, local charities with the app get this notification and can organize to come and collect the food. The advantage for food business is that they contribute to society in a meaningful way, while charities can dedicate more of their resources away from food and towards the service they were set up to deliver.



Figure 4: FoodCloud, helping to solve the problem of food waste

Sources:

FoodCloud website.

FAO, IFAD, UNICEF, WFP and WHO (2020). *The State of Food Security and Nutrition in the World*.

Stop Food Waste. *The Environmental Impact of Food Waste*.

United Nations Economic and Social Council (2019). *Special edition: progress towards the Sustainable Development Goals: Report of the Secretary-General*.



Thinking about Global Goals

By 2030...

- **Goal 1:** End poverty in all its forms everywhere
- **Goal 2:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages
- **Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- **Goal 9:** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- **Goal 12:** Ensure sustainable consumption and production patterns
- **Goal 13:** Take urgent action to combat climate change and its impacts
- **Goal 14:** Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- **Goal 15:** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss



Teaching and learning activities

Sing it loud

Links also to LOs 1.16, 2.7 & 2.8

Rewrite the lyrics of your favourite song to raise awareness about the global problem of food waste.

Tip: If Ed Sheeran is your cup of tea, then you might get inspiration from listening to Global Citizen (2017), 'If Ed Sheeran's Shape of You was about food waste' (2.25 mins) (see Links on page 25).

Supply chain solutions

Links also to LOs 1.16, 2.7 & 2.8

The food system or supply chain is complex and solutions to, and responsibility for, the problem of waste exist at every step.

Watch Food and Agriculture Organization (2013), 'Food Waste Footprint' (3.15mins) (See Links on page 25).

Based on what you already know or see/hear in this video complete the following table:

Supply chain	Solutions
Growers/producers	
Retailers	
Consumers	
Policy makers (Government/public servants)	

FoodCloud

Links also to LOs 1.16, 2.7 & 2.8

Check out the FoodCloud website (see Links on page 25).

Find the list of retailers currently working with FoodCloud.

Tip: look under FoodCloud – retail partners.

Send an email to one of the retailers partnering with FoodCloud. Your email should include: two or more things that you know about the global problem of food waste; one or more things you are doing at home or in school to help solve this issue; a request for information about why they are involved with FoodCloud; and, a request for more information and examples of how they are working to address food waste from a retailer perspective.

Compile retailer responses into a presentation about food waste solutions. Share this with one or more of the Business Studies teachers in your school.

Tip: impress your Business Studies teacher(s) by telling them that your presentation relates to junior cycle Strand Two: Enterprise (especially the 'exploring business' element).

'Appy

Links also to LO 2.9

The Evocco app helps shoppers to be more sustainable by tracking the carbon footprint of their food purchases and giving personalised tips to improve their shopping score.

Download the Evocco app (see Links on page 25).

Try to improve your score over an agreed period.

Discuss the experience in class.



Making a list, checking it twice

Links also to LOs 1.7, 1.16, 2.7, 2.8 & 2.10

Audit your own school lunch food waste over the course of a week. Use the recording sheet from Stop Food Waste (see Links on the next page), or similar, make note of food waste type (e.g. banana), details (e.g. brown half), where it ended up (e.g. compost bin), why it was thrown out (e.g. it was brown), and, weight in grams.

At the end of the week, look back over your recording sheet and reflect on the reason for food waste that most commonly appears.

Take your findings into account when planning and making your school lunches in future.

Jigsaw

Links also to LOs 1.2, 1.6, 1.7, 1.16, 2.7, 2.8 & 2.10

Divide into small groups. Each group researches and becomes an 'expert' on one of the following sections of the Stop Food Waste website (see Links on the next page):

- Planning and shopping
- Storage and cooking
- Composting

Mix your groups so that at least one expert on each Stop Food Waste section is in your new group. Take turns to teach each other what you have learned.

Seasonal quiz

Links also to LOs 1.2, 1.7, 1.16 & 2.7

Using the Stop Food Waste's seasonal food calendar (see Links on the next page), create a quiz for the people in charge of shopping in your house, to test their knowledge of what foods to buy in which months.

Ask if they can try to include seasonal fruit and veg on the family shopping list from now on, or better still, offer to write the shopping list yourself.

Leftovers

Links also to LOs 1.2, 1.3, 1.5, 1.7, 2.7 & 2.8

Create a class book of recipes for meals, snacks, baked goods and/or preserves made with leftovers.

Tip: Be inspired by some of the many leftover recipes by your favourite celebrity chefs available online.

Get busy in the kitchen at home or in school and organize a leftover tasting experience for hungry family or friends.

Tip: Remember to wash your hands, kitchen utensils and countertops etc properly before/after cooking. Why not try making and using sustainable cleaning products and comparing these to commercial cleaning products?

Mind your own beeswax

Links also to LOs 1.5, 1.16, 2.7 & 2.8

Research and make beeswax wraps to help store your leftovers in the fridge.

NOTE FOR TEACHERS:

Ireland's Stop Food Waste is a programme funded under the EPA National Waste Prevention Programme which works with lots of different organizations, communities and individuals providing comprehensive information about the food we waste and how it can be prevented.

Brown bin info

Links also to LOs 1.16, 2.7 & 2.8

Watch Cré (2014), 'How to recycle food waste in Ireland' (2.14 mins) (see Links below).

As you watch, jot down your answers to the following questions:

- What should you do with food scraps?
- How should you line your kitchen compost bin/caddy?
- What food, raw and/or cooked, can you put into your compost bin?
- What non-food items can go into your compost bin?
- What non-food items should never go into your compost bin?
- What happens to your compost after it is collected by your waste company?

Working in pairs, produce an infographic or a poster about the 'Dos and Dents' of brown bin usage, aimed at educating younger students in your school.



Useful Links

Sing it loud

- Global Citizen (2017), 'If Ed Sheeran's Shape of You was about food waste' (2.25 mins):
<https://www.youtube.com/watch?v=B1-pKW0t2yM>

Supply chain solutions

- Food and Agriculture Organization (2013), 'Food Waste Footprint' (3.15mins):
<http://https://www.youtube.com/watch?v=IoCVrkcaH6Q>

'Appy

- Evocco food app: <https://www.evocco.com/>

Making a list, checking it twice

- Stop Food Waste recording sheet:
<https://stopfoodwaste.ie/wp-content/uploads/2018/04/recording-sheet.pdf>

FoodCloud: <http://www.foodcloud.ie/>

Jigsaw

- Planning and shopping: <https://stopfoodwaste.ie/resources/planning-shopping>
- Storage and cooking: <https://stopfoodwaste.ie/resources/storage-cooking>
- Composting: <https://stopfoodwaste.ie/resources/composting>

Seasonal quiz

- Stop Food Waste's seasonal food calendar: <https://stopfoodwaste.ie/wp-content/uploads/2020/01/Print-Seasonal-Calendar-2020-2.pdf>
- Stop Food Waste Home Economics materials: <https://stopfoodwaste.ie/wp-content/uploads/2019/11/SFW-Homec-Pack-7-1.pdf>

Brown bin info

- Cré (2014), 'How to recycle food waste in Ireland' (2.14 mins):
<https://www.youtube.com/watch?v=xMGXcfw-E0k>

STRAND TWO: RESPONSIBLE FAMILY LIVING

STRAND ELEMENT: INDIVIDUAL AND FAMILY EMPOWERMENT



Entry point learning outcome = LO 2.2

Students should be able to: **‘explore the roles and responsibilities of the family’**



FOCUS: REMITTANCES

In 2015, 193 member states of the United Nations agreed to work together to eradicate global poverty, reduce economic inequality and place the world on a more sustainable pathway. They agreed that this plan, called *Transforming our World* or the 17 Sustainable Development Goals, would be achieved by the year 2030. The Sustainable Development Goals are universal, meaning that they are for everyone; all people everywhere have a right to live on a sustainable planet, access a secure livelihood and be treated fairly and equally; and all countries must work towards achieving the Goals.

By committing to the 17 United Nations Sustainable Development Goals, Ireland, and the other member states, recognised migrant workers and their families as agents of change and key partners in helping to achieve sustainable development.

In 2019, there were an estimated 271.6 million migrants in our world. These people, representing 3.5% of the global population, are the current representatives of a long history of human movement. Many people who migrate from their country of origin regularly send money back home to family and friends. These transfers of money are called remittances. In the story of migration, remittances are rarely talked about. But, this flow of money is a story of huge personal sacrifice, divided families with one or more parents away for years, children growing up with grandparents, older people alone surviving on the money from abroad. It is a story of responsibility and duty to family and ties to community of origin.



Figure 5: Total number of international migrants at mid-year 2019 (Source: UN DESA, 2019)

According to the European Commission, Ireland is one of the economies in the 28 EU member states that is least dependent on remittances. However, this was not always the case. Until recently, Ireland had a history of emigration, and a direct and long-standing experience of the movement of people and the resultant remittances. Following the large-scale emigration during the Great Famine, the British Government began to gather data on Irish remittances, tracking money orders and bank transfers through financial institutions.

By 1850, Irish emigrants in New York set up the Emigrant Industrial Savings Bank, to facilitate the transfer of money home at low rates. Emigration and remittances continued with the establishment of the Irish Free State in 1921. In 2012, the Central Statistics Office compiled figures for the period 1940-1970, showing that remittances and inheritances sent from the UK to Ireland totalled €183 million every year.

In 2019, the World Bank estimated that remittances reached US\$551 billion, but these calculations do not include the transfer of small amounts of money in ways that are difficult to monitor, e.g. carried on airplanes or sent via smartphones. To put this financial flow into context, the latest estimates are that global remittances are three times higher than the money that is spent globally by governments in their overseas development aid budgets. The UN estimates that US\$6.5 trillion in international remittances will be sent to developing countries between 2015 and 2030. Although, early indications are that the economic disruption caused by COVID-19 will have a huge impact on the ability of many migrants to sustain remittance payments.

While the aggregate amount of remittances is very large, the reality is that remittances are sent by individuals in small amounts; mostly in sums of US\$200 or US\$300 every one or two months. It just all adds up. Remittance payments represent approximately 15 per cent of what international migrants earn, with the rest of their income staying in their host countries. A staggering one billion, or one in seven people in the world, are involved with remittances, either by sending or receiving them. One in nine people in the world – around 800 million – benefit from these money flows.

Most remittances go directly to the poorest and most vulnerable people in low- and middle-income countries, often those living in rural areas. Remittances help to address the root causes of the problems which cause migration in the first place, making sure that migration becomes a choice rather than a necessity. What is sent can make up to 60 per cent of a household's total income and represents a lifeline for families. When received, remittance money is mostly used for immediate needs, to put food on the table, cover medical expenses, school fees etc. During times of family crisis, crop failure or climate breakdown related weather events, migrant workers often send more money. Approximately 25% of remittances, representing over US\$100 billion per year, is either saved or invested in asset building or activities that generate income and jobs, especially in rural areas. Used in this way, remittances can become an engine for development.

Remittances are costly to send. Currency conversions and fees charged by banks or transfer organizations cost, on global average, seven per cent of the amount sent. Target 10.c of the Global Goals aims to reduce transaction costs to less than three per cent by 2030; and, get rid of flows from one country to another that costs more than five per cent. Technical innovations, like mobile technologies, coupled with better and fairer regulations, can help to ensure a more socially just approach to remittances.

Sources:

Comerford, E. (2019). 'Invisible Income – Remittances from the Diaspora sustained Ireland for over a century'. *The Irish Story*: <http://www.theirishstory.com>

McCarthy S. 'Migrants sent €785m home to their families'. *Irish Examiner*, 21 November 2018.

Migration data portal: <https://migrationdataportal.org>

United Nations International Fund for Agricultural Development (IFAD) (2019). 'Sending money home: 10 reasons why remittances matter': <https://www.ifad.org>

United Nations. 'Remittances and the SDGs': <https://www.un.org/en/events/family-remittances-day/un-action.shtml>



Thinking about Global Goals

By 2030...

- **Goal 1:** End poverty in all its forms everywhere
- **Goal 2:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages
- **Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- **Goal 5:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- **Goal 6:** Ensure availability and sustainable management of water and sanitation for all
- **Goal 7:** Ensure access to affordable, reliable, sustainable and modern energy for all
- **Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- **Goal 10:** Reduce inequality within and among countries
- **Goal 12:** Ensure sustainable consumption and production patterns
- **Goal 17:** Strengthen the means of implementation and revitalize the global partnership for sustainable development



Teaching and learning activities

Dollars wrapped in love

Links also to LOs 2.3

Watch Dilip Ratha's 'The hidden force in global economics: Sending money home,' TedGlobal (16.52mins) (see Links on page 31).

After watching, agree a class list of the Global Goals that remittances can help achieve for receiving families.

International Day of Family Remittances

Links also to LOs 2.3

Watch 'International Day of Family Remittances' (2.50 mins) (see Links on page 31).

The first time you watch, pick one person in the video to focus on.

The second time you watch, write down your chosen person's answers to the questions they were asked in the video.

Join with others in your class who picked the same person and compare your answers.

After the cyclone

[Links also to LOs 2.10 & 2.13](#)

In 2015, Fiji was struck by Tropical Cyclone Winston. It was the first time a category 5 cyclone hit the island.

Watch 'After the cyclone: The power of remittances' (2.43 mins) (see Links on page 31).

Imagine you are a migrant from Fiji living in Ireland. You want to send money to your family in the aftermath of Cyclone Winston.

Use two currency transfer comparison websites (see Links on page 31) to find the best deal to transfer EUR150.00 to Fiji. The criteria for deciding the best deal are the lowest currency conversion costs plus other fees, and the least number of days between transfer and receipt.

Target 10c

[Links also to LO 2.11](#)

Global Goal Target 10c states:

By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent.



This means that the countries that signed up to the Global Goals, including Ireland, should introduce regulations and improve technologies so that the fees for international migrants transferring money back to their families/friends will be 3% or less of what they are sending. It also means that countries should introduce regulations to get rid of remittance flows from one country to another where charges are over 5% of the amount being transferred.

These are the logos for Goal 10: Reduced inequalities, and for the 6 targets associated with Goal 10.

Work together in pairs to decide which logo represents Target 10c. Present your choice and your rationale to the class.

One family at a time

[Links also to LOs 2.3, 2.5 & 2.7](#)

Remittances help to achieve the Global Goals, one family at a time, for example:

- Remittances can mean up to a 60% increase in a receiving family's average disposable income. This allows families to build up assets which act as a type of insurance in times of uncertainty.
- Additional income increases receiving households' demand for food, which increases domestic food production and improves nutrition, particularly among children and elderly family members.
- Babies born into families who get remittances have a higher birthweight and are less likely to die during their first year.
- Remittances lead to almost doubling of school enrolment. Children from remittance families, especially girls, register higher school attendance, enrolment rates and additional years in school.
- Remittances substantially reduce the chance that children become child labourers.

Identify which Goal/target can be connected to each of the statements above (see Links on page 31).



Debating remittances

Links also to LOs 2.3 & 2.7

Read through the walking debate statements below.

In small groups, use what you know about remittances to come up with one or two additional statements on the topic.

Tip: walking debate statements work best if they are definite or even controversial statements because these tend to divide opinion and create discussion.

Ask your teacher to use some of your statements, along with those provided below, to facilitate a walking debate (see Links on the next page) on migration and remittances.

- The history of emigration in Ireland means that Irish people have a responsibility to empathise with people on the move globally
- A person who migrates has a responsibility to remit or send money back to their country of origin
- Remittances encourage chain migration
- Remittances are more important than official overseas aid
- Remittances should be free (no fees, currency conversion costs)

Return to sender

Links also to LOs 1.1, 1.8, 1.9, 2.5, 2.10 & 2.13

Imagine you are an older person in receipt of the old age pension of €248.30 per week. Your son/daughter, who has emigrated overseas, sends you monthly payments that add 60% to your pension allowance.

Prepare two monthly budgets – one for a person who has just the state pension and the other for a person with the state pension plus 60% of the state pension in remittances.

Compare your budgets with those of two others in your class and discuss the difference that the remittance can make in terms of nutrition, health and wellbeing and lifestyle.

An Irish tradition

Links also to LOs 2.3, 2.5 & 2.10

Plan and carry out interviews with older family members or friends, asking them to outline their knowledge or personal experience of remittances into Ireland during the twentieth century.

Plan: work together as a class to agree a set of success criteria for your interviews. These might include: the number of interviewees you contact; the minimum length of the interviews; the number of open-ended questions in the interview; the inclusion of questions about what receipt of remittances meant to those who were left behind, what the money was used for and what were the implications if/when the remittances did not arrive.

Carry out: take notes or record the interview, making sure to get the permission of your interviewees.

Use your findings to inform your participation in a class discussion about the differences between the role and responsibility of people who migrated in the past and migrants nowadays in continuing to support family/friends in country of origin.

Fact Check

Links also to LO 2.11

On 12 November 2019, Noel Grealish, independent T.D. for Galway West, was accused of racism when he asked the Taoiseach if the government were ensuring that all remittances transferred out of Ireland were properly controlled. He cited World Bank data to the effect that E3.5 billion in personal transfers went from Ireland to Nigeria, a non-EU country, in an eight-year period, and questioned whether all this money had been subjected to 'proper taxes'.

Audit news reports about this controversy and answer the following questions:

- What, if any, are the issues with the World Bank data on remittances?
- Was there an alternative and different source of data for remittances from Ireland that Noel Grealish could have used?
- Would an alternative source of data have presented a different picture of the flow of remittances?
- What, if any, was the advantage of using the World Bank data over any alternative sources?
- What arguments did other politicians and migrant-related organizations put forward in this debate?
- What was the reaction of the Nigerian community in Ireland?
- What does the controversy generated by Noel Grealish's comments tell you about attitudes to remittances in Ireland?



Useful Links

Dollars wrapped in love

- Dilip Ratha (2014), 'The hidden force in global economics: Sending money home' TedGlobal: https://www.ted.com/speakers/dilip_ratha

After the cyclone

- DMA (2016), 'After the cyclone: The power of remittances': https://www.youtube.com/watch?v=O_S-nOFHeGo
- International money transfer comparison websites: www.monito.com; <https://transferwise.com/ie/compare/>; www.cuex.com

One family at a time

- 17 Global Goals for Sustainable Development and associated targets: www.globalgoals.org

International Day of Family Remittances

- DMA (2015), 'Happy International Day of Family Remittances': https://www.youtube.com/watch?time_continue=1&v=R4WrF7be6Rc&feature=emb_logo

Debating remittances

- Walking debate instructions: <https://www.jct.ie/perch/resources/english/walking-debate-strategy-sheet-2.pdf>

We send money back to help our families pay for things like electricity, clean drinking water and medication.

Ms Okwonko, Nigerian solicitor living in Ireland

STRAND TWO: RESPONSIBLE FAMILY LIVING

STRAND ELEMENT: HEALTH AND WELLBEING



Entry point learning outcome = LO 2.4

Students should be able to: **'discuss the requirements of a safe and nurturing home environment'**



FOCUS:

The right to adequate housing

According to the United Nations Committee on Economic, Social and Cultural Rights, the right to adequate housing or accommodation should be seen as the right to live somewhere in security, peace, and dignity. The Committee established that housing is not adequate if:

- The people who live there can be forcibly evicted or harassed (i.e. they do not have security of tenure)
- The people who live there do not have safe drinking water, adequate sanitation, energy for cooking, heating, lighting, food storage or refuse disposal
- The cost of the shelter threatens the enjoyment of other human rights
- It is not safe, or is overcrowded, or does not protect against the cold, damp, heat, rain, wind, and other threats to health
- The specific needs of disadvantaged and marginalized groups are not considered
- It is cut off from employment opportunities, health-care services, schools, childcare centres, and other social facilities, or if located in polluted or dangerous areas
- It does not respect and consider the expression of cultural identity

NOTE FOR TEACHERS:

Consider whether students in your class might be personally affected by the issues in this section and adapt the content and activities accordingly.

The 2016 census counted 30,987 members of the Travelling community in Ireland, making up just over 0.7% of the general population*. In March 2017, the Irish State officially recognised Travellers as an ethnic minority with their own distinct traditions, history, language, and beliefs. In Irish, Travellers are called 'an Lucht Siúil' (the walking people) because traditionally they practiced nomadism for short or extended periods, moving for both cultural and economic reasons, such as, for example, buying and selling goods, attending markets and fairs and engaging in new spaces.

* The number of Travellers in Ireland is likely higher than the 2016 CSO figure. The All Ireland Traveller Health Study (AITHS, 2010) counted 36,224 Travellers, while the Census of 2011 counted only 29,573 Travellers. The CSO figures between 2011-2016 rose by 5.1 percent but still only counted 30,987 Travellers, which is still significantly lower than the number of Travellers counted by the AITHS. The AITHS data was collected by peer researchers and thus more likely to be more accurate than the Census (2016) figures, as Census enumerators may not have gathered information from Travellers due to a lack of appropriate training. The state has taken measures to address this issue and Traveller organisations have been working closely with the CSO and its enumerators to ensure that Travellers are counted more accurately in future census.

In the past, Travellers played a vital role in rural society, working as seasonal agricultural workers, tinsmiths, musicians, entertainers, poets and traders of horses and household goods, bringing news from one area to another.

We travelled every part of Mayo and down to Sligo. People didn't mind where you stopped that time. There was great respect. You'd be working at the turf with them, picking spuds, and picking up the hay. **Martin Lawrence, Mayo.**

Travellers were nomadic for either part of or all of the year, depending on their trade and family habits. Some Travellers moved from one place to another, following the same routes in a relatively small area and staying in one place for the worst of the winter months. Others travelled over larger areas all year around. Maintaining family ties and connections with the wider extended family is considered a cultural norm, and Travellers' often identify themselves by their clan or family name.

Rapid changes in Irish society occurred in the 1960s in terms of industrialisation, mechanisation of farming, greater access to TV and radio, and the cheap availability of plastic. These changes eroded work opportunities for Travelling people, and consequently impacted on their nomadic way of life. Travellers moved to urban areas, in search of livelihoods. Over time, an increasing emphasis on local development planning regulations and shifting public attitudes to public spaces and land use put nomadic ways of life under pressure. Nowadays, the vast majority of Travellers tend to be more sedentary because their nomadic way of life has been criminalised by laws such as the Trespass Legislation (2001), which makes it a criminal offence to trespass on any land which is publicly or privately owned. This legislation is forcibly implemented in a consistent manner.

The Commission on Itinerancy was appointed in 1960 to 'enquire into the problems arising from the presence in the country of itinerants in considerable numbers', thus viewing the constituents that they were researching as a 'problem' from the outset. The Commission believed that 'the first major step towards a solution of many of the problems arising from the itinerant [or Travelling] way of life will be taken when the itinerant family can be settled or permitted to settle'. This paved the way for an assimilationist approach to Traveller accommodation, evident still today. Ethnicity was a relatively recent concept in the 1960s and the Commission did not consider that Travellers might prefer their nomadic life to settling in a house.

The sense you feel when you first move into a house is a sense of isolation. I wouldn't change my upbringing. If I could give the same upbringing to my children I would. When you have been in that life, it is something you always carry.

Mary Margaret McDonagh, Roscommon.

The idea of accommodating Travellers continues to come up against a 'not in my backyard' attitude amongst private property landlords and in the operations of local authorities. The Housing (Traveller) Accommodation Act 1998 tasked local authorities with drawing up five-year Traveller Accommodation Plans (TAP), in consultation with local Travellers. To mitigate against local conflicts, funding for halting sites or group housing schemes was to come from central rather than local government. Much of this money remains unspent, for example, in 2018 local authorities under-spent their Traveller accommodation budget by 48%.

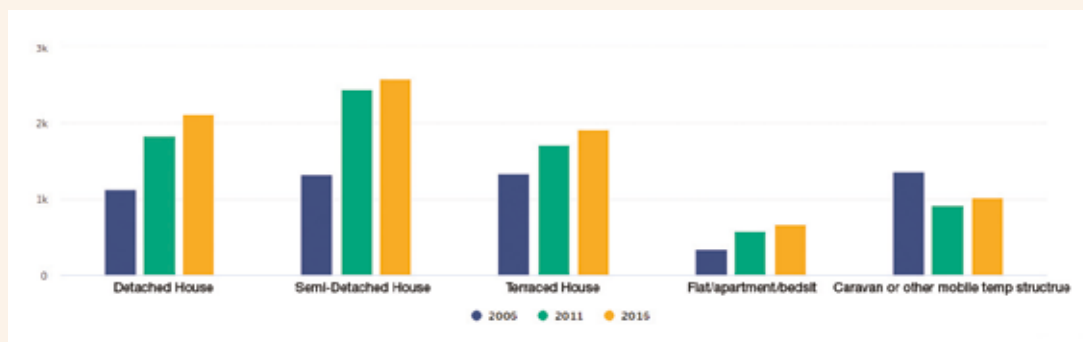


Figure 6: Households containing Irish Travellers by accommodation type, 2006-2016. CSO data.

Nowadays, Travellers live in various types of accommodation including official Halting Sites, unofficial Halting Sites, Group Housing Schemes, Local Authority Housing, private rented accommodation and their own private property. While 18.2 percent of Travellers still live in mobile homes or caravans, most are not mobile.

Aspects of Traveller culture that can affect accommodation choices, where choice exists, include:

- Extended family/community presence in the area
- Whether income is generated from the home
- Restricted nomadic provisions and options for travel

As with settled people, location and accommodation type may change over an individual's lifetime. However, members of the Travelling community are more often subject to discriminatory practices, and more likely to live in crowded or substandard accommodation with implications for their mental health and physical health, education attainment, employment, and inclusion in society.

Organizations like the Irish Traveller Movement (ITM), Pavee Point and others, continue to advocate for solutions to the accommodation crisis and other challenges facing the Travelling community in Ireland.

Sources:

Breathnach, A. (2006). *Becoming conspicuous: Irish Travellers, Society and the State, 1922-70*. Dublin: UCD Press.

2016 Census data: <https://www.cso.ie/en/census/census2016reports/>

Watson, D., O. Kenny and F. McGinnity (2017). *A social portrait of Travellers in Ireland*. Dublin: ESRI. <https://itmtrav.ie/wp-content/uploads/2017/02/RS56.pdf>

Gmelch, S. (1991). *Nan: The life of an Irish Travelling woman*. Illinois: Waveland Press.

Gmelch, S. & Gmelch, G. (2014). *Irish Travellers: The unsettled life*. Bloomington: Indiana University Press.

Irish Traveller Movement – Accommodation: Key issues:

<https://itmtrav.ie/strategic-priorities/accommodation/accommodation-key-issues/>

Joyce, S. (2018). 'A Brief History of the Institutionalisation of Discrimination Against Irish Travellers': <https://www.iccl.ie/equality/whrdtakeover/>

National Council for Curriculum and Assessment (2020). Traveller history and culture in the curriculum - A curriculum audit: <https://ncca.ie/media/4613/travellerhistory.pdf>

National Museum of Ireland - Country Life (July 2018 - May 2019). Travellers' Journey/ Mincéir Mis'l'd (exhibition): <https://www.museum.ie/en-IE/Museums/Country-Life/Exhibitions/Previous-Exhibitions/Travellers-Journey>

Seanad Public Consultation Committee (2019). Travellers Towards a more Equitable Ireland Post-Recognition report: https://data.oireachtas.ie/ie/oireachtas/committee/dail/32/seanad_public_consultation_committee/reports/2020/2020-01-23_report-on-travellers-towards-a-more-equitable-ireland-post-recognition_en.pdf

UN Habitat. 'The right to adequate housing'. Fact sheet 21: https://www.ohchr.org/documents/publications/fs21_rev_1_housing_en.pdf



Thinking about Global Goals

By 2030...

- **Goal 1:** End poverty in all its forms everywhere
- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages
- **Goal 10:** Reduce inequality within and among countries
- **Goal 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels



Teaching and learning activities

Slán abhaile / Safe home

The Irish saying 'slán abhaile' is used to wish someone safe travels on their journey home. This saying often appears on signage outside of Irish towns and villages.

Work in pairs to come up with as many alternative meanings for this saying as possible.

There's no place like home

In the Wizard of Oz, Dorothy clicks her ruby heels together three times and says 'there's no place like home' when she wants to leave Oz for her home in Kansas where she knows she will be cared for and looked after.

Find three different people who can each give three reasons why being at home makes them feel cared for and looked after.

Extended family

Links also to LOs 2.1 & 2.2

Travellers often have close ties to extended family. Aunts, uncles, grandparents, cousins, nieces, and nephews are commonly included in their conception of the family. This is reflected in the preference of Traveller extended families to live, insofar as is practicable, close together.

Make a list of your extended family and note the different roles and ways various family members contribute to creating a safe and nurturing environment for you.



Nomads

Choose one of the following groups with a nomadic tradition:

- Bedouin (Middle Eastern deserts, the Arabian Peninsula, Egypt, Israel, Iraq, Syria, and Jordan)
- Sámi or Lapps (Norway, Sweden, Finland, and Russia)
- Romany or Roma (Europe and America)
- Banjaras (Afghanistan and India)
- Tuareg (Sahara)
- Maasai (Kenya and Tanzania)
- Samo Bajo (Indonesia, Malaysia, Philippines)

Create a shared class document with the following headings: home, family, travel, example(s) of cultural tradition, language, religion, challenges, or issues.

Research your allocated group and populate the shared class document with relevant information and images under each heading. Remember to respect copyright by acknowledging the sources of images.

Defining attitudes

On your own, write down a short definition of the term 'nomadism'.

Join with one other person and agree a shared definition.

Work together to come up with a definition of one or more alternatives to nomadism.

Join with another pair to share your definitions (nomadism and alternative).

Discuss positive and negative stereotypes (oversimplified generalised comments about individuals or groups) and societal attitudes towards people with different ways of life and cultural traditions.

Adequate?

Links also to LOs 1.8

Read the following extract from testimony given by Minnie Connors, Wexford Traveller Development Group, during the 2019 Seanad Public Consultation Committee process entitled "Travellers Towards a more Equitable Ireland Post-Recognition"

NOTE FOR TEACHERS:

Nomadism: A way of life based on earning a livelihood in a manner which requires moving the place of one's home, at least periodically. The economics of nomadism arise from and effect social organization and, most importantly, cultural identity.

Sedentarism: A lifestyle which involves staying in one place which gives rise to specific forms of economic and social organization as well as cultural identity.

Homelessness: visible homelessness includes those sleeping rough on the streets and those in emergency accommodation; hidden homelessness consists of people in insecure accommodation with relatives or friends.

"I am a 40-year-old Traveller woman. I was brought up in a trailer with my parents, five brothers and seven sisters. They were the happiest days of my life, living out in the open with our horses, dogs, chickens and goats, with all my extended family around me. Back then we lived without water, electricity or toilets. My extended family are now living on the same site I was raised on in four trailers, without water, electricity or toilets. Nothing has changed in a generation."

When I had three children I was living happily in a caravan on the family site when council officials told me that if we did not leave, they would impound our caravan and I would have to go to a women's refuge with my three children, and my husband Jim would have to go into a men's hostel.

Finding a landlord to rent to a Traveller family is near to impossible. The council offered the alternative of going into a council house, in a group housing scheme of ten houses built especially for Traveller families. All of the other Traveller families have been replaced by settled families and my family and I are now isolated on that scheme away from our own community."

In small groups discuss:

- Whether access to adequate housing or accommodation, as defined by the United Nations Committee on Economic, Social and Cultural Rights, was/is available to Minnie and her family (see information in Focus section on page 32).
- The effect that inadequate housing or accommodation might have on access to a safe and nurturing home environment and a healthy lifestyle.

Gopas

Links also to LOs 3.1, 3.2, 3.3, 3.4, 3.5 & 3.6

The Traveller 'beady pocket' (or gopas) is one of the few pieces of Traveller material culture that pertain to the culture and identity of Traveller women. A beady pocket is a generous square or horseshoe shaped bag worn over or under clothes. Historically it was used to hold essential objects for life on the road, such as a comb, children's birth certificates, money, holy medal, a knife, a needle and thread (kept in the seams). The pockets are decorated with beads and buttons and with different embroidery stitches, each with its own meaning and often with red, yellow, and/or blue thread. The pockets served as a memory bag in that women swapped buttons and beads, giving each other keepsakes or memories as they moved on to different locations.

Watch Pavee Point (2019), 'Beady Pocket' (6.14 mins) (see Links on the next page).

Design and make your own beady pocket, upcycling at least one element (material, buttons, beads, thread) from your own home and include one element from the home of one or more friends.

Cena / Kayna

The word for home in Traveller language (called Cant or De Gammon or Shelta) is 'cena' or 'kayna'.

Get markers or crayons and a blank piece of A4 paper.

Turn your page sideways (i.e. landscape orientation).

Write the word 'home', in a language of your own choosing, in the centre of your page.

Use lots of thick, coloured lines or branches radiating out from your central word to connect to other words or phrases that come into your mind when you reflect on the meaning of home.

If you feel comfortable, you might like to discuss your finished mind map with classmates.



Useful Links

Nomads

- Activity adapted from Tom Larkin & Margaret Quinn (nd). The Pavee Pack: a handbook for teachers for use in conjunction with CSPE: <https://www.paveepoint.ie/wp-content/uploads/2010/08/Pavee-Pack.pdf>

Gopas

- Pavee Point (2019), 'Beady Pocket': <https://vimeo.com/306167159>
- For more information and images of beady pockets see:
[https://www.museum.ie/en-IE/Collections-Research/Folklife-Collections/Folklife-Collections-List-\(1\)/Traveller-Culture/Beady-pockets](https://www.museum.ie/en-IE/Collections-Research/Folklife-Collections/Folklife-Collections-List-(1)/Traveller-Culture/Beady-pockets)
Carson Williams, F., 'Beady Pockets: Symbolism and Practicality in Irish Traveller Culture', in Mícheál Ó hAodha (ed.). *Travellers and Show people: Recovering migrant history*. Newcastle-on-Tyne: Cambridge Scholars Publishing:
<https://www.cambridgescholars.com/download/sample/61324>



Beady pocket, made by Bridget Mongan, Co Roscommon

STRAND TWO: RESPONSIBLE FAMILY LIVING

ELEMENT: CONSUMER COMPETENCE



Entry point learning outcome = LO 2.12

Students should be able to: ‘**examine how consumers are protected in Ireland by legislation, statutory and non-statutory agencies**’



FOCUS: TRAVEL RESTRICTIONS AND PROTECTION

Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases, such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). Coronaviruses are zoonotic, meaning they are transmitted between animals and people. Coronavirus disease (COVID-19) is a new strain that was first reported in Wuhan, China, on 31 December 2019. The first cases of COVID-19 were linked to a market where live and dead animals were traded. The disease then spread from those who were sick, to family members and healthcare workers.

The first recorded case on the island of Ireland was on 28 February 2020. On 11 March the first person in Ireland died from COVID-19, the same day that the World Health Organization (WHO) declared the virus a pandemic. In this period, the Department of Foreign Affairs and Trade in Ireland began to issue COVID-19 related travel advice. All non-essential travel to China was advised against; a travel alert was put in place for Italy, at that point the European country experiencing highest number of confirmed cases and deaths from COVID-19; and eventually, a blanket counsel against all non-essential travel outside of Ireland was issued. Irish citizens in other affected countries wishing to come home were told to travel as soon as possible, if possible.

NOTE FOR TEACHERS:

Consider whether students in your class might be personally affected by the issues in this section and adapt the content and activities accordingly.



Figure 7: Covid-19 travel advice from the Department of Foreign Affairs and Trade



These COVID-19 restrictions were reflective of the extremely serious nature of a global health challenge and they highlighted the role of a statutory body (government department) in relation to travel, especially relevant in time of crises. The Department of Foreign Affairs and Trade have a colour code system to let travellers know how secure or safe potential destinations are at any point in time, but these can obviously change in response to changing circumstances. This code is informed by the network of Irish Counsels/Embassies worldwide, and by international and EU partner countries.

There are four colour-coded levels to the Department of Foreign Affairs and Trade security ratings:

1. **A Green Bar** is presented for “Normal Precautions”
A country with this rating has a similar security environment to that in Ireland, with an established rule of law and functioning public services.
2. **A Yellow Bar** is presented for “High Degree of Caution”
Countries in this category have additional risks such as serious crime and/or terrorism, specific targeting of foreigners, disease, or extreme weather events.
3. **An Orange Bar** is presented for “Avoid Non-Essential Travel”
The recommendation is that people do not travel to countries with this status, as there is likely to be a clear and present danger to health or safety due to a severe risk of crime, political upheaval, natural disaster, terrorism or armed conflict, and/or public health crisis. This is the second most severe warning, and few Irish people would visit countries with this rating.
4. **A Red Bar** is presented for “Do Not Travel”
This is the highest level of warning. Due to armed conflict, natural disaster, disease, civil unrest, or other life-threatening reasons, people are advised to cancel any plans to travel to countries with a red bar. Few if any Irish people visit these countries, and those who do can experience extreme difficulties.

At all times, the Department of Foreign Affairs and Trade recommends that anyone travelling beyond the Common Travel Area (Ireland/Great Britain) register their contact details through the department’s online registration facility. This means that the Department will have a record of your travel details, allowing them to make contact and help if necessary. For example, if there was a natural disaster or civil unrest at your destination, or if there was a family emergency at home while you were overseas. Diplomatic supports from Irish Counsels/Embassies abroad is one of the entitlements of being an Irish citizen. Registration is voluntary and is encouraged for people going on holidays, for business travellers and for Irish people that live overseas. If you are resident in another country, having your details allows the nearest Irish Embassy or Consulate to include you in their contingency planning in the event of a crisis or an emergency.

The Department of Foreign Affairs and Trade strongly recommends that people who are travelling overseas get comprehensive travel insurance, covering overseas medical costs, including medical repatriation/evacuation, repatriation of remains and legal costs. They advise travellers to check their travel insurance policy carefully and make sure that it covers them for all planned overseas activities.

If something goes wrong while you are travelling, the Department of Foreign Affairs and Trade can provide help through Consuls or Embassies or the Consular Assistance Unit in Ireland. They provide a wide range of advice for business people, those going backpacking or on adventure holidays, advice if you are a victim of crime while overseas, what to do if your passport is lost or stolen, or if you cannot get in contact with someone who is overseas and are worried that they are missing.

In recent years, the number of Irish people needing consular help as they travel has increased, as evident in Figure 8, below.

NOTE FOR TEACHERS:

As a differentiation strategy, you could ask students to check the Department of Foreign Affairs website (travel – statistics section) for post-2018 data. Additionally, if students have any questions about this data, they could be encouraged to complete the Department's Press Office Contact Form, available via the 'contact us' facility on the website (see Links section).

	2015	2016	2017	2018
Arrest	227	402	316	371
Child Abduction	30	40	36	15
Child Welfare	2	56	55	46
Death	272	250	320	292
Deportation	68	85	90	74
Medical	166	311	343	335
Mental Health	43	76	93	77
Missing Person	3	149	96	103
Other	502	897	749	620
Prisoner	59	58	68	50
Victim of Crime	6	168	151	143
Welfare	228	248	280	217
Total	1606	2740	2597	2343

Figure 8: Department of Foreign Affairs and Trade Assistance to Irish citizens abroad, 2015-2018

Source:

Department of Foreign Affairs and Trade – Travel section:
<https://www.dfa.ie/travel/>



Thinking about Global Goals

By 2030...

- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages
- **Goal 9:** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- **Goal 11:** Make cities and human settlements inclusive, safe, resilient and sustainable
- **Goal 16:** 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 17:** Strengthen the means of implementation and revitalize the global partnership for sustainable development

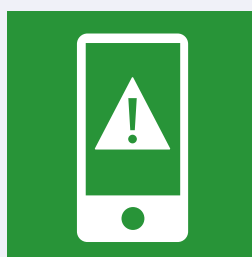


Teaching and learning activities

Target practice

The icon (below) belongs to one of the Global Goal targets.

Find the target number and the text that goes with this target (see Links on page 44). Then, simplify the target text so that it is easier for children and young people to understand.



NOTE FOR TEACHERS:

This is the icon for Global Goal 3 (Good health and wellbeing) target 3D. Improve early warning systems for global health risks: Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.

Travel Advice

Links also to LO 2.5

Access the Travel Advice section of the Department of Foreign Affairs and Trade website and scroll down to the Travel Advice by Country section (see Links on page 44).

Look up one or more countries in the following regions: Europe, Middle East, Asia & Oceania, Middle East & North Africa, North & Central America, South America, Sub Saharan Africa, and the Caribbean.

Choose the country with the highest level of warning. Create a one-page information sheet outlining the situation in this country and the main points of advice for perspective travellers.

Travelwise

Links also to LO 2.9

Download Travelwise, the Department of Foreign Affairs and Trade app (see Links on the next page).

Work together as a class to agree a set of success criteria for reviewing or evaluating this app. These might include - ease of use; reliability; quality; scope of information provided; visual attractiveness or aesthetics.

Email the Minister for Foreign Affairs and Trade with the overall result of your evaluation (see Links on the next page).

Coming home

Links also to LO 2.11

Examine news reports about the advice and assistance provided by the Department of Foreign Affairs and Trade to Irish citizens overseas during the COVID-19 crisis.

Tip: search online using different combinations of the following keywords: COVID-19, Department of Foreign Affairs and Trade, overseas, citizen(s), travel, coming home, Erasmus students, tourists etc.

Drawing on your research, decide whether the Department of Foreign Affairs and Trade effectively protected Irish citizens overseas during the pandemic.

Global Ireland

In June 2018, the Irish government launched 'Global Ireland: Ireland's Global Footprint to 2025,' a plan for the renewal and expansion of Ireland's international presence, including establishing at least 26 new diplomatic missions (i.e. new Embassies and Consulates) around our world.

Watch the 'Global Ireland: Ireland's Global Footprint' video (see Links on the next page).

Discuss the relevance of the Global Ireland plan in light of the COVID-19 outbreak.

Tell one or more junior cycle Geography teachers in your school what you have learned about Global Ireland in Home Economics.

Tip: impress your Geography teacher(s) by telling them what you have to say relates to Strand Three: Exploring people, place and change (especially learning outcome 3.8).

FAQs

Links also to LO 2.11

Examine the websites of one or more non-statutory organizations, such as:

- Airlines
- Tour operators
- Insurance companies

And one or more statutory organization, such as:

- Competition and Consumer Protection Commission (CCPC)
- European Consumer Centre Ireland

Look for information about consumer rights in relation to refunds on travel expenditure in the context of public health challenges, such as COVID-19.

Compile a list of FAQs or frequently asked questions (and answers) that might be posed by consumers seeking information about refunds.



Handwashing

Links also to LOs 1.5, 2.4, 2.5, 2.7 & 2.11

Draw an outline of your hand in your copy. For each finger, write down one thing that is important to know about hand hygiene in food handling, preparation, storage and serving.

In small groups, discuss which of these things are also important in the context of a public health crisis, such as COVID-19.

Tip: Why not try making and using sustainable handwashing products and comparing these to commercial cleaning products?



Panic or preparedness?

Links also to LO 2.11

Source images of the items that consumers bought in bulk during the COVID-19 outbreak.

Create a class collage of these images.

Discuss whether consumers who bulk bought these items were exercising their rights or responsibilities. Arising from your discussion, agree a caption for your collage. Remember to respect copyright by acknowledging the sources of images in your completed work.



Useful Links

Target practice

- 17 Global Goals for Sustainable Development and associated targets:
www.globalgoals.org

Travel Advice

- Department of Foreign Affairs and Trade, Travel Advice by Country section:
<https://www.dfa.ie/travel/travel-advice/>

Travelwise

- Download the Department of Foreign Affairs and Trade Travelwise app:
<https://www.dfa.ie/travelwise/>
- Contact the Minister for Foreign Affairs and Trade:
<https://www.dfa.ie/about-us/contact-us/>

Global Ireland

- Government of Ireland (2018), 'Global Ireland: Ireland's Global Footprint' video (5.08 mins):
<http://www.ireland.ie>

To rule is easy, to govern difficult.

**Johann Wolfgang von Goethe
(1749-1832), German writer
and statesman**

STRAND THREE: TEXTILES AND CRAFT

ELEMENT: INDIVIDUAL AND FAMILY EMPOWERMENT



Entry point learning outcome = LO 3.2

Students should be able to: ‘**apply the design brief process and principles to the making of a creative textile item for an individual or the home**’



FOCUS:

Conflict textiles - *arpilleras*

Around our world, at different times and in different ways, needlework has been used to speak for those who have been silenced by social and political conflict and oppression. Women, especially those living in poverty or who have not had the full advantage of education, have used textiles to make themselves heard.

The military dictatorship in Chile, which followed the overthrow of President Salvador Allende and his democratic government in 1973, ushered in 17 years of dictatorship, censorship, curfews, and the suspension of civil liberty. Under the leadership of General August Pinochet, Chile was silenced. The constitution was suspended, left-wing parties proscribed, and the media put under the control of the military government. Those who tried to speak out were arrested and imprisoned. In the first three weeks of the new regime, 1,500 are said to have been killed. According to Amnesty International, during Pinochet’s reign 40,000 people were illegally detained or tortured and up to 3,000 were killed or forcibly disappeared; 30,000 refugees fled the country.

Women whose husbands had been abducted or killed became the sole providers for their families. In 1974, the Catholic Church formed the Vicariate of Solidarity as an agent of support and, as part of its aid programme, established a handicraft workshop where women could make products for the Church to sell and provide the women with an economic lifeline.



Libertad a los presos politicos (Liberty for the political prisoners)



Influenced by appliqued pictures sewn by women in Isla Negra, the coastal area of Chile, and by the work of Violeta Para, a Chilean artist, who had sewn on burlap (a coarse jute cloth), the women made *arpilleras* (pronounced 'ar-pee-air-ahs'). *Arpilleras* (Spanish for 'hessian') or flour sacks was the material that formed the basis of much of the early work. The *arpillera* makers sewed scenes of their lives, sometimes with small three-dimensional dolls to add animation. Their materials were whatever they had at home –



¿Dónde están? /Where are they? Anon. Chile, early 1980s
Photographer, Martin Melaugh (all images © Roberta Bacic)

scraps of fabric and thread, wool, and needles. *Arpilleras* were often characterized by the tension between the vibrant, colourful fabric choices and the serious underlying messages of fear and distress. The *arpilleras* were usually a square of 9" x 12" to 12" x 18" inches, sewn by hand and mostly with simple stitches, like the blanket stitch that was often used as a border. Makers sometimes explained their *arpillera* with a written description on paper which was placed into a small pocket sewn onto the back. The paper sometimes included the sewers name, but most women did not write their names because it would make them identifiable by the regime.

Arpilleras work told of a country in crisis, water and food shortages, poverty, unemployment, and broken homes. They told of searches for kidnapped sons and daughters and of their feelings when loved ones could not be found.

The Church began to smuggle the *arpilleras* out of Chile and they became a secret, political act of resistance. At first, Pinochet's regime dismissed the *arpilleras* as insignificant women's work. Over time the *arpilleras* began to generate international interest. They were exhibited in the United States. Amnesty International included them in greeting cards and calendars. Pinochet denounced *arpilleras* as 'tapestries of infamy'. The women who sewed them were followed and some had a red cross painted on their front doors to mark them as *arpilleras* makers. They hid their work and trained others until there were 40 *arpilleras* groups around the country. When Pinochet was overthrown in 1993, the activities of the *arpilleras* workers became what it was originally intended to be, an income source for the women who made them. The original *arpilleras* makers continued to use their textile work to condemn those responsible for the murders of family members and to document the excavation of mass graves. They act as guardians of a memory of a time that many want to forget.

Women in other countries have adopted the making of *arpilleras* to tell their stories of conflict and community trauma. The Conflict Textiles collection at Ulster University, has archived *arpilleras* from Argentina, Brazil, Canada, Colombia, Ecuador, Germany, Northern Ireland, Peru, Spain, and Zimbabwe, and as well as Chile.

Source: Adapted from Hunter, C. (2019), *Threads of Life: A History of the World Through the Eye of a Needle*. Spectre.



Thinking about Global Goals

By 2030...

- **Goal 1:** End poverty in all its forms everywhere
- **Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- **Goal 5:** Achieve gender equality and empower all women and girls
- **Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- **Goal 10:** Reduce inequality within and among countries
- **Goal 11:** Make cities and human settlements inclusive, safe, resilient and sustainable
- **Goal 16:** 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 17:** Strengthen the means of implementation and revitalize the global partnership for sustainable development



Teaching and learning activities

Design brief

Links also to LOs 1.8, 2.2, 2.4, 3.1, 3.3, 3.4, 3.6, 3.8 & 3.9

Using the information on the *arpilleras* movement in Chile as a starting point, produce your own *arpilleras* focused on a modern-day conflict of concern or interest.

Step 1: define the task

Complete the following stem sentences:

- The word *arpilleras* means...
- *Arpilleras* are made with...
- *Arpilleras* are made by...
- *Arpilleras* are made for...
- *Arpilleras* are made because...



Think about a modern-day conflict that you find especially concerning or interesting. It can be a conflict in your local community, at a national level or in the international context. Then, complete these remaining stem sentences:

- My *arpilleras* will...because...
- The materials I need are...
- When planning and making my *arpilleras*, I am going to make sure I am as environmentally friendly as possible by...
- I can ask for help from...
- My timeframe for this task is...
- I will know my *arpilleras* is finished when...

Step 2: investigation/research

Browse the information and watch the *arpilleras* videos on the University of Ulster's Conflict Textile page (see Links on page 50). Keep notes and screengrabs of photos of *arpilleras* for inspiration.

Carry out research into your chosen conflict, identifying the following:

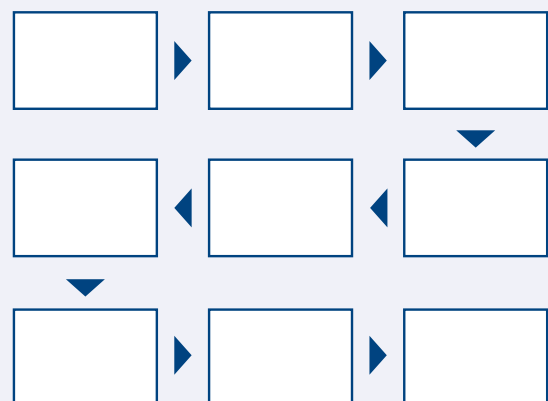
- Who is involved?
- Where is it happening?
- What are the causes?
- How does this conflict impact on society (people – e.g. ability to live healthy lives, family roles and responsibilities, safety of home environments), the economy (jobs, industry etc) and/or the environment?
- Why I find this conflict especially concerning or interesting?
- Which of the 17 Global Goals for Sustainable Development can help solve this conflict?
- Which individuals/organizations have the power to progress these Global Goals and help solve this conflict?

Step 3: generating ideas

Create a mind map to generate *arpilleras* ideas, for example, mapping the themes and emotions associated with your chosen conflict, the colours, or materials you will use to reflect these etc.

Copy the sequence chart below into your copy.

Use this chart to plan the steps you need to undertake to produce your *arpilleras* and the order in which these steps should be taken.



Step 4: developing possible solutions

Based on your research, create sketches with notes for two options for your *arpilleras* ideas. Experiment with colour, line, shape, texture, and layout to explore how these might be used to best represent your ideas, for example: which colours represent hurt or courage? What type of fabric will you use? What stitches will you use (at least three different types) and where? Will these be in thread or wool or a combination of the two? Are you going to embellish your work, for example, with 3-dimensional figures and/or with text?

Step 5: presenting ideas to others for feedback

In class, share the sketches/notes of your two *arpilleras* options. Highlight what you think are the stand-out ideas. Ask your peers to give you feedback using 3 stars (three things you have done well) and a wish (one idea for how to improve your work).

Step 6: refining the design

Use the feedback received to help you choose your final design. Write down the two main reasons for your final choice. Keep this record as it will help with your reflection task throughout this process.

Cut out different materials into your desired shapes and place the thread/wool beside these to gauge whether they will work together. Make any necessary last-minute changes.

Step 7: production of product

Get stitching. When you are finished, apply your textile care label.

Step 8: evaluation

Write or record a short evaluation, which should include:

- What you think of the completed *arpilleras* (what do you like? What could be better?)
- A reflection on what went well, and challenges encountered during the design brief process
- Conclusions i.e. if I were to go through the design brief process again and/or make another *arpilleras* what would I do differently?

Consider...

- Gifting your *arpilleras* (or a high-quality photo of your *arpilleras*) to an individual or organization with the power to do something about your chosen modern-day conflict

and/or

- Organizing and curating an exhibition of the *arpilleras* produced by your class as a way to raise awareness about conflict and peacebuilding solutions in our world.

Why not share what you have learned about conflict with one or more of the CSPE teachers in your school? Tip: impress your CSPE teacher(s) by telling them that what you have to say relates to Strand Two: Local and global citizenship (especially learning outcome 2.9). You could also discuss the value of *arpilleras* as a source of historical evidence in History class.



Useful Links

Conflict Textiles

- Conflict Textiles is an 'Associated Site' of the Conflict Archive on the INternet (CAIN) at Ulster University, Northern Ireland:
<https://cain.ulster.ac.uk/conflicttextiles/>

There's really no such thing as the 'voiceless'. There are only the deliberately silenced, or the preferably unheard.

**Arundhati Roy (1961-),
Indian novelist and
Booker Prize winner**

With leftovers of fabric and simple stitches, the women embroidered what could not be told in words, and thus the arpilleras became powerful forms of political resistance... the arpilleras flourished in the midst of a silent nation, and from the inner patios of churches and poor neighborhoods, stories made of cloth and yarn narrated what was forbidden.

Isabel Allende (1942 -), Chilean novelist

STRAND THREE: TEXTILES AND CRAFT

ELEMENT: SUSTAINABLE AND RESPONSIBLE LIVING



Entry point learning outcome = LO 3.8

Students should be able to: **'discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations'**



FOCUS: FAST FASHION

Our world's earliest textiles, woven from fibres extracted from plants or shorn from sheep or goats, were essential survival tools for our ancestors, more important even than weapons. Fabrics could provide for basic needs such as shelter, warmth and only later began to achieve desirability as luxury items associated with status. Textiles also proved an outlet for one of humanity's most compelling qualities: creativity. Over time human creativity with fabric generated the search for the latest difference or the latest fashion in relation to clothes, shoes, soft furnishings and so on.

These days the clothing industry can be tricky to get your mind around because it includes aspects of agriculture, mining, light industry, shipping, retail, and waste. The fibres in your clothes are usually grown in a field, like cotton, or extracted from the earth, like polyester, which is made from crude oil, a non-renewable resource. These are processed at mills to make thread, then fabric; they are dyed using petrochemicals, and are treated with other substances, all of which are potentially harmful to workers. Fabric is sewn together with sewing machines; trims and buttons are added, each of which has its own industrial footprint; and the final product may be treated again to give it a certain texture or quality. There is a lot going on here, much of which is problematic from an environmental and societal point of view and so solutions need to be applied every step of the way.

We live in a fast fashion reality, meaning that our clothes are cheap, mass produced mainly by workers in countries in the Global South. It is all about take-make-use-waste. Fast-fashion companies make money by shortening the time between trends and encouraging customers to buy inexpensive clothes that do not last. Thanks to the fact that most clothes today are made by people working for low wages, consumers in the Global North have never spent so little on their wardrobes. A staggering 100 billion items of clothing are being produced annually, and much of these are disposed of within a year. Ireland produces 15 million tonnes of waste each year - 3.2 tonnes for every person in the country. In 2019, textiles, including unwanted clothes and household furnishings and linen, accounted for 80,000 tonnes of waste, making up 10 per cent of the contents of general household waste bins, 9 per cent of organic bin contents and 3 per cent of recycling bin contents.

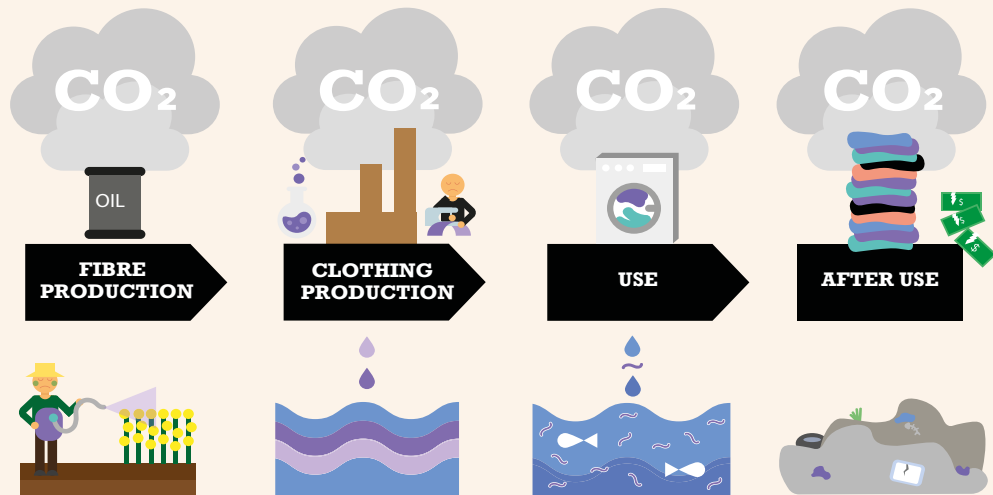


Figure 9: Carbon Dioxide emissions in the lifecycle of a garment

The United Nations estimates that the fashion industry consumes more energy than the aviation and shipping industries combined. Fashion puts pressure on resources, pollutes the environment, contributes to climate breakdown, and creates societal impacts. Take cotton... According to the World Wildlife Federation, while 2.4 per cent of the world's crop land is planted with cotton, it accounts for 24 per cent of the global sales of insecticide. It can take 20,000 litres of water to produce a kilo of cotton. Cotton farming has caused the destruction of seas, river basins, and has massive health and economic impacts on people who grow it. When crops fail, farming families are made destitute, and the level of chemicals involved in its growing have health implications.

However, there is a growing slow fashion movement, which favours the circular economy. This movement stresses an economic system which minimizes waste, emissions, water use and energy; and, tries to use more sustainable technologies so that by-products or waste products of the fashion industry go to other industries for use or reuse.

Change is slow and piecemeal but within the fashion industry there are some advocates for sustainability. Ellen MacArthur Foundation's Make Fashion Circular initiative aims to address the fashion industry's pollution and waste and encourage a redesign towards a circular system. This initiative is championed by several notable brands, including Stella McCartney, PVH and Nike. Inditex, which owns Zara, Massimo Dutti and Pull&Bear, and is the third largest apparel company in the world, has committed to make its collections from 100% sustainable fabrics by 2025 and to ensuring that 80% of the energy used in its headquarters in Spain, factories and stores come from renewable sources, and will ensure its facilities don't make landfill waste, by 2025.

The industry has been accused of greenwashing and the truth is that none of the industry solutions adequately address the problem that consumers buy too much, and that the average number of times a garment is worn has declined by 36% since 2000. Academics who study consumer behaviour talk about a psychological phenomenon called "diffusion of responsibility". This basically means that the more people there are who are aware of a problem, the less likely many of them are, individually, to address it. We know the fashion industry is problematic and we know that consumers are part of the problem, but we console ourselves that somebody else will step in. We diffuse our responsibility.

When we do react, we do not always behave in the most sustainable way possible. For example, we assume that by giving our unwanted clothes away for reuse or for recycling that we are doing good. However, giving clothes to charity for reuse is not always the charitable act you might think it is — many of the clothes made today are of such poor quality that they cannot be sold again. Our donated garments often end up in the Global South, negatively affecting already fragile economies, by destroying their local industries. Meanwhile, some materials, for example 100% polyester or 100% cotton, are relatively easy to recycle, but others, like cotton-polyester blends, are not currently recyclable because the fibres cannot be separated. In any case, recycling is problematic because it is energy intensive and may require use of further virgin materials, for example, recycled cotton fibres need to be mixed with new, virgin cotton because the recycled fibres are too short for use otherwise.

The most impactful actions consumers can take include:

- Lobbying the fashion industry to demand garments with a longer life span
- Borrowing clothes from family or friends or using a clothes rental service
- Deleting shopping apps from devices and instead buying clothes in a shop, so that you can feel the fibre, check the stitching – especially the seams – and make sure it fits
- Buying less, but when buying choosing less cheap cotton and synthetics and instead selecting clothes made from hemp blended with organic cotton and silk and lyocel/ modal
- Fixing or upcycling our clothes
- Wearing every item of clothing at least 30 times because if everyone doubled how long we keep our clothes we could cut our fashion emissions by 44%
- Washing clothes less and then with concentrated liquid rather than powder (less abrasive), and a guppy bag or similar product to avoid contributing to the problem of microfibres (tiny fragments of plastic from synthetic fibres which travel from our washing machines into our rivers and seas)
- Minimizing dry-cleaning and then only using an eco-friendly dry-cleaning service

Sources:

Frazin, R. 'Fashion chain Zara commits to using 100 percent sustainable fabrics by 2025'. *The Hill*, 17 July 2019.

Laville, S. 'The story of a £4 Boohoo dress: cheap clothes at a high cost'. *The Guardian*, 22 June 2019.

Mullally, U. 'Cheap fashion comes at a price we cannot afford'. *Irish Times*, 24 July 2017.

O'Doherty, C. 'Textiles to be banned from the bin to reduce 'fast fashion' waste'. *Irish Independent*, 30 December 2019.

Paul, M. 'Penneys shows paradox of consumers who talk about ethics but buy based on price'. *Irish Times*, 14 June 2019.

St Clair, K. (2018). *The Golden Thread: How Fabric Changed History*. John Murray.



Thinking about Global Goals

By 2030...

- **Goal 6:** Ensure availability and sustainable management of water and sanitation for all
- **Goal 12:** Ensure sustainable consumption and production patterns
- **Goal 13:** Take urgent action to combat climate change and its impacts
- **Goal 14:** Conserve and sustainably use the oceans, seas and marine resources for sustainable development



Teaching and learning activities

Retail letter

Listen to the RTE podcast with Sean O'Rourke and Siobhan Maguire on 'Fast Fashion', broadcast 13 June 2019 (8.34 mins) (see Links on page 57).

Carry out preliminary research into your favourite clothes retailer. Focus on finding information about what they are doing to contribute to the Global Goals and tackle the climate emergency.

Write a letter or email addressed to your favourite clothes retailer.

Your letter/email should include: an opening section including the school address, date and opening greeting or salutation; a middle section with the reason for the letter/email and specific requests for information (see below for possible questions to include); a closing section with an expression of appreciation that the reader is taking the time to consider your letter/email, and your signature.

- Do the people that produce the clothes you sell get paid a living wage?
- How do you make sure that child labour is not used in the factories that produce your clothes?
- Are your clothes made with organic or recycled fabric?
- How do you make sure that your clothes will last and not become part of the fast fashion problem?
- What happens to your unsold or returned stock, i.e. is it sent for incineration, to landfill, recycled or other?
- How are you reducing the flow of microfibres into our waterways?

Good on you debate

Links also to LOs 2.5, 2.7, 2.10 & 2.11

Participate in a class debate, responding in favour or in opposition to the following statement: 'When buying clothes, young people care more about low prices than the rights of garment workers or the environmental impact'.

Circular glossary

Links also to LO 3.6

Watch Rediscovery Centre (2019), 'What is Circular Fashion?' (2.27 mins) (see Links on page 57).

As you watch, jot down 3 or more words or phrases that are new to you.

Using a dictionary, find definitions for these new words and write them down.

Pair up with someone else, discuss your words and definitions, and create a shared glossary.

Join with another pair and use the words from your glossary in a 3-minute discussion about the circular economy.

Worn Challenge

Links also to LOs 2.7, 2.8 & 3.6

Challenge yourself to see how many days it takes you to wear every outfit in your wardrobe. This means you must wear every item of clothing at least once, but never in the same combinations. While the challenge is ongoing you: (1) cannot buy any new items of clothing; (2) can borrow, but only one item of clothing per day. NB: for students in a non-uniform school, the challenge goes on 7 days a week, but for those who have a school uniform the competition is only valid after school hours and/or at weekends.

Begin by estimating how many days the challenge will take you and keep a diary of your challenge experience. When you've worn everything, create three piles of clothes: (1) the items you really love to wear – to be put straight back into your wardrobe; (2) the clothes that need to be fixed or upcycled to make the cut and stay in your wardrobe; (3) the items to give away to friends or donate to a charity shop. End the challenge by reflecting on what you have learned about your relationship with clothes and fashion trends and how, if at all, the experience will affect any future purchases.

Profile

Links also to LOs 2.7, 2.8, 3.6 & 3.9

Profile a much-loved item of clothing that is at least one year old. Your profile should include: a photograph or drawing of the item; where it was bought; who bought it; how much it cost; where it was made; what fabric it is made from; how to care for it; and, two or more reasons why you love it.

Share your Profile in class, noting trends in terms of what your classmates present.

Care Choices

Links also to LOs 2.7, 2.8, 3.7 & 3.9

Watch National Geographic (2013), 'How Your T-Shirt Can Make a Difference' (1.50 mins) (See Links on page 57).

Design a label for cotton clothes with textile care advice (text and symbols) designed to encourage consumers to make better environmental choices.

Tip: A correct care label for European countries has at least four, and sometimes five, symbols in the following sequence: 1) Washing, 2) Bleaching, 3) Ironing, 4) Dry-Cleaning, and 5) Drying. It might help to look at labels on some of the cotton clothes in your wardrobe.





Pop up Swap Shop

Links also to LOs 2.7 & 3.6

Sustainable Fashion Dublin was created by Taz Kelleher and Geraldine Carton because they wanted to raise awareness about the negative effects of fast fashion and encourage people to consider alternative, more eco-friendly options in the way we purchase, wear and dispose of our clothes.

Watch 'Revamp your wardrobe with these eco-friendly events' (2.05 mins), and 'Charity shop chic: These two women want to help you embrace your inner fashionista in a sustainable way' (3.11 mins), and/or listen to Tara Stewart 'Dirty Laundry' episode 6 with Sustainable Fashion Dublin, broadcast 12 November 2019 (26 mins) (see Links on the next page).

Advertise and run a pop-up swap shop for your year group. This will involve getting the appropriate permissions; organizing a room; creating vouchers; advertising for donations of clothes in return for vouchers, and for the event itself; organizing a rota of volunteers to take charge of the shop etc. NB: In the context of COVID-19 restrictions, think about ways to run your pop-up swap shop online.

Make sure to have someone recording the event so that you have photos for the school website/newsletter.

#ActNow

Links also to LOs 2.7, 3.2 & 3.6

Watch JCT Home Economics / Rediscovery Centre 'Sustainable Textile Design' (3.56) (See Links on the next page). Upcycle one item of clothing for a new look.

Share your creation on social media with the hashtag #ActNow.

Trends and choices

Make a list of the charity shops in your area (see Links on the next page).

Visit or phone one or more of these shops and interview a staff member about the current trends and choices of the textiles and clothing that people are donating and buying.

Record the main points raised during interview and present these back to the class.

Use what you have learned to create a poster with information and tips for responsible donations to charity shops.

Ask your local charity shop(s) if you could display your poster in their shop window(s).

For Rent?

Links also to LOs 2.7 & 3.6

Research Nu Wardrobe (see Links on the next page), a clothes rental business set up in 2015 by two Trinity College Dublin students, Aisling Byrne, and Ali Kelly.

Produce a survey with a mixture of closed and open questions about attitudes to renting clothes.

Carry out the survey with teachers and students in your school.

Summarise your survey findings using PowerPoint or Prezi or similar.

Display your presentation in class, school assembly or via the TV screens in common areas of the school.

SDG Fashion Blog

Links also to LOs 2.7 & 3.6

Work in pairs or small groups to create a class blog with 17 blog entries, each entry focusing on the links between the 17 Global Goals and the sustainability challenges and solutions across the value chain of the fashion industry.

Tip: Research sustainable fashionistas and influencers for ideas and inspiration (see Links on the next page).



Useful Links

Retail letter

- Siobhan Maguire 'Fast Fashion', podcast broadcast on the Sean O'Rourke show on RTÉ radio, 13 June 2019: <https://www.rte.ie/radio/radioplayer/html5/#/radio1/21569333>

Cotton Care Choices

- National Geographic (2013), 'How Your T-Shirt Can Make a Difference': <https://www.rte.ie/radio/radioplayer/html5/#/radio1/21569333>
- European care labelling system: https://www.coats.com/en/Information-Hub/Care-Labels#The_European_Care_Labelling_System

Cotton Care Choices

- Irish Charity Shops Association – database of charity shops in Ireland: <https://www.icsa.ie/>

Pop up swap shop

- RTÉ (2019), 'Revamp your wardrobe with these eco-friendly events': <https://www.rte.ie/lifestyle/fashion/2019/0306/1034636-revamp-your-wardrobe-with-these-eco-friendly-events/>
- RTÉ (2019), 'Charity shop chic: These two women want to help you embrace your inner fashionista in a sustainable way': <https://www.rte.ie/news/player/2019/0912/21618682-charity-shop-chic-these-two-women-want-to-help-you-embrace-your-inner-fashionista-in-a-sustainable-way/>
- Tara Stewart 'Dirty Laundry' episode 6 with Sustainable Fashion Dublin, broadcast 12 November 2019: <https://www.rte.ie/radio/radioplayer/html5/#/podcasts/21653669>

#ActNow

- JCT Home Economics / Rediscovery Centre 'Sustainable Textile Design': <https://www.youtube.com/watch?v=4U4hGH1psrg&list=PL95DYatTi3QnyaneWq-4AOfNag5hiBViA&index=7>

For Rent?

- Nu clothes sharing app and community: <https://www.thenuwardrobe.com/>
- Fashion Revolution: <https://www.fashionrevolution.org/about/get-involved/educator/education/resources/>
- Triad, Behind the Scenes toolkit: <https://www.traid.org.uk/resources/>

Blog it

- Sustainable fashion influencers to follow in 2020: <https://goodonyou.eco/sustainable-fashion-influencers-to-follow-in-2020/>
- Seven Irish Women Leading The Way For The Sustainable Fashion Movement: <https://lovin.ie/sustainability/sustainable-fashion-ladies>
- 8 Irish Instagrammers you need to follow for sustainable fashion inspiration: <https://www.image.ie/fashion/8-irish-instagrammers-need-follow-sustainable-inspiration-158206>

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 **www.developmenteducation.ie**

There are several award programmes open to post-primary students engaged in DE action through junior cycle Home Economics, the most relevant of which are:

- WWGS Global Passport Award - **worldwiseschools.ie/wwgs-global-passport/**
- BT Young Scientist - <https://btyoungscientist.com/>
- Environmental Protection Agency: The story of stuff competition - **<http://www.thestoryofyourstuff.ie/>**
- GROW2CEO - **<https://giy.ie/get-involved/grow-at-school/grow2ceo/>**
- Junk Couture - **<https://junkkouture.com/>**

Worldwide Global Schools would like to acknowledge the support and contribution of Junior Cycle for Teachers (JCT), the National Council for Curriculum and Assessment (NCCA) and St Angela's Home Economics College in compiling this resource.



WorldWise Global Schools (WWGS)

WorldWide 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 cooperation). 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 6 categories (Global Passport 'stamps'), providing examples for what you are doing in each. The total score achieved in all 6 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 or email 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**

For further DE resources and ideas for use in English classes, **visit 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 | **Email.** info@worldwiseschools.ie | **Tel.** 01 685 2078



Irish Aid

An Roinn Gnóthaí Eachtracha agus
Department of Foreign Affairs and Trade



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.



CDETB

