



HOW THE WORLD WORKS

THIRD EDITION

**A CROSS-CURRICULAR TRANSITION
YEAR RESOURCE FOR TEACHERS**

-
- ➔ Links to **Junior Cycle Geography, History, Business Studies, Home Economics and Religious Education**
 - ➔ Links to **Senior Cycle Politics & Society, Geography, Business, Economics, and History**



Financial Justice Ireland (originally called Debt and Development Coalition Ireland) is a global financial justice organisation.

We want a fair and just society for everyone. We want a financial system that serves the needs of all people and which does not take the planet for granted. We were set up in 1993 as a response to the debt crisis in the Global South. Since that time, we have continued to lobby and campaign for sovereign debt relief, while examining different ways the structures of the international financial system can perpetuate poverty and inequality.

In 2018, on our 25th anniversary, we changed our name to better reflect our expanded areas of work. As well as working in solidarity with the Global South, we also raise awareness of how these financial issues affect people living in Ireland. Through our Development Education work we critically engage people to understand the structural causes of global inequality and power relations. We aim to empower people in Ireland to take informed action for greater economic justice globally.

To find out more about us and our work, please visit www.financialjustice.ie



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It is funded by Irish Aid and implemented by a consortium of organisations: Self Help Africa, Concern Worldwide and the City of Dublin Education and Training Board Curriculum Development Unit. The programme was set up in 2013 as the key channel through which Irish Aid support for GCE in post-primary schools is to be coordinated. Their aim is to increase the number of post-primary schools engaging in quality development education by providing a broad range of supports.

You can find out more about WorldWide Global Schools and the work they do at www.worldwiseschools.ie

The ideas, opinions and comments in this resource are entirely the responsibility of its authors and do not necessarily represent or reflect WorldWide Global Schools and / or Irish Aid policy.

OVERVIEW

This Transition Unit was developed in accordance with the NCCA template and Guidelines on writing a Transition Unit.

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“How the World Works” - a Global Justice Resource for Transition Year Teachers

INTRODUCTION TO THE REVISED EDITION

How the World Works was first published in 2010. Since then challenges like climate change have moved to the top of the international agenda, while others like the new debt crisis in the Global South have re-emerged. The inequality of an unfair financial system that keeps many countries poor has remained.

How the World Works is a selection of activities to support Transition Year teachers to integrate Global Citizenship Education (GCE) into their classrooms. GCE, also known as 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. By challenging stereotypes and encouraging independent thinking, GCE helps students critically explore the root causes of global justice issues and how they interlink with our everyday lives.

GCE inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens in order to take meaningful action for a just and sustainable world. The activities can be used in standalone DE modules, or within a range of subjects.

The new edition provides clear links with learning outcomes for both Junior and Senior Cycle, enabling teachers across a range of subjects to both build on students’ prior knowledge, and design or supplement ‘taster’ modules for Leaving Certificate subjects. Two new themes are covered: tax justice and climate change. The section on climate change builds on the resource’s emphasis on global inequality, taking a specific justice approach to the theme.

How to use this resource

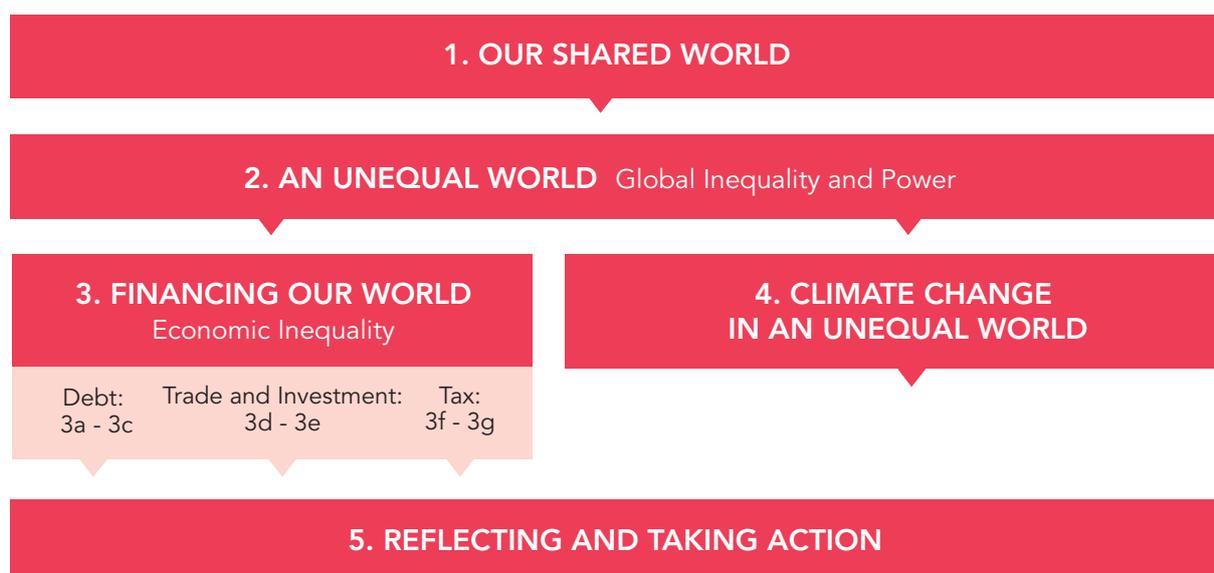
The resource is structured into five sections:

- 1. Our Shared World** provides an introduction to the global South, uneven Global development, and some key statistics and facts relating to our shared planet. It also explores the images and stories which often depict our planet. The activities provide an opportunity for initial reflection on the values and assumptions which we all hold about our planet.
- 2. An Unequal World** takes a closer look at our shared planet, and introduces students to how different countries are affected differently by global phenomena. It looks at the issue of global inequality, and the historical roots of inequality. It enables students to question who has power in the world, and why.
- 3. Financing Our World** builds on the previous sections to develop students’ understanding of the reasons behind global economic inequality, and the structures of power that perpetuate global economic inequality. It begins with an opportunity for students to reflect on global economic inequality and what it means. It then introduces a series of activities on three aspects of global inequality: debt justice, tax justice, and trade & investment.

4. **Climate Change in an Unequal World** sheds new light on the familiar topic of climate change, by introducing ideas of climate justice - locally and globally. The section sets out the unequal impacts of climate change, and encourages students to consider the issue in light of their understanding of global inequality.
5. **Reflecting & Taking Action** encourages students to reflect on what they have learned and examine how they can take action to bring about change on the topics they have encountered.

The resource in its entirety can be followed through in succession as part of an entire unit.

For teachers who do not wish to follow the entire module, we recommend using 1-2 activities from the first and second sections, to introduce the general ideas of global citizenship, development and inequality, followed by one or more of the subsequent thematic sections. Within section 3, there are three themes; debt justice, tax justice and trade & investment, while the first activity in the section provides a good general introductory activity to move from sections 1 and 2 into each of the themes in section 3. Section 4 focuses on climate change and inequality. The final section encourages students to consider how to affect change on the issues they have explored.



SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals (SDGs) are a set of 17 goals adopted by world leaders from 193 countries in 2015, to guide the planet's social, economic and environmental actions until 2030. Crucially, the goals provide targets for countries in both the Global North and the Global South, reflecting that inequality and poverty exist everywhere.

In the new edition, each activity is linked to the relevant Sustainable Development Goals. While not perfect, the goals provide a useful framework for examining different issues of global justice. Because they are so widely-used, they are also a useful jumping-off point for finding more information about the topics covered in this resource. In Ireland, the organisation Development Perspectives has produced useful information about the SDGs. You can also access more development education resources, categorised by SDG, at www.developmenteducation.ie.

DEVELOPMENT EDUCATION, REFLECTION & ACTION

The resource takes a Development Education (DE) approach to exploring these themes. Development Education, also known as Global Citizenship Education (GCE), is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, DE helps students critically explore the root causes of global justice issues and how they interlink with our everyday lives.

Development Education engages our head, heart and hands and includes 5 key components:

- Knowledge
- Skills
- Values and attitudes
- Taking action
- Active and participatory learning methodologies

The DE key skills of critical thinking and analysis are fostered throughout this resource in the application of participative and student centred methodologies. Students are encouraged to question and challenge the messages and information that they receive.

Additionally, resources are included to support teachers to reflect on their learning, and to explore how to take action about what they have learned.

At the end of this introductory section, you will find a worksheet which students can fill out at the end of each class, topic, or the entire module, to support reflection. This is accompanied by a selection of reflective tools which could be used instead of or alongside the worksheet.

Finally, Section 5 sets out a series of activities which can be used to facilitate students who wish to take action to affect change in relation to the topics and injustices they have learned about. The section explores what power we have, how to choose a good action topic, and ideas and mechanisms for implementing the chosen action.

Each activity is clearly linked to the Sustainable Development Goals to which it aligns.



LINKS TO THE CURRICULUM

As a resource aimed primarily at Transition Year, How the World Works does not map onto any specific curriculum. However, many of the activities either *build* on learning from the Junior Cycle, or provide an *introduction* to themes explored across a number of Senior Cycle subjects. The tables on pages 5-12 are designed to help you, the teacher, easily navigate this resource in order to find activities that will satisfy certain learning objectives.

JUNIOR CYCLE

History

Learning Outcome	Activity	Page Number
1.1 develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context	1d	22
	2a	30
	2e	39
	2f	45
	3a	49
	3b	51
	3c	53
	3e	61
1.2 consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world	1d	22
	4e	75
1.4 demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space	1d	22
	1f	27
	1g	28
	2b	32
1.9 demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions	1d	22
	2e	39
	2f	45
	3a	49
	3b	51
	3c	53
	3d	59
3e	61	

Learning Outcome	Activity	Page Number
1.11 make connections and comparisons between people, issues and events in different places and historical eras	1g	28
	2e	39
	3a	49
	3b	51
	3c	53
	3d	59
	3e	61
	3f	62
	3g	63
	4b	67
3.2 evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration	4c	69
	4d	72
	1g	28
	2a	30
	2c	34
	2e	39
	3a	49
3b	51	
3c	53	
3.12 evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international cooperation, justice and human rights	1g	28
	2f	45
	3a	49

Geography

Learning Outcome	Activity	Page Number
1.6 classify global climates, and analyse the factors that influence the climate in Ireland	4a	66
	4b	67
	4d	72
2.4 assess the exploitation of water, fish stocks, forestry, and soil as natural resources	4d	72
2.6 examine the causes and implications of climate change	1a	17
	1b	20
	3c	53
	4a	66
	4b	67
	4d	72
	4e	75
2.9 assess the interrelationships between the physical world, tourism and transport	3c	53
3.1 use the demographic transition model to explain populations' characteristics and how populations change	1c	21
	2c	34
3.2 investigate the causes and consequences of migration	2e	39
	3a	39
	3b	51
	3c	53
3.3 examine population change in Ireland and in a developing country	2e	39

Learning Outcome	Activity	Page Number
3.6 identify global patterns of economic development	2e	39
	2f	45
	3a	49
	3b	51
	3c	53
	3d	59
	3e	61
	4a	66
	4b	67
3.7 compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country	4c	69
	1a	17
	1b	20
	1c	21
	2a	30
	2c	34
	3c	53
	3d	59
	3f	62
3.9 synthesise their learning of population, settlement and human development within the process of globalisation	3g	63
	1e	25
	2e	39

Business Studies

Learning Outcome	Activity	Page Number
1.4 Explain key personal taxes and charges and suggest the occasions when and why they might arise	2b	32
	2c	34
	3b	51
	3c	53
	3f	62
	3g	63
1.6 Identify appropriate types of insurance for particular personal needs and consider costs, benefits and risks	3c	53
1.7 Distinguish between and appreciate their rights and responsibilities as consumers	4c	69
	4d	72
1.9 Debate the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how they can contribute to sustainable development through consumer behaviour	4c	69
	4d	72
	4e	75
2.3 Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each	2e	39
2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective	2e	39
	3d	59
2.5 Investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective	3g	63
	4e	75
3.4 Differentiate between different sources of government revenue and government expenditure	3f	62
	3g	63
3.5 Examine the purpose of taxation from a financial, social, legal and ethical perspective	3b	51
	3c	53
	3f	62
	3g	63

Learning Outcome	Activity	Page Number
3.6 Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development	2d	36
	2e	39
	3e	61
3.7 Debate the implications of globalisation of trade, including the benefits and challenges of international trade	2c	34
	2e	39
	3d	59
	3e	61
	3g	63
3.9 Explain the relevance of economic indicators such as inflation, employment rates, interest rates, economic growth, national income and national debt for individuals and the economy	2d	36
	2f	45
	3a	49
	3b	51
	3c	53
	3d	59
	3e	61
	3f	62
	3g	63
3.10 Use their knowledge, and information from a range of media sources, to discuss current economic issues and present an informed view	2f	45
3.11 Evaluate the benefits and costs of a government economic policy and assess who enjoys the benefits and who bears the costs	3a	49
	3b	51
	3c	53
	3d	59
	3e	61
	4d	72
	4e	75
	5a	79
5c	82	
5d	84	

Religious Education

Learning Outcome	Activity	Page Number
3.6 debate a moral issue that arises in their lives and consider the influences of two different viewpoints on the issue	3a	49
	2f	45
3.9 synthesise and consider the insights gained about the norms, values and principles that inform decision-making and actions in the lives of people	5b	80

Home Economics

Learning Outcome	Activity	Page Number
1.15 investigate the impact of their food choices from an ecological and ethical perspective	4e	75
2.7 identify how individuals, families and households can contribute to sustainable and responsible living	4b	67
	4c	69
2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation	4b	67
	4c	69
2.11 debate consumers' rights and responsibilities	1a	17
	1b	20
	4b	67
	4c	69

SENIOR CYCLE

Politics and Society

Strand	Topic	Learning Outcome	Activity	Page Number
1. Power and Decision - Making	2. Power and decision-making at national and european level	2.3 social class and gender as important social categories	4e	75
			4d	72
			5a	79
			5c	82
		2.6 traditional and new media in a democracy	1e	25
			1f	27
			1g	28
2. Active Citizenship	3. Effectively contributing to communities	3.3 the range of means of taking action at local, national or international level	5a	79
			5d	84
		3.4 identifying, evaluating and achieving personal and collective goals, including developing and evaluating action plans	5b	80
			5c	82
			5d	84
	4. Rights and responsibilities in communication with others	4.3 acknowledging differences and negotiating and resolving conflicts	3g	63
			4e	75
		4.4 seeking and evaluating information and ideas	1e	25
			1f	27
			1g	28
4. Globalisation and localisation	8. Sustainable Development	8.1 actions that address sustainable development	4a	66
			4b	67
			4c	69
			4d	72
			4e	75
		8.2 arguments concerning sustainable development	3a	49
			3b	51
			3c	53
			4e	75

Geography

Unit	Learning Outcome	Statement of learning	Activity	Page Number
Core Unit 1: Patterns and processes in the physical environment	1.7 Human interaction	Human activities can impact on the operation of surface processes	3g	63
			4b	67
Core Unit 2: Regional geography	2.2. The Dynamics of Regions	The study of regions show how economic, human, and physical processes interact in a particular area	3c	53
Elective Unit 4: Patterns and processes in economic activities	4.1 Economic Development	Human activities can impact on the operation of surface processes. Economic activities are unevenly distributed over the earth.	1a	17
			2c	34
			2d	36
	4.2 Economic Development	Levels of economic development evolve through the complex interaction of factors including physical, social, cultural, and political.	2a	30
			2c	34
			2e	39
			2f	45
	4.3 The Global Economy	A single interdependent global economy has emerged with different areas having different roles	3d	59
			3g	63
	4.5 Environmental impact	Economic activities have an environmental impact	3d	59
			3g	63
			4c	69

Higher Level only

Unit	Statement of learning	Activity	Page Number
*Optional Unit 6: Global interdependence	6.1 Views of development and underdevelopment are subject to change.	1d	22
		1e	25
		1f	27
		1g	28
	6.2 We live in an interdependent global economy. Actions or decisions taken in one area have an impact on other areas.	3c	53
		3d	59
		3e	61
		3g	63

Business

Unit	Topic		Activity	Page Number
1 - People in Business	People and their relationships in business	1.1 Employer, employee and trade union relationships	1a	17
			4e	75
6 - Domestic Environment	Business and the economy	6.4 The impact of business on the economy at local and national level, taking into account employment, tax revenues and environmental issues	3g	63
			3d	59
			4c	69
	Social responsibilities of business	6.6 Ethical business practice; Socially responsible business at local and national level	3g	63
			3d	59
7 - International Environment	Introduction to the international trading environment	7.1 The changing nature of the international economy and its effects on Irish business; Trading blocs and agreements	2f	45
			3d	59
			3e	61
	International business	7.3 The development and impact of transnational companies	3g	63
			3d	59

History

Strand	Topic	Perspective	Element	Activity	Page Number
Early Modern Europe and the wider world	Topic 5: Establishing empires, 1715-1775	Society and economy	Territorial expansion	2c	34
				2e	39
			Colonial acquisitions and European reclamations	1d	22
				2e	39
				3c	53
			International trade: tobacco, sugar and slaves	3c	53

Economics

Strand	Topic	Learning Outcome	Activity	Page Number
1 - What is economics about?	1.3 Economic, social and environmental sustainability	Identify indicators of economic growth, social cohesion, inequality, and environmental sustainability; examine relationships between the indicators	1a	17
			2d	36
			3c	53
2 - How are economic decisions made?	2.4 Government intervention in the market	Evaluate the role and effectiveness of regulation in the Irish economy	3f	62
			4d	72
			4e	75
3 - What can markets do?	3.3 Market failure	Determine and debate how governments can overcome market failure using factors such as taxation, regulation and direct government intervention	3f	62
			4d	72
			4e	75
			5c	82
4 - What is the relationship between policy and economic performance?	4.1 National income	Critique the limitations of certain measures of economic performance	1a	17
			2d	36
	4.2 Fiscal policy and the budget framework	Debate the purpose and impact of taxation on the economy as a whole, explaining how tax policy can be used to address inequality	3f	62
5 - How is the economy influenced by international economics?	5.1 Economic growth and development	Explain how countries and regions can be profiled by income, wealth and equality	1c	21
			2d	36
	5.2 Globalisation	Explain the concept of globalisation and discuss the positive and negative implications of globalisation	3d	59
			3g	63
			3d	59
			3g	63
	Discuss the reasons for multinational corporations (MNCs) investing in countries outside their home country			

GLOSSARY OF TERMS*

Austerity: A policy of lower spending, involving cutbacks or reductions in the amounts of benefits and public services provided. Austerity policies are often used by governments to reduce their debts.

Bailout: The word used for giving financial support to a company or country which faces serious financial difficulty or bankruptcy.

Colonialism: This is taking over of one territory by another territory. It includes the acquisition of people and land, the exploitation of people and land, and the upholding and spreading out of power and control into the taken territory. It is characterised by an imbalance of power in the relationship between the coloniser and the colonised, who are typically an indigenous population. The European colonial period occurred from the 16th century onwards, during which a number of European powers established colonies in Asia, Africa, and the Americas.

Default: The failure to fulfil an obligation to repay a debt.

Democracy: a form of government in which the citizens have the power to elect representatives to form a governing body, such as a parliament. Democratic elections: free and fair elections that are held at regular intervals on the basis of universal, equal and secret voting. Elections are central to democracy.

Dictatorship: is a form of government where the country is ruled by a single party or a single leader (a dictator). Dictators hold absolute power but they are not elected by the people. Dictatorships are characterised by authoritarian rule where individual freedoms are suppressed.

Exports: Goods which are sold to other countries.

Extreme poverty: also sometimes referred to as absolute poverty is when people cannot meet their basic needs. Basic needs include food, water, sanitation, health, shelter, education, information and access to services.

Foreign Direct Investment (FDI): Money invested by a private company from one country into another country.

Free Trade: Trade without intervention from governments. Prices and products are determined by market forces of supply and demand.

Gross Domestic Product (GDP): The total value of goods and services produced within a country.

Highly indebted poor country (HIPC): HIPC is a group of developing countries with high levels of poverty and high levels of debt. These countries were entitled to assistance from the International Monetary fund (IMF) and World Bank to support them in reducing their poverty and debt levels. To receive assistance governments of HIPC countries had to undertake certain economic and social reforms.

International Monetary Fund (IMF): The IMF was established in 1944 as the central institution of the international monetary system. Based in Washington DC, USA.

Imports: Goods which are bought from other countries.

Infant mortality rate: is measured by the number of infants that die under one year of age per 1,000 live births.

Life expectancy: The average number of years that a newborn could expect to live if prevailing patterns of age-specific mortality rates at the time of birth stay the same throughout the infant's life.

* Part of this glossary was adapted from the Jubilee Debt Campaign

Neoliberalism: is a label for economic liberalism. It advocates support for free trade and open markets, deregulation, and enhancing the role of the private sector in modern society, while reducing the role of the state.

Recession: A period of temporary economic decline during which trade and industrial activity are reduced, generally identified by a fall in GDP in two successive quarters.

Sovereign debt: also known as government or public debt is money or credit owed by a government. As the government draws its income from much of the population, sovereign debt is really the taxpayers' debt.

Subsidies: Financial assistance given (usually by the government) to domestic businesses and industries. Lowering the cost of production subsidies can help local products compete with imports.

Poverty line: the poverty line marks the minimum amount of income a person requires to meet their basic needs. As the poverty line will vary in each country, the international poverty line is used to measure poverty across all countries. The World Bank set the international poverty line at \$1.90 per day to reflect that this is the absolute minimum income needed anywhere in the world to meet people's basic needs.

Privatisation: refers to the transferring of control of state-run institutions and industries to private ownership. These may include health services, water, energy and transportation.

Public services: services provided by the government to the people in their country. These include health, education, libraries, social welfare, emergency services and law enforcement. Public services are paid for through taxes collected by the government.

Trade liberalisation: the removal of barriers to trade, including taxes and tariffs.

United Nations (UN): an international organisation established immediately after World War II. It replaced the League of Nations. In 1945, when the UN was founded, there were 51 members; 193 nations are now members.

World Trade Organisation (WTO): The WTO is an international institution that oversees the global rules of trade between nations. It was established in 1996 and its headquarters are in Geneva, Switzerland. Before the WTO was set up, global trade was regulated through the General Agreement on Tariffs and Trade (GATT).

World Bank: The world's biggest development organisation, providing low-interest loans and grants to developing countries. Established in 1944 and based in Washington DC, USA.

TOOLS FOR REFLECTION

As discussed in Development Education & Global Citizenship Education, reflecting on values and attitudes is *as important* as acquiring new knowledge. To enable this reflection, it is useful to encourage students to periodically take the time to reflect on what they have learned - either in a single lesson, a group of lessons, or on the year as a whole.

Below are some templates which can be printed out and used by the class at different points.

It may also be helpful to ask students to use a particular journal or special notebook for use in this Unit.

Reflective Journal

I used to think...

Now I think...

I was surprised by...

The main thing I will take away from this topic is...

I'd like to find out more about ...

One thing that has challenged me is ...

On a scale of 1-10 this is how I would rate my participation so far...

I expressed my opinion freely ____

I listened well and showed respect for the opinions of others ____

I was willing to change my mind ____

I asked critical questions ____

I tried to see things from a variety of perspectives ____

I was open to change ____

I helped other members of my class learn ____

→ **1. OUR**
SHARED
WORLD



**Injustice anywhere is a threat to
justice everywhere.**

Martin Luther King Jr

1A.

TABLE QUIZ & QUIZ INQUIRY



Curriculum Links	Geography; 2.6, 3.6, 3.7	Junior Cycle
	Business Studies; 1.9, 3.11	Junior Cycle
	Home Economics; 1.15, 2.11	Junior Cycle
	Geography; 4.1	Senior Cycle
	Business; 1.1	Senior Cycle
	Economics; 1.3, 4.1	Senior Cycle
SDG Links	1, 10, 12, 13	



Learning Intention: To stimulate thinking about global issues by offering a light introduction to the area.

MATERIALS

- Table quiz questions sheet or Kahoot account with questions uploaded.
- Answer sheet, with additional information for teachers.

METHODOLOGY

Part 1: Table Quiz

1. Break up the class into small groups of 4-6 people.
2. Read the questions for each round from the attached Table Quiz Questions sheet (or start the Kahoot app, if using Kahoot).
3. After each round, the teacher gives the answers to the questions, and encourages discussion. What answers surprised them? Why?

Part 2: Quiz Inquiry

This activity may be used as a follow-up to the quiz activity to extend learning, either in class or as homework.

1. Record the correct answers from the quiz on the board.
2. Each quiz group chooses a fact on which to focus. You may wish to give out copies of the Answer Sheet so that students can review the additional information there.
3. Invite students to discuss them in groups, including discussion of causes and consequences.
4. Invite each group to devise a creative and effective means of communicating these facts to the wider audience; a mini-drama, a news report, a documentary, a series of images, a poem, a comic, or something else.
5. Invite each group to present their chosen fact to the class. Ask them to outline their chosen methodology and present any material they have already developed.

Note: Depending on time and technology, you may wish to ask students to carry out additional research about their chosen fact as part of this task.

1A.

TABLE QUIZ QUESTIONS

ROUND 1: MULTIPLE CHOICE

1. Which country has the biggest population in Africa?
A) Nigeria
B) Kenya
C) South Africa
2. How much money did the world's three richest people have in 2020?
A) \$113 billion
B) \$225 billion
C) \$448 billion
3. Which country has the most internet users in the world?
A) China
B) USA
C) Japan
4. Which of the following countries has the lowest life expectancy?
A) Chad
B) Syria
C) Ethiopia

ROUND 2: TRUE OR FALSE

1. China has more billionaires than any other country in the world.
 True False
2. The total wealth of Ireland's richest 300 people increased by 7% during 2020.
 True False
3. 15 million people each year are forced to leave their homes because of climate change.
 True False
4. In 2014, the United States spent more on arms than any other country in the world.
 True False

ROUND 3

1. Which country is ranked as the world's most equal country (in terms of wealth)?

2. The world's richest 1% have double the amount of money of what number of the world's population?
A) 4.9 billion people
B) 5.9 billion people
C) 6.9 billion people
3. Which country produces the most plastic waste in Europe?
A) Ireland
B) Greece
C) Italy
4. Around how much of the world's carbon emissions have come from the richest 10% of the world's population?
A) 30%
B) 40%
C) 50%

ROUND 4: TRUE OR FALSE

1. About 1 billion children worldwide lack basic necessities such as food or water.
 True False
2. During debt justice activist Thomas Sankara's time as President of Burkina Faso (1983-85), over 2 million Burkinabé people were vaccinated.
 True False
3. A kiwi fruit flown from New Zealand to Ireland emits five times its own weight in greenhouse gases.
 True False
4. The Irish government is the biggest giver of Overseas Development Aid in the world (as a percentage of our overall budget).
 True False

1A.

ANSWER SHEET



ROUND 1

1. Nigeria. Nigeria has a population of 170 million people. Ireland had a population of 6.6 million in 2017 (4.75 million in the Republic of Ireland and 1.85 million in Northern Ireland). China and India have the biggest populations in the world (1.39 billion and 1.35 billion respectively).
2. \$448 billion. In November 2020, the three wealthiest men in the world, according to Forbes Magazine, were Jeff Bezos, Elon Musk and Bill Gates. The wealth of three richest people in the world increased from \$220 billion in 2014 to \$448 billion in 2018.
3. China. China has 854 million internet users, or 59% of its population. In the United States, 95% of the population has internet access.
4. Chad. Life expectancy in Chad is 54. This is one of the lowest life expectancies in the world. One in five children in Chad do not live past their fifth birthday. Lake Chad, a major source of food and water for the country, has shrunk by 90% since 1960 because of climate change (amongst other factors).

ROUND 2

1. False. The United States has more billionaires than any other country. It is home to 614 billionaires, who have a combined wealth of \$2.9 trillion.
2. True. Notably, 2020 was the year Covid-19 struck the world.
3. False. Oxfam estimated that in 2016 more than 20 million people had to flee their homes due to climate change.
4. True. In 2019, the United States spent \$732 billion on military expenditure, just over a third of all global military spending.

ROUND 3

1. Slovenia. The Gini index is the most common way that inequality within countries is measured internationally. It provides an alternative to the traditional way of comparing economies (GDP per capita), which looks only at the average amount of income per capita, but does not show inequality.
2. 6.9 billion people. Oxfam's 2020 income inequality report "Time to Care," also estimates that just 22 men have more wealth than all the women in Africa.
3. Ireland. Ireland threw away approximately 3 billion single-use plastic bottles in 2019. On average, every EU citizen creates approximately 32kg of plastic waste every year.
4. 50%. In Oxfam's 2020 report "Confronting Carbon Inequality," they estimated that the world's richest 10% accounted for over half of all carbon emissions added to the atmosphere between 1990 and 2015, while the richest 1% were responsible for 15 percent of emissions during this time.

ROUND 4: TRUE OR FALSE

1. True.
2. True. Sankara campaigned at the UN so that countries like Burkina Faso would not have to repay unfair debts to their former colonisers. He believed that money should be invested in programmes such as this public healthcare programme.
3. True.
4. False. In 2019, Ireland was the 12th highest giver of aid out of the rich group of OECD countries.

1B.

WHAT A WEB WE WEAVE



Curriculum Links	Geography; 2.6, 3.6, 3.7	Junior Cycle
	Business Studies; 1.9, 3.11	Junior Cycle
	Home Economics; 1.15, 2.11, 3.5	Junior Cycle
SDG Links	1, 10, 12, 13	



Learning Intention: To provide an opportunity for students to identify and illustrate links between social justice issues using concrete materials and an interactive process.

MATERIALS

- Large ball of wool / string
- A4 sheets of paper (one for each group of students)
- Writing materials

METHOD

1. Students form their quiz groups from activity 1a and position themselves around a cleared space in the room.
2. The ball of wool is placed in the centre. Paper and markers are given to each group.
3. Students are invited to write the fact and issue that they discussed on the piece of paper provided, and place it on the floor beside their group where it can be seen.
4. Students are invited to consider their fact and how it might be linked to any of the other facts they have heard about.
5. If a student identifies a connection, they pick up the wool and, while keeping hold of one end, throw the ball to the group with whom they see a connection, and explain the connection that they see.
6. This process continues with students explaining the reason for the connections made.
7. Informal discussion ensues as the activity progresses.

Note: This activity works well following 1a. *Table Quiz & Quiz Inquiry*. However, it can also be done as a standalone activity, either with the facts listed in the quiz, or with another set of global justice facts.

1C.

‘IF THE WORLD WAS A VILLAGE OF 100 PEOPLE’



Curriculum Links	Geography; 3.1, 3.6, 3.7	Junior Cycle
	Economics; 5.1	Junior Cycle
SDG Links	1, 2, 3, 4, 6, 7	



Learning Intention: To facilitate students to understand some of the key attributes of the composition of the world’s population, in particular in terms of unequal access to basic services and necessities.

MATERIALS

- Quiz questions (below).
- Flipchart or white board to keep score (if playing in teams).

METHODOLOGY

1. The quiz can be done in groups, pairs or individually.
 - a. If working in groups, divide students into groups and ask each to come up with a name.
 - b. Set up a scoreboard on flipchart or white board, with each of the questions and a column for each team.
2. Ask the students to imagine the world was a village of only 100 people.
3. Ask them the following question: If that village had the same make-up or composition as the world today, how many people would the following statements apply to?
4. Read out each statement and give time for the students/teams to deliberate and write down their answer.
5. When you’ve finished the questions, each student or group should add up each of the answers they guessed.
 - a. The group/student which comes “closest” to the total number (given below) wins.
6. If working with groups, ask each group their “guess” for each question and put this on the scoreboard, before reading out the correct answer.

IF THE WORLD WAS A VILLAGE OF 100 PEOPLE ...

How many live on less than \$2 every day?	9
How many would live in poor housing?	22
How many would lack access to a safe water supply?	33
How many would have no electricity?	16
How many would be unable to read?	14
How many do not have enough to eat?	50
How many would have a university degree?	1
TOTAL:	145

1D.

MAPPING OUR WORLD



Curriculum Links	Geography; 3.6	Junior Cycle
	History; 1.1, 1.2, 1.4, 1.9	Junior Cycle
	Geography; 6.1	Senior Cycle
	History; Topic 5	Senior Cycle
SDG Links	10	



Learning Intention: To encourage critical thinking about the ways maps represent the world and influence our thinking.

MATERIALS

- Powerpoint presentation with various different maps of the world (available on financialjustice.ie/education) or printed copies of these maps to give to students. An information sheet about these maps is provided on the next page.
- Computers, tablets or phones, if completing the internet research component of the activity.

METHODOLOGY

Part 1: Introduction & Discussion

1. Show copies of the different maps to the class, either via handouts or powerpoint.
2. Ask the students to comment on which maps are familiar, and what differences they can see between the maps. Questions to facilitate discussion might include:
 - What surprised you about these different maps?
 - Is there such a thing as a 'true' map of the world?
 - What do you think of the statement, "Every map represents a view of the world"?
 - What view of the world is revealed when we take a careful look at the Mercator map?
 - What have you learned from this?

Part 2: Internet research

1. Divide students into pairs or small groups with access to the internet. Tell them they will be using the internet to investigate how different maps present information about our world.
2. Assign a *topic* to each group, for example poverty, military spending, life expectancy, carbon emissions, clean water access etc. These could be connected to the SDGs. Their goal is to investigate this topic via maps on the internet.
 - Instead of assigning them the topics, students could be allowed to choose the topic they will investigate from a number of options, such as those listed above.
3. Each group should start with the website www.worldmapper.org to find interesting maps which illustrate information about their assigned topic.
4. Once this has been completed, assign each group a *country*. Ask them to identify facts in relation to inequality (for example literacy, access to clean water, poverty) within that particular country. A good source is UNICEF's *The State of the World's Children* report.

1D.

MAPPING OUR WORLD



EXTENSION ACTIVITY:

Sometimes students' knowledge of where countries are located is very limited. A fun way to redress this might be to give students a blank copy of Africa (such as the one on the following page) and then ask them to plot different countries. The teacher can provide a list of about 10 countries. Students can do this in pairs using either the internet or an atlas for help.

Some online quizzes can also be found at <http://lizardpoint.com/geography> and at www.sporcle.com/games/world.php

MAPS - BACKGROUND INFORMATION

Because the Earth is a sphere, no map on a flat sheet can give a 100% accurate picture of the globe – all maps distort reality to some extent.

The Mercator Map was first devised by the Flemish cartographer Gerardus Mercator in 1569 – it is still the most commonly used rectangular map.



On the Mercator, places close to the North and South poles are proportionally larger than places nearer the equator. The Mercator Map is structured in a way that becomes more inaccurate the further away from the Equator it moves. Antarctica is usually omitted from the Mercator Map.

The distorting effect of the Mercator Map is often referred to as the "Greenland problem" – Greenland appears to be the same size as the entire continent of Africa, even though Africa is really 14 times larger than Greenland. In reality Mexico is larger than Alaska but on the Mercator it looks like Alaska is three times bigger than Mexico. On the Mercator map North America is significantly larger than Africa but in reality Africa is actually about the same size as the US and the former Soviet Union combined. Brazil appears to be the same size as Alaska, although it is actually five times larger.

The inaccuracy of the Mercator Map was pointed out as early as the 19th century. In the 1970s, German Martin Peters launched the Peters Map as an alternative to the Mercator. The Peters Map is not a "true" map either – it is a flat, rectangular representation of a spherical world – but it is a useful corrective to the standard Mercator Map.

1D.

MAP OF AFRICA



1E.

ANALYSING IMAGES, CHALLENGING STEREOTYPES



Curriculum Links	Geography; 3.6, 3.8, 3.9	Junior Cycle
	History; 3.2	Junior Cycle
	Politics and Society; 2.6, 4.4	Senior Cycle
	Geography; 6.1	Senior Cycle
SDG Links	[depends on the images chosen]	



Learning Intention: To encourage active and critical engagement with media images, and to challenge stereotypes related to rich and poor countries.

MATERIALS

- A selection of 10-12 images of countries and people around the world (enough for one image for every 2-4 students). You can find possible images on our website, www.financialjustice.ie/education, however it is good to bring in current and relevant images. Try to use some images which represent the stereotypical media representations of the Global North & South, as well as some images which challenge these representations.
- Post-its
- Loose sheets of paper
- Pens, pencils, colouring materials

METHODOLOGY

Part 1: Analysing Images

1. Divide students into groups of 2-4, and seat each group around one table.
2. Give one image to each group, together with post-its, loose paper and writing materials.
3. Assign one person as the group's note-taker, one as facilitator and one as timekeeper. Explain these roles if they are unfamiliar to students.
4. Invite students to discuss the image provided, and to take note of what they can objectively see and know from the image, without yet exploring interpretations of what they see.
5. Ask students to consider what they *can not* see from the image, and what they *do not know*. What are the questions which they have about the place and/or person in the image? Ask students to prepare a list of these questions.
6. After the allotted discussion time, elicit feedback from each group, and record this on the whiteboard.
7. Facilitate a discussion about what we do and don't know from images and what we might be tempted to interpret based on these images. Explore the significance and power of images.

1E.

ANALYSING IMAGES, CHALLENGING STEREOTYPES

Part 2: Challenging Stereotypes

This can be adapted for use as an extension, follow-on or homework activity leading from 'Analysing Images.' The same or different images can be used.

1. Begin by discussing stereotypes. Ask students (either as a class or in small groups) to describe an image of Ireland and Irish people that people outside of Ireland might have.
 - Ask what aspects are positive or negative.
 - Ask students if this is the full picture of Ireland, and how it makes them feel to be depicted that way.
 - Be sensitive to non-Irish students in the room.
2. Ask small groups of students to consider another image from the selection. This time, ask them to consider the image in relation to the stereotyping they have just discussed. Encourage them to discuss:
 - What surprises you about the image? Why?
 - Where do you think you have learned most of your impression about the Global South?
 - Are your impressions balanced? Are they fair?
 - Why do you think stereotypes exist? Are they stronger in relation to some countries, and if so why?
 - Where else might you look for alternative images or information about the Global South?
3. Ask each group to share their answers, and facilitate a class discussion about stereotypes and the Global South.



1F.

TACKLING THE TRUTH

“Language is never neutral.” Paulo Freire



Curriculum Links	History; 1.4	Junior Cycle
	Geography; 6.1	Junior Cycle
	Politics and Society; 2.6, 4.4	Senior Cycle
SDG Links	[depends on the articles chosen]	



Learning Intention: To provide an opportunity for students to critically interrogate journalistic pieces by exploring ‘lines of enquiry’ such as: source and evidence; fact and opinion; viewpoint and objectivity.

Note: This activity works best as a follow-up to 1e. “Analysing Images, Challenging Stereotypes.”

MATERIALS

- Five different topical news articles or opinion/comment pieces, based on current global or development issues, and suitable for your class. News sites such as The Guardian host specific “global development” news sections. You don’t need to select only “high quality” stories, since the objective is to uncover poor reporting and bias.
- Sufficient copies of each article for a group of 4-6 students.

METHODOLOGY

1. Organise students into small groups around tables, and assign one news article to each group.
2. Explain that each group is a ‘Triple T Team’ i.e. Tracking The Truth! Explain that the group’s task is to establish “lines of enquiry” to identify the truth or otherwise of the reports given, and to identify any possible bias. For example, they should distinguish between assertions based on facts, opinions, speculations or unsupported claims, and feelings.
3. Provide guidance to each group on which “lines of enquiry” to pursue, if needed. For example:
 - Who is the author of the report?
 - Where is the report sourced from?
 - Is it from a newspaper? What kind of newspaper?
 - Is it from a website? Do you know whether you can trust the website or not? Why?
 - Who was the article written for?
 - When was the article written?
 - What is the perspective of the writer?
 - How would you describe the language? What is the tone?
 - Is it mainly factual or opinion?
 - Is there anything very important missing in the article?
4. After the allotted time, ask each group to report back with their answers to the questions, and anything else they discussed.
5. Allow an opportunity for other students to ask questions of each group as they feed back.

1G.

MEDIA REPRESENTATIONS OF THE GLOBAL SOUTH



Curriculum Links	History; 1.4, 1.11, 3.2, 3.12	Junior Cycle
	Politics and Society; 1.6, 4.4	Senior Cycle
	Geography; 6.1	Senior Cycle
SDG Links	[depends on the images chosen]	



Learning Intention: To raise students' awareness that a variety of perspectives and ways of viewing the world exist, and that these are often present in different parts of the media.

MATERIALS

- A selection of Irish newspapers from that day or week. If possible, select in advance the major international stories which the newspapers cover in that edition.
- Computers, tablets or phones for students to use.

METHODOLOGY

- Note on the board the major international stories which are covered in the selection of newspapers. You can prepare this alone in advance, or distribute newspapers to students to do it together, depending on time and the number of newspapers available.
- Divide students into pairs and provide an internet device to each pair. Assign a country to each pair of students.
- Ask students to use the internet to find what the lead story that day is in their country. Ask them to make a note of what the story focuses on, and what it says.
- Secondly, ask the students to see whether any of the stories given coverage in the Irish newspapers were reported in their assigned countries' newspapers and news websites. Ask them to note down any differences in terms of content, scale of reporting etc.
- Facilitate a group discussion with the entire class once the exercise has been completed. Some questions to prompt feedback include:
 - What have you noticed about the different headlines?
 - Are the big stories mainly about local or global issues?
 - Are there any stories that are common to a number of countries/newspapers?
 - Are there differences in the way that they are reported?

→ 2. AN UNEQUAL WORLD ≠



We remind the leaders of the world's richest, most powerful nations that in truth, the North owes the South. The wealth of the North has been accumulated largely at the expense of the South – our land, our forests and waters, our labour, our communities, our economies, our cultures, our governments, our freedom, our lives.

Jubilee South – Network of Southern Justice Movements

2A.

WHO GETS A FAIR SHARE?



Curriculum Links	Geography; 3.6, 3.7	Junior Cycle
	History; 1.1, 3.2	Junior Cycle
	Geography; 4.2	Senior Cycle
SDG Links	10	



Learning Intention: To illustrate how unevenly the world's resources are distributed.

MATERIALS

- Six pieces of paper with the name of one of the following continents on each piece of paper: Europe, North America, Central and Latin America, Asia, Oceania, Africa.
- Twenty chocolate bars

METHODOLOGY

1. Divide the room into six sections, with a continent sign designating the location of each section.
2. Explain to the group that they represent the world's full population.
3. Ask them to guess how many people should stand in each of the "Continents," and to divide themselves up accordingly.
4. Once they have done that, show them the % actual breakdown of the world's population, and help them move so that there is the right number of people in each continent. Here is the % of the class that should be in each continent, according to the correct figures:
 - Asia: 60%
 - Africa: 17%
 - Europe: 10%
 - North America: 7%
 - Central and Latin America: 5%
 - Oceania: 1%
5. Now, ask the students standing in "Africa" and "Europe" to stay where they are, but ask everybody else to stand to one side of the room.
6. Explain to the class that the twenty chocolate bars represent all the wealth in Africa and Europe. Ask them to guess how many chocolate bars should go to Africa, and how many to Europe.
7. Divide up the chocolate bars according to the real world wealth division between the two continents:
 - Give two chocolate bars (10%) to the students standing in Africa
 - Give eighteen chocolate bars (90%) to the students standing in Europe
8. Discuss the outcome with your class:
 - Is this surprising? How many chocolate bars did each person in Africa and in Europe get?
 - Do you think this is fair?
 - What are the historic reasons for this?

2A.

WHO GETS A FAIR SHARE?



NOTES FOR TEACHERS

Here are the rough populations for each of the continents in 2019:

- Asia: 4.6 billion
- Africa: 1.3 billion
- Europe: 740 million
- North America: 590 million
- South America: 430 million
- Oceania: 42 million

In 2019, the total wealth (measured by the size of the economy) in Europe was \$21,790 billion. In Africa, it was \$2,450 billion.

Europe had 8.8 times as much wealth as Africa, but Africa was home to almost double the number of people in Europe.

2B.

VISUALISING INEQUALITY IN IRELAND



Curriculum Links

Business Studies; 1.4, 3.5, 3.11

Junior Cycle

SDG Links

10



Learning Intention: To enable students to visualise how income is distributed in Ireland, and increase their awareness of income inequality in Ireland.

MATERIALS

- 10 chairs
- 10 circles, showing divisions into 100 parts (see template below)
- Two signs, reading "Richest 10%" and "Poorest 10%"
- Markers or colours

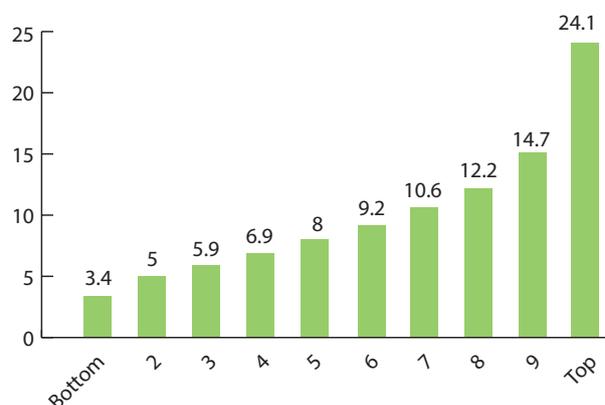
METHODOLOGY

1. Set out 10 chairs at the top of the class in a row.
2. Divide the class into 10 groups. Ask each group to nominate one person to sit in one of the chairs at the top of the room.
3. Give the person sitting at one end of the row the sign saying "Richest 10%," and the person at the opposite end the sign saying "Poorest 10%." Ask them to hold the signs in front of them, and explain that the signs refer to the richest and poorest 10% of people in Ireland. Explain to the class that the rest of the people belong somewhere in between. The person sitting next to the "Richest 10%" is the second richest 10% of the country, and so on.
4. Ask each group to take a note of which "10%" their group representative belongs to. Ask each group to discuss what they think about their 10%; what sorts of jobs do they do? Do they have enough of everything, or do they struggle?
5. Give each group one full circle, showing divisions into 100 parts. Explain to the class

that the circle represents the entire income of Ireland, and each section is 1% of the total income.

6. Ask each group to discuss amongst one another how much of Ireland's total income their "10%" is likely to own.
7. Ask them to colour in the percentage of Ireland's total income they think their "10%" owns, and cut out their segment
8. Ask the groups to merge their parts together to try and make a whole circle. Try and put this somewhere everyone can see it.
9. Ask a representative of each group to explain what their guess for their group was, and why.
10. Reveal the true figures (below) of income distribution in Ireland and facilitate a discussion with your students.
 - Are you surprised by this?
 - Is it fair?
 - Why do you think this is the case?

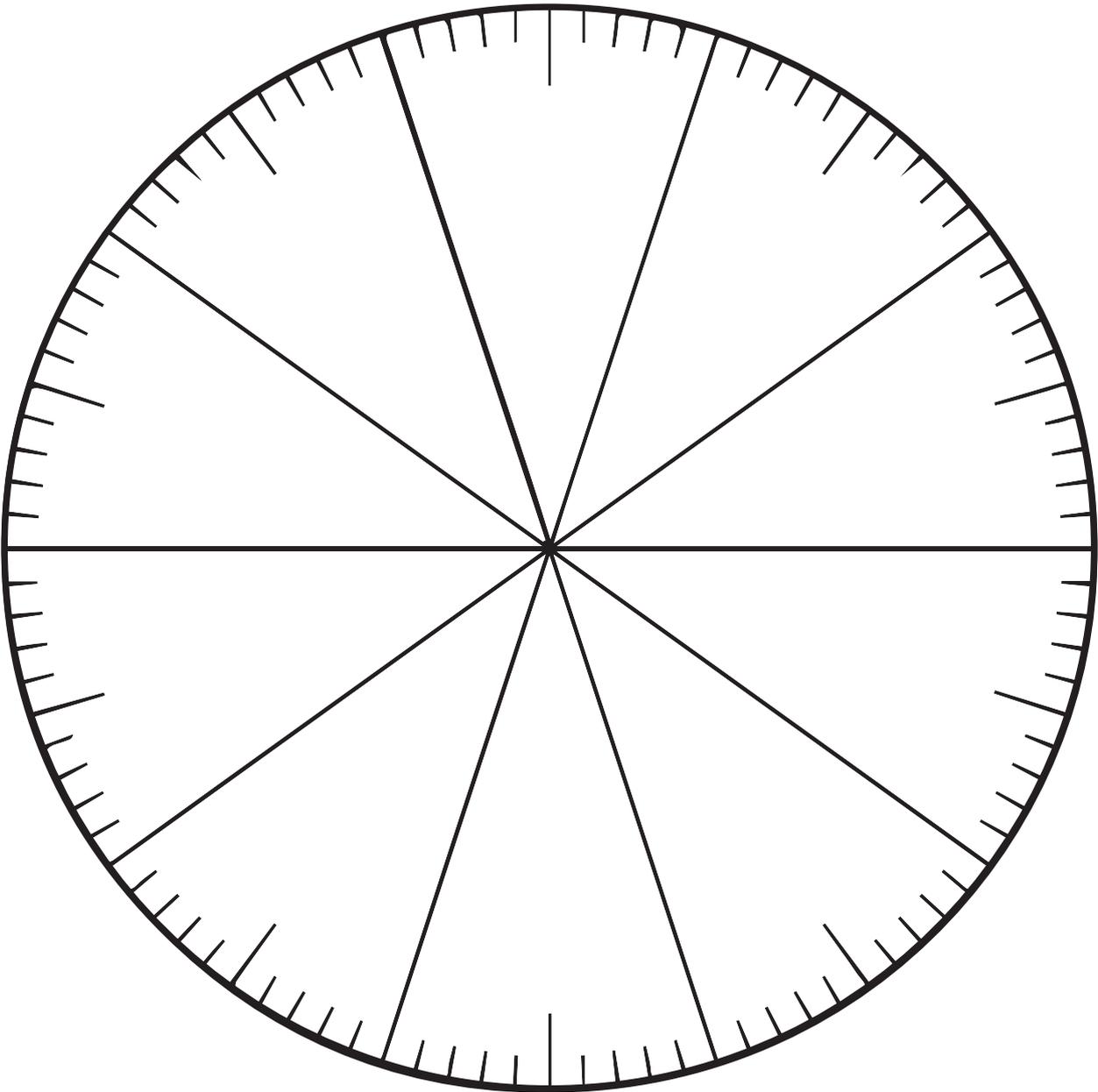
Income Share by Decile Ireland, 2016



2B.



CIRCLE IN 100 PARTS



2C.

THE CAUSES OF INEQUALITY (RANKING GAME)



Curriculum Links	Business Studies; 1.4, 3.5, 3.7, 3.11	Junior Cycle
	Geography; 3.1, 3.6, 3.7	Junior Cycle
	History; 3.2	Junior Cycle
	Religious Education; 3.6	Junior Cycle
	Geography; 4.1	Senior Cycle
	History; Topic 5	Senior Cycle
SDG Links	5, 9, 10, 13	



Learning Intention: To provide an opportunity for students to think critically about the causes of poverty and inequality.

MATERIALS

- 6-8 sets of "Causes of Inequality" ranking cards, pre-cut and randomised (allow one entire set of cards for every 3-4 students).

METHODOLOGY

1. Divide the class into groups of 3-4 students, and give one set of cards to every group.
2. Ask students to read and discuss the cards together. Explain that each card gives one possible reason why global poverty continues.
3. Ask students to rank the reasons in order of importance, placing the most strongest cause of poverty at the top and the least significant cause at the bottom. The other cards should be positioned in between.
4. Tell students to take a note of the reasons for their chosen ranking, in order to share with the rest of the class.
5. When each student has agreed their list, ask each group to report on what they put at the top and bottom of their list, and any disagreements or discussions which they had while agreeing the list. Take note of any similarities / differences between each group and draw attention to these.
6. Now, ask students to consider, if they were asked to rank the causes of inequality (as opposed to poverty), would anything change on their list? Give each group 5 minutes to discuss this.
7. Ask for feedback from the full class about any changes that they made to their list. Facilitate a discussion about these changes:
 - Are inequality and poverty the same thing?
 - Do you think the causes of poverty are different to the causes of inequality?
 - Why do you think this is?
 - Does this change the way you think about poverty and inequality?]
 - If so, how?

'CAUSES OF INEQUALITY' RANKING CARDS



<p>CLIMATE CHANGE The world's climate has been changing. Poorer countries are suffering most as a result of this with more disasters and flooding than ever before.</p> <p style="text-align: right;">Rank</p>	<p>WAR Conflict is a major cause of poverty. \$1.7 trillion was spent globally in 2014 on arms.</p> <p style="text-align: right;">Rank</p>
<p>HISTORY The historical legacy of slavery, colonialism and unequal development still continues to keep many countries poor.</p> <p style="text-align: right;">Rank</p>	<p>CORRUPTION WITHIN COUNTRIES A small number of people in some countries have taken the majority of the wealth.</p> <p style="text-align: right;">Rank</p>
<p>RISING POPULATIONS It is estimated the world's population will reach 10 billion by 2050.</p> <p style="text-align: right;">Rank</p>	<p>POLITICAL 'WILL' World leaders are not interested in creating a fairer society.</p> <p style="text-align: right;">Rank</p>
<p>DEBT In 2020, 73 of the poorest countries in the world spent \$33.7 billion in repaying debts every month.</p> <p style="text-align: right;">Rank</p>	<p>GENDER INEQUALITY Women and girls often face gender-based discrimination that puts them at increased risk of poverty, violence, poor education and health concerns.</p> <p style="text-align: right;">Rank</p>
<p>TAX AVOIDANCE Every year, governments lose out on \$400 billion because of corporations avoiding paying taxes.</p> <p style="text-align: right;">Rank</p>	<p>POOR PUBLIC SERVICES In many countries, public services like health, education and housing are underfunded, or inaccessible to those who cannot afford to pay for them.</p> <p style="text-align: right;">Rank</p>
<p>POWER IMBALANCES Some people have less power in society than others, because of income, class, race, gender or other factors. This can mean they have less influence over government decisions about society.</p> <p style="text-align: right;">Rank</p>	<p><i>What other reason can you think of? Write your own reason here.</i></p> <p style="text-align: right;">Rank</p>

2D.

MEASURING OUR WORLD: GROWTH OR INEQUALITY?



Curriculum Links	Business Studies; 3.5, 3.6, 3.9, 3.11	Junior Cycle
	Geography; 3.6	Junior Cycle
	Economics; 1.3, 4.1, 5.1	Senior Cycle
	Geography; 4.1	Senior Cycle
SDG Links	3, 10	



Learning Intention: To facilitate students to critically reflect on the concepts of Gross Domestic Product and of the Gini index, as two alternative ways of measuring progress.

MATERIALS

□ 4-6 sets of "Country Cards" (below). Allow one set for every 4-5 students in the class.

METHODOLOGY

1. Divide students into groups of 4-5.
2. Ask each group to spend three minutes brainstorming what they know about the term Gross Domestic Product (GDP). Ask for feedback and write this on the whiteboard.
3. Introduce students to the definition of GDP (see text box), and the idea of GDP per capita. Explain that countries are often ranked according to their GDP per capita.
4. Ask them if they consider this a good or bad way of ranking countries. What information does it capture, and what information does it *not* capture?
5. Introduce the idea of the Gini index (see text box).
6. Distribute one set of "Country Cards" to each group.
7. Ask students to rank cards according to what they guess the GDP would be, with the richest country at the top and the poorest country at the bottom. Show the correct answer on the whiteboard to the students, and ask students to move their cards into that position.
8. Now ask students to re-rank cards according to what they guess the Gini ranking, with the most equal country at the top, and the least equal country at the bottom, noting down what changes they have made.
9. Ask each group to note down what changes they made.
10. Show students the correct Gini ranking, alongside the GDP ranking.
11. Facilitate a discussion with the class.
 - Which countries had a different GDP to Gini ranking?
 - What things do you think explains this? For example, what government policies?
 - What are the positives and negatives of the two rankings? Which do you think is better?

2D.

MEASURING OUR WORLD: GROWTH OR INEQUALITY?



NOTES FOR TEACHERS

Gross Domestic Product (GDP): A country's GDP is the total value (usually measured in dollars) of everything that is produced in that country in a single year. It includes all the physical goods produced, as well as the value of services (like accounting, cafés and restaurants etc.). The United States has the highest total GDP in the world, making it the world's largest economy.

GDP per capita: The total amount of GDP for a country, divided by the number of people in that country. It gives an average figure for the amount of 'money' per person in the economy in a single year, if everybody got a fair share.

The Gini Index: A measurement of how income is distributed within a country. Countries where a lot of national income (GDP) is held by only a small number of people are considered more unequal. Countries where all people have a fair share of income are considered more equal.

For the six countries in this activity, here are the order they fall in for GDP and Gini:

GDP per capita
USA
Germany
Finland
Slovenia
Brazil
Tanzania

Gini Index
Slovenia
Finland
Germany
Tanzania
United States
Brazil

Slovenia was ranked as the 'most equal' country in the world in 2019.

Brazil's GDP per capita is seven times more than Tanzania, but it is more unequal than Tanzania.

Although the United States is the richest country in the world, the level of inequality is much higher than many countries in the Global South, according to the Gini Index.

2D.

COUNTRY CARDS



SLOVENIA

Rank (GDP)	Rank (Gini)
---------------	----------------

USA

Rank (GDP)	Rank (Gini)
---------------	----------------

GERMANY

Rank (GDP)	Rank (Gini)
---------------	----------------

FINLAND

Rank (GDP)	Rank (Gini)
---------------	----------------

BRAZIL

Rank (GDP)	Rank (Gini)
---------------	----------------

TANZANIA

Rank (GDP)	Rank (Gini)
---------------	----------------

2E.

THE LEGACY OF THE PAST



Curriculum Links	Business Studies; 2.3, 2.4, 3.6, 3.7	Junior Cycle
	History; 1.1, 1.3, 1.7, 1.9, 1.11, 3.2	Junior Cycle
	English; Oral language: 8, 12, Reading language: 12	Junior Cycle
	Geography; 3.2, 3.3, 3.6, 3.9	Junior Cycle
	History; Topic 5	Senior Cycle
	History; Topic 5	Senior Cycle
SDG Links	5, 10	



Learning Intention: To provide a historical perspective on contemporary global inequalities.

MATERIALS

- Enough poems to distribute to the class - one poem per pair.
- Printouts of the word search - one per pair.
- Printouts of the 'fill in the blanks' worksheet - one per pair.

METHODOLOGY

This activity has two parts.

The first part provides two suggested poems which you can use as stimulus materials in your classroom to enable reflection about the themes of the lesson.

The second part includes a worksheet and word-search about the historical issue of colonialism and slavery.

Part One: Poetry Pages

1. Copy and distribute the poems from the following pages to your class. You can focus on just one poem, or give a different poem to half the class.
2. Ask students to read the poems in silence, and then work in pairs to discuss the poem.
 - What is the main theme of the poem?
 - Who is the speaker in the poem? When do you imagine they lived, and what sort of life did they have?
 - Does the theme in the poem still have an impact on people today? How?

POEM 1

CHECKING OUT ME HISTORY by John Agard

Dem tell me
Dem tell me
Wha dem want to tell me

Bandage up me eye with me own history
Blind me to me own identity

Dem tell me bout 1066 and all dat
dem tell me bout Dick Whittington and he
cat
But Toussaint L'Ouverture
no dem never tell me bout dat

Toussaint
a slave
with vision
lick back
Napoleon
battalion
and first Black
Republic born
Toussaint de thorn
to the French
Toussaint de beacon
of de Haitian Revolution

Dem tell me bout de man who discover de
balloon
and de cow who jump over de moon
Dem tell me bout de dish run away with de
spoon
but dem never tell me bout Nanny de
maroon

Nanny
See-far woman
of mountain dream
fire-woman struggle
hopeful stream
to freedom river

Dem tell me bout Lord Nelson and Waterloo
but dem never tell me bout Shaka de great
Zulu
Dem tell me bout Columbus and 1492
but what happen to de Caribs and de
Arawaks too

Dem tell me bout Florence Nightingale and
she lamp
and how Robin Hood used to camp
Dem tell me bout ole King Cole was a merry
ole soul
but dem never tell me bout Mary Seacole

From Jamaica
she travel far
to the Crimean War
she volunteer to go
and even when de British said no
she still brave the Russian snow
a healing star
among the wounded
a yellow sunrise
to the dying

Dem tell me
Dem tell me wha dem want to tell me
But now I checking out me own history
I carving out me identity

Some information about this poem:

Toussaint L'Ouverture, rarely mentioned in school books, was a slave who led an army that defeated forces sent by Napoleon.

Nanny was a national heroine of Jamaica. She led runaway slaves to establish a free colony in the hills of Jamaica.

Caribs are the tribe from whom the Caribbean got its name.

Mary Seacole was the Jamaican nurse who put her skills to use in the Crimean War (1853-6) but did not receive the acclaim that Florence Nightingale did.

2E.

POEM 2

I, TOO

by Langston Hughes (1902-1967)

*I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.*

*Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.*

*Besides,
They'll see how beautiful I am
And be ashamed—
I, too, am America*

Note: You can hear Langston Hughes reading his poem I, Too and verbalizing his thoughts about it on www.youtube.com/watch?v=4CUKyVrhPgM

2E.

THE LEGACY OF THE PAST

Part Two: Wordsearch and Worksheets

A: WHAT DO THESE TERMS MEAN?

Either in pairs or in small groups, discuss the meaning of these words, writing your agreed definition if you come to one.

1. **Africans:**

2. **Carnival:**

3. **Colonisation:**

4. **Pan-Africanism:**

5. **Colonialism:**

6. **Reparation:**

7. **Diaspora:**

8. **Discrimination:**

9. **Cotton:**

10. **Mass Movement:**

11. **Freetown:**

2E.

THE LEGACY OF THE PAST WORKSHEET

FILL IN THE BLANKS USING THE WORDS SUGGESTED AT THE END OF THE TEXT
(EACH WORD MAY APPEAR MORE THAN ONCE)¹.

1. Africans were kidnapped from the West African coast, enslaved and transported by Europeans to the Caribbean. _____ was established as the capital city of Sierra Leone which became a British Crown colony in 1808. The country gained independence from Britain in 1961, after 150 years under British colonization and has since been subject to abject poverty and a twelve year long civil war. Enslaved Africans were taken to Europe, the Caribbean and the Americas where they now make up a _____ community.
2. Much of the British, French and American industry, shipping, naval development and banking was directly or indirectly grounded in the enslaved labour of _____. From the late 1600s to the 1800s, the majority of major agricultural exports in western-dominated world trade were produced by enslaved Africans. For example, without this labour, it is unlikely there would have been a successful British and U.S. textile industry, which depended on slave-produced _____.
3. The End of the Slave Trade Act 1807 abolished British participation in the slave trade but did not end the practice of slavery in the colonies. Slavery was abolished in the Southern USA in 1865. To celebrate the emancipation of enslaved Africans the African people living in the Caribbean began to host elaborate _____ borrowing from European traditions but with a strong African influence. This was to celebrate not only their freedom, but also to maintain some of the African dances, and songs which they had been denied from practising during enslavement. This event is practised annually in all of the Caribbean islands and the version in London has become Europe's biggest street festival.
4. Some people believe that the African community should receive a form of compensation called _____ from the governments that were engaged in the enslavement of African people. After the abolition of slavery, plantation owners were paid £20 million for the loss of their property and the emancipated Africans received nothing to help them make a new start in life. Historical economist James Marketti estimates the value of the labour taken from enslaved African Americans from 1790-1860 to be, depending on historical assumptions, from \$7 billion to \$40 billion.

¹ This exercise was adapted from an activity designed by Anti-Slavery International.

5. At the 1884 Berlin Conference, Africa was divided amongst the European powers who argued that this process of _____ would ensure that the African "natives" would become civilised, stop practices like slavery and become good Christians. _____ was in fact a ploy to extract valuable natural resources from Africa in order to continue the economic growth that Europe and the United States of America had become accustomed to as a result of slavery. Ghana was the first state to gain its independence in 1957 and Zimbabwe the last state in 1980. As a result most African states are only 50 years old and many of the ensuing problems faced by modern Africa directly stem from the process of _____.
6. The abolition of the Transatlantic Slave Trade came about for a number of reasons. Fundamentally the enslaved Africans' continuous revolts and fight for their freedom led to a decline in profitability of the Transatlantic Slave Trade. They were supported by a _____ which included ordinary people and women. This was significant as women were not allowed to vote, but used their economic power to boycott sugar made by enslaved Africans and organised the signing of mass petitions. This was the first example of public campaigning and has been adopted as a benchmark for present campaigns on a number of issues.
7. One of the legacies of the Transatlantic Slave Trade has been the systematic _____ faced by people of African descent in the countries where their ancestors were enslaved. In the United States of America, African-Americans were not allowed to vote till the 1965 Voting Rights Act was passed. They were segregated in ghettos and unable to attend certain schools or universities. _____, however is not a historical notion and still exists. Even today, census figures in the U.S. show the average income of black families to be in the range of 55-61% that of the white average family income.
8. The concept of _____ grew out of 19th century efforts to end slavery and the slave trade. The onset of colonialism also spurred Black people worldwide to realise that they faced common problems, and that it would be to their benefit to work together in an effort to solve these problems. This concept resulted in the creation of the Organisation for African Unity (now the African Union) which works on the same model as the European Union.

Words:		
Africans	Carnival	Colonisation
Pan-Africanism	Colonialism	Reparation
Diaspora	Discrimination	Cotton
Mass Movement	Freetown	

2F.

WHO HAS THE POWER? (FREEZE-FRAME)



Curriculum Links	Business Studies; 3.9, 3.10	Junior Cycle
	Geography; 3.6	Junior Cycle
	History; 1.1, 1.9, 3.12	Junior Cycle
	Religion; 3.6	Junior Cycle
	Business; 7.1	Senior Cycle
	Geography; 4.2	Senior Cycle
SDG Links	10, 16, 17	



Learning Intention: To facilitate students to reflect on who has the most power in making the big decisions that affect all people on the planet.

METHODOLOGY

This activity has two parts.

Part one is a physical exercise in which students create visual 'freeze frames' using their own bodies, of what power looks like.

Part two introduces two of the world's major economic institutions to students, and reflects on how they make decisions that affect us all. This may be done as homework or in the same class as the freeze frame activity, depending on time.

Part 1: Who has the power? Let's freeze it!

1. If you have previously done other activities in this section (The inequality ranking game for example), spend a few minutes with students remembering what was discussed about power in those lessons.
 - What is power? Who has a lot, and who has very little? What is the impact of this?
2. Ask students to form small groups of 3-4 students. Explain that they will create a freeze frame. A freeze frame is like a photo where people take on different poses to create a message, with them as the participants.
3. Tell students that you want them to create a freeze frame which illustrates the relationship of power between rich and poor countries. Each student should have a role in the freeze frame.
4. Invite groups to show their freeze frames to the rest of the class. Ask other students to describe what is being said with the freeze frame.
5. Conclude the activity with a discussion on how students felt in different roles.

2F.

WHO HAS THE POWER? (FREEZE-FRAME)

Part 2: Reflecting on power and global Institutions

1. After concluding the freeze frame activity, ask students to imagine which countries have power and which don't.
 - It might be useful to prompt to think about power between wealthy countries, for example within Europe, power globally, and power between very rich and very poor countries.
2. Ask if students think this is fair, and why they think it is this way.
3. Ask students to think about where powerful countries use their power. Ask them to list any international institutions they know of.
4. Introduce students to two key institutions: the World Bank and the International Monetary Fund (IMF). This can be done either verbally or with a presentation, based on the information on the handouts on the next pages, or by asking students to read the handouts themselves.
5. For homework or in class, ask students to write a short essay arguing for why we should (or shouldn't) change the IMF **or** the World Bank. Ask students to include arguments about:
 - How the institution works now;
 - Who has power, and who gets the biggest say in the institution;
 - Whether this situation is fair and democratic;
 - Who should have more (or less) of a say.



→ 3.

FINANCING

OUR

WORLD



Every child in Africa is born with a financial burden which a lifetime's work cannot repay. The debt is a new form of slavery as vicious as the slave trade. All Africa Council of Churches

INTRODUCTION TO SECTION 3

Section 3, Financing our World, brings students on a deeper dive into some of the key issues about money, finance and our unequal world. It introduces students to issues like global trade, corporate tax justice and the problems which huge debt burdens create for countries in the Global South.

As the saying goes, 'Money makes the world go round,' and it is impossible to think about how to tackle injustice without considering the role of money - who makes it, who needs it, who controls it, and who profits from lending it to those who need it.

These are often complex issues. We recommend exploring some of the main topics in Section 2 in particular, before tackling these issues. It is important for students to have a grasp of the dynamics of power between the Global North and the Global South and the historical reasons underpinning current inequalities before exploring this section.

There are three main themes. Activities 3a - 3c look at debt justice, activities 3d - 3e look at trade justice, and activities 3f - 3g look at tax. It is worth selecting a theme and covering that theme's activities together to facilitate a deep understanding in students.

INTRODUCTORY ACTIVITY

You might like to introduce this section by bringing to the forefront of students' minds some of what they have learned in previous sections, and considering with your students the links between what they have learned already and the global economy.

A good stimulus to introduce this section is one of the videos produced by TheRules.Org.

1. Go to TheRulesOrg youtube channel (<https://www.youtube.com/c/TheRulesOrg/videos>) and select a video to show your class (or ask them to watch at home. We recommend either the video "Global Wealth Inequality," or the video "An Introduction to the Rules."
2. Ask students to discuss (as a class, in pairs or in groups):
 - Do you agree with the perspective of the video?
 - What links are there between the video and what you've learned in other lessons about global inequality?
 - Is it possible to tackle inequality or poverty without addressing the issues raised in the video? Why or why not?

3A.

DEBT WALKING DEBATE



Curriculum Links	Business Studies; 3.4, 3.9, 3.11	Junior Cycle
	Geography; 3.6	Junior Cycle
	History; 1.1, 1.9, 1.11, 3.2, 3.12	Junior Cycle
	Religious Education; 3.6	Junior Cycle
	Politics and Society; 8.2	Senior Cycle
SDG Links	5, 6, 10, 17	



Learning Intention: To introduce students to the ideas of sovereign debt and debt justice.

MATERIALS

- Two A4 cards, one reading 'AGREE' and one reading 'DISAGREE.'
- Blu-Tac
- A cleared space so students can walk from one end of a room to the other.

***Note:** This activity can also be done on Mentimeter. Using the "slides" option in mentimeter, set up a poll for your class to rank how much they agree with the different statements below. Ask them to do the poll for homework before starting the activities on debt, and again afterwards, and see whether their responses change.

METHODOLOGY

1. Stick the 'Agree' and 'Disagree' notices at either end of the room. Explain to students that you are going to read a series of statements, and you want them to stand somewhere between the two signs, depending on whether they agree or disagree. If they fully agree with the statement, they should stand right beside the 'Agree' sign. If they fully disagree, they stand beside the 'Disagree' sign. If they feel something in between, they stand at the appropriate place in between the two signs.
2. Explain that you will be asking for the rationale for why they are standing where they are standing. If they are convinced by an addition to the discussion by either another student or the teacher, they may move their position. Remind them that it is important to keep an open mind during this activity, and be ready to change it.
3. Read the first Debt Statements (*overleaf*) and allow students time to move to the appropriate position. After you've read each statement, ask different students to explain why they picked the position they did; what were their reasons? After a few students have spoken, you might like to add some of the additional information from the teachers' notes below each Debt Statement. Ask if any students would like to change their position based on what they have heard from you or other students.
4. Repeat this for all the statements.
5. Bring students back together as a class, and take time to reflect on this question post-activity. Is debt a justice issue?

3A.

DEBT STATEMENTS



1. It is always morally wrong not to repay a debt.

Individuals and companies default on debts all the time: we call it bankruptcy. The law allows companies which are in debt to declare themselves bankrupt, have the slate wiped clean, and the individuals involved can start again. But for countries - for example the very poorest countries in the world - there is no way to declare bankruptcy without causing chaos.

2. If a country takes on too much debt, it's because of bad planning and corruption, and so they should have to repay those debts.

There is no doubt that some regimes in some countries have been corrupt, but many issues arise here. Is it fair to punish all for the crimes of the few? Many countries had honest governments. As well as the corrupt, there are also corrupters who pay bribes, or facilitate unethical gain through overseeing dodgy lending. Western banks sometimes knowingly accept the corruptly gained money. Are these people not also responsible? It costs money and time to build up institutions that prevent corruption. Governments should be held accountable for the decisions they make while in power, and so should financial regulators, and anyone in power positions who oversees this decision-making.

3. Women are the most affected by debt burdens.

70% of people living in poverty worldwide are women. When a country gets into a debt crisis, women tend to be affected by spending cuts or lack of services more than men. Boys are often educated before girls; women needing basic health care during pregnancy and birth often do not have any access to it. Lack of clean water and sanitation has a greater impact on women; they are usually the ones who have to fetch and carry water supplies.

4. Lenders always have more power than borrowers.

Whenever debt occurs, there are two people (or countries or companies) involved: a borrower, and a lender. Lending money - whether from a bank to an individual, or from a rich country to a poor country - is not charity. When somebody lends money, they charge interest to make a profit. They also have a lot of power over the borrower; he who pays the piper picks the tune.

5. We can't get rid of poverty or inequality without debt cancellation.

For every US\$ 1 given in aid to poor countries, more than US\$ 5 is paid back to lenders in debt service. This is a cycle that will never end unless we find a way to reduce or eliminate the debts of some poor countries.

6. Banks and other lenders aren't responsible for the debts of people who borrow money: their only responsibility is to make money.

Governments and banks, particularly in rich countries, have often done very well out of the loans they gave to poor countries, winning political influence or lucrative contracts. Many loans financed useless or overpriced projects. Private banks or rich governments gave loans or credits without ensuring that the project was useful or affordable.

3B.

PERSPECTIVES ON DEBT

“Frankly, it is a scandal that we are forced to choose between basic health and education for our people and repaying historical debt. Shall we let our children die of curable and preventable illnesses, prevent them from going to school, let people drink polluted water, just to pay off this debt?”

President Mkapa of Tanzania, February 2005



Curriculum Links	Business Studies; 1.4, 3.4, 3.5, 3.9, 3.11	Junior Cycle
	History; 1.1, 1.7, 1.9, 1.11, 3.2	Junior Cycle
	Geography; 3.6	Junior Cycle
	Politics and Society; 8.2	Senior Cycle
SDG Links	5, 10, 15, 17	



Learning Intention: **To understand the impact of sovereign debt in the Global South from a variety of perspectives.**

MATERIALS

- Chosen video stimulus, available from the How the World Works section of www.financialjustice.ie/education
- Thomas Sankara* film clip, and handouts of ‘Who was Thomas Sankara?’ sheet

METHODOLOGY

1. Watch the film with students
2. Hand out the handout below with additional information on Thomas Sankara.
3. Ask students to discuss the questions below in pairs, groups, or as a class. Consider allowing students to use the internet to help complete the questions.
4. What is Thomas Sankara’s argument?
5. What is his point of view?
6. Sankara was assassinated a number of weeks after this speech was made. Why do you think this was?
7. Do you have any other observations about the video?
8. What are the links between what Sankara is talking about in the video, and the issues that arose from the Debt timeline activity?
9. Are there any links between what happened in Burkina Faso and what has happened in Ireland?

3B.

PERSPECTIVES ON DEBT

Thomas Sankara, debt justice campaigner

Video: The video 'Thomas Sankara, Call of Freedom, Addis Ababa' can be found under that name on Youtube. There are 2 videos; Part 1 and Part 2. Watching Part 1 is adequate.

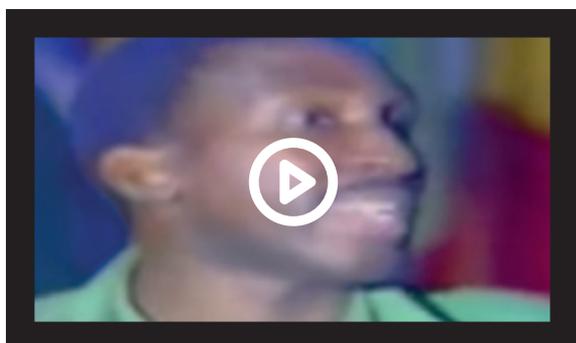
"The debt cannot be repaid. If we do not pay, our creditors will not die. We can be sure of that. On the other hand, if we pay, it is we who will die. Of that we can be equally sure."

Thomas Sankara, President of Burkina Faso 1983—1987

This video is a speech made by Thomas Sankara at the Organisation of African Unity, in Addis Ababa, the capital city of Ethiopia, in 1987. In the speech, Sankara sets out the reasons why he does not believe African countries should have to repay their debts.

Thomas Sankara was an African revolutionary and politician who served as president of the West African country of Burkina Faso in the 1980s. After assuming power in 1983, aged just 33, Sankara launched the most ambitious plan of social and political reform that the continent had ever seen. In addition to programmes of mass immunisation against common diseases, education (in a country in which 90% of the people were illiterate), Sankara planted over ten million trees in order to stop the spread of the Sahara desert. Sankara's views on women's rights were also very progressive, arguing that "We cannot transform society while maintaining domination and discrimination against women who constitute over half of the population".

Although Thomas Sankara was assassinated in a Coup d'État in 1987, his legacy continues to be felt, not just in his homeland but around the world. This is particularly evident in his condemnation of illegitimate debts. While Sankara was talking about 1980s Africa when he said that "those who led us into debt were gambling, as if they were in a casino...there is talk of a crisis. No. They gambled. They lost... We cannot repay the debt because we have nothing to pay it with. We cannot repay the debt because it is not our responsibility", his words are just as applicable in Ireland today as they ever were.



3C.

THE PROBLEM TREE OF DEBT

“Every child in Africa is born with a financial burden which a lifetime’s work cannot repay. The debt is a new form of slavery as vicious as the slave trade.” All Africa Council of Churches



Curriculum Links	Business Studies; 1.4, 1.6, 3.4, 3.5, 3.9, 3.11	Junior Cycle
	History; 1.1, 1.7, 1.9, 1.11, 3.2	Junior Cycle
	Geography; 2.6, 2.9, 3.6, 3.7	Junior Cycle
	Politics and Society; 8.2	Senior Cycle
	Geography; 2.2, 6.2	Senior Cycle
	Economics; 1.3	Senior Cycle
	History; Topic 5	Junior Cycle
SDG Links	10, 13	



Learning Intention: To facilitate students to understand the root causes and the consequences of sovereign debt crises in the Global South.

MATERIALS

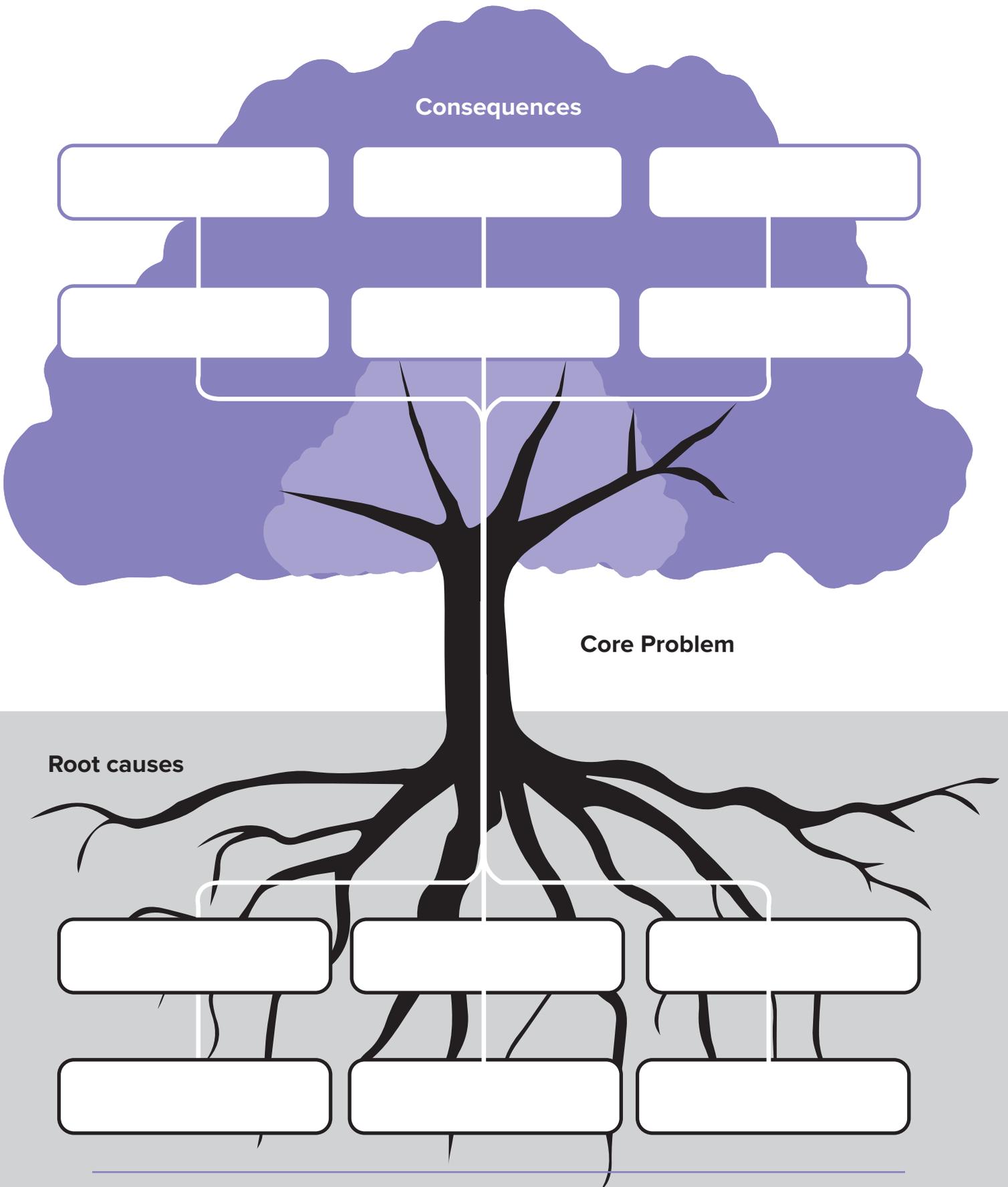
- A photocopy of one of the case studies (printed on the next pages) for each student. It's good to use all four case studies, dividing them between students, so that a full picture emerges.
- Debt "Problem Tree" (overleaf) projected onto the wall, drawn onto the white board or drawn on a flipchart.
- Post-its in two colours (around 6-8 for each student). Ideally give each student 4 of each colour.

METHODOLOGY

1. Ask each student to read through their assigned case study, and answer the questions below.
2. While students are doing this, set up the problem tree so that students can reach it.
3. Next, distribute the sticky notes to the students. Ask each student to write down every cause of debt crisis in their case study, and every consequence, each one on a separate post-it note. Ask them to stick their 'Cause' sticky notes to the roots of the tree, and to stick their 'Consequence' sticky notes to the branches of the tree.
4. Take a few moments to group the students sticky notes and cluster them into similar themes, so that you have a short list of the causes and consequences of the case studies. If there is time, do this in collaboration with the students.
5. Write the headline causes and consequences on the whiteboard.
6. Taking each major cause and consequence of debt crisis in turn, ask students to give examples from their case study of how each one related to the country they read about.

3C.

THE PROBLEM TREE OF DEBT





THE PERFECT STORM: CLIMATE CHANGE AND DEBT CRISIS IN THE CARIBBEAN



Hurricanes in the Caribbean region are becoming more frequent and more severe as a consequence of climate change. Although the Caribbean islands are among those who have done the least to cause climate change, they are among the first to feel its harsh impacts.

Marva Wildman was 18 when Hurricane Ivan hit her home in Grenada. She describes her experience, "We were upstairs in the house when part of the roof, over where my mum was standing, started to peel off. I remember screaming out to her. Next, we all tried to move to the downstairs of the house. By then, water had started coming in from both outside and upstairs after the roof completely peeled off. We went through over 12 hours in a flooded house, with nowhere to sleep because everything was wet. My brother was just around five and had to sleep in our arms, all night."

IMPACT

The damage caused by the hurricane was worth more than 200% of Grenada's GDP - that means twice as much as the entire government's budget for one year. 90% of the houses in Grenada were either damaged or completely destroyed by the hurricane.

Marva says, "We had no electricity or running water for months afterwards. We had to schedule when we could go outside. Then a curfew was issued, and everyone had to be indoors by 6pm. There was a shortage of food, and we had to wait on the trucks to come weekly, to

bring drinking water and bags of food. It was a horrible time since we were not expecting the hurricane to actually come; we did not stock up on perishables or anything in preparation for Hurricane Ivan and that only made matters worse in the aftermath."

After a hurricane hits, countries like Grenada need to take out loans to rebuild after the damage caused by the hurricane. This means that they go deeper and deeper into debt. At the peak of their debt crisis, Grenada was spending 40% of government revenue to pay off its debt - this meant that they had less money to spend on areas such as education, healthcare and other services for its citizens. Natural disasters also have a negative impact on one of the country's main industries, tourism, which in turn pushes the country even further into debt.

Political leaders in Caribbean countries are calling for debt cancellation for their countries, because climate change is caused mostly by rich countries. However, so far, rich countries, through institutions like the IMF, are refusing to cancel the debts of poorer countries facing climate-related natural disasters.

Questions:

1. List two causes of the debt crisis in Grenada.
2. List two consequences of the debt crisis in Grenada.
3. After reading this case study, do you think the debt crisis in Grenada is fair or unfair?



HAITI: A STORY OF COLONIALISM AND DEBT*



The slave rebellion in 1804 gained Haitians independence from France. But in return, France forced the new country to pay millions of gold francs over the following decade as reparations for the money they had 'lost' by freeing the slaves in Haiti.

Haiti was isolated by its slave owning neighbours. It therefore struggled to develop and has experienced political violence throughout its history. During the Cold War the corrupt Duvalier regime in Haiti was propped-up by the western world, including through the giving of loans.

This debt was inherited by subsequent governments, and in 2004, the President at the time Jean-Bertrand Aristide suggested that France should repay \$21 billion in reparations for this money extorted after independence. Soon after making this suggestion, the democratically elected president Aristide was overthrown by a military coup supported by the USA.

Despite being the poorest country in the Americas Haiti was not even considered for debt relief when the Heavily Indebted Poor Countries (HIPC) initiative was first launched in 1996. It only received debt relief in the 21st century, and eventually had \$1.2 billion of debt cancelled.

* Credit for this case study: www.jubileedebt.org.uk

However, in order to get its debts cancelled, Haiti had to agree to many harmful economic policies imposed by the IMF and wealthy countries. These prevented Haiti from developing a sustainable economy.

In January 2010 a devastating earthquake struck Haiti killing up to 300,000 people.

Haiti's debt had already increased to \$1.15 billion following debt relief the previous year, and rose to \$1.3 billion as new loans were given in the wake of the disaster. The public outcry led governments and the international financial institutions to drop Haiti's outstanding debt.

But even as Haiti's debt was cancelled new reconstruction funds were being offered in the form of loans rather than grants, storing up problems for the future. Haiti has been freed from some foreign debt but has not been spared foreign domination.

Questions:

1. List two causes of the debt crisis in Haiti.
2. List two consequences of the debt crisis in Haiti.
3. After reading this case study, do you think the debt crisis in Haiti is fair or unfair?



IRELAND'S DEBT CRISIS

WHY IS IRELAND IN SO MUCH DEBT?

In 2008 the global financial crisis froze lending between banks all over the world. Irish banks no longer had enough money to lend to people. This caused the Irish property bubble to burst. The country was in recession. In 2008 the Irish government issued the 'Blanket Bank Guarantee' – this was a promise to cover liabilities (debts) of the six main banks.

By 2012, two banks, Anglo Irish Bank and Irish Nationwide Building Society (INBS), could not pay their debts. The government provided the money instead (as they had promised through the 'Blanket Bank Guarantee'). This left the government short of money to pay for public services such as schools, hospitals and Garda stations.

The Irish government requested a bailout (loan) of €64 billion from the International Monetary Fund (IMF), European Central Bank and the European Commission (the three together are called the Troika), which went towards helping the banks pay their debts. The Irish Government had to make cuts to its public services budget and increases in taxes in order to make the debt repayments to the IMF. These cuts were known as austerity.

Impacts of the Debt Crisis and Austerity (cuts)

During the debt crisis many businesses and companies were losing money and had to close. Huge amounts of people lost their jobs. Unemployment rose from 4.2% in 2007 to 13.7% in April 2013 – a level not seen for almost two decades. 30.8% of the country's under-25s were unemployed.

One of the cuts made by the government was to Jobseeker's Allowance. This was cut for those aged 20 to 21 from €204.30 to €100 per week. As a result, many young people had to emigrate. Between 2009 and 2013, more than 300,000 people have emigrated from Ireland, 40% of these were aged between 15 and 24.¹

Did everyone pay equally?

Almost everyone was affected by the austerity measures imposed by the Troika. However the wealthiest section of society was the least affected. In 2010, those in the lowest income group saw their disposable income fall by more than 26%, while those in the highest income group saw their disposable income rise by more than 8%.²

The 2013 budget led to a 1.3% increase in taxes for a worker on an annual salary of €20,000. Meanwhile for a worker on €100,000 taxes increased by 0.2%. Those earning €200,000 or more paid 0.1% more tax.³

Questions to consider:

1. List two causes of the debt crisis in Ireland.
2. List two consequences of the debt crisis in Ireland.
3. After reading this case study, do you think the debt crisis in Ireland is fair or unfair?

1 M-C McAleer (2013) 'Time to Go: A Qualitative Research Study Exploring the Experience & Impact of Emigration on Ireland's Youth', National Youth Council, National Youth Council, http://www.youth.ie/emigration_research

2 Oxfam (2013) <https://www.oxfamireland.org/sites/default/files/upload/pdfs/austerity-ireland-case-study.pdf>

3 Oxfam (2013)



DEBT AND COVID-19: THE CASE OF ZAMBIA*

A COLONIAL LEGACY

In the nineteenth century Zambia was ruled indirectly by the British. It gained independence in 1964. But the new country still relied on Britain economically, and was heavily dependent on copper exports, the economic model established before independence.

In the 1970s a global oil crisis, combined with a dramatic drop in the price of the copper Zambia exported, meant that Zambia's debt rose from \$800 million to \$3.2 billion. Most of this money was lent to Zambia by Western banks.

When those lenders began to increase interest rates, Zambia had to take out even more loans from the IMF (International Monetary Fund - an international lender dominated by rich country governments). Zambia borrowed more money from the IMF to pay back the Western banks who had lent money to it previously.

Debt relief - with strings attached

In exchange for the loans from the IMF, Zambia was forced to make large cuts to public services, privatise much of its economy, and open up to global trade, and the economy continued to shrink. By 2004 external debt had reached roughly \$7 billion. Due to austerity, ordinary people suffered two decades of falling incomes. Child mortality increased. Life expectancy fell. The number of people living on less than \$2 a day increased from 6 million in 1991 (75% of the population) to over 9 million by 2003 (85% of the population).

Debt relief granted to Zambia in the 2000's imposed even more harmful conditions, such as reducing teachers wages and privatising public banks.

Debt relief has freed up a lot of money that was previously earmarked for debt servicing. However, under the free market policies imposed by the IMF, Zambia's economy has remained weak.

Covid-19 and the new debt crisis

From 2014 to 2020, when the Covid-19 pandemic hit Zambia, Zambia's external debt payments increased substantially from 4% of government revenue (the total income of the government) in 2014 to an estimated 33% in 2020.

Throughout the Covid-19 pandemic, Zambia was spending four times more on repaying debts, than on healthcare. It was forced to take on more and more debt, often from unscrupulous private lenders who did not consider whether Zambia could afford more loans.

Rich countries agreed to temporarily suspend the debts of poor countries during the global pandemic, but private lenders - vulture funds, hedge funds and private investment funds - refused to agree to a similar deal. Since most of Zambia's debts were owed to these private lenders, its debt continued to pile up in the midst of the pandemic.

Eventually, in November 2020, Zambia defaulted on its debts - that meant it did not make the repayments it owed to some of its lenders.

Campaigners Jubilee Debt Campaign UK asked "Should Zambia have continued to make debt payments when 88% of its population is surviving on less than £4.20 a day? Should Zambia have continued debt payments when it was already spending four times more on those repayments than public healthcare?"

* Study adapted from www.jubileedebt.org.uk for this case study.

3D.

TRADE & INVESTMENT: A RACE TO THE BOTTOM?*



Curriculum Links	Business Studies; 2.4, 2.5, 3.7, 3.9, 3.11	Junior Cycle
	Geography; 3.6, 3.7	Junior Cycle
	History; 1.9, 1.11	Junior Cycle
	Business; 6.4	Senior Cycle
	Economics; 5.2	Senior Cycle
	Geography; 4.3, 6.2	Senior Cycle
SDG Links	8, 10, 17	



Learning Intention: To explore the human rights issues that arise in the context of global trade.

MATERIALS

- 4-6 sets of 'Rights Cards' (printed on the next page).

METHODOLOGY

1. Begin by introducing the topic of Transnational Companies (TNCs) to your class. Depending on their existing knowledge levels, introduce some of the basic facts about TNCs to them. You can use the "Transnational Company" factsheet on the next pages to help with this.
2. Divide the class into groups of 4-5 students. Tell one group they will be playing the role of the "Transnational Company," and tell the rest of the groups they will be playing the role of a country in the Global South. Ask these groups to pick a country name.
3. Read out the following 'Game Scenario' to the class: "A transnational corporation (TNC) or multinational corporation (MNC) is considering setting up a factory in a Southern country. It is looking for the best way to maximise profits. A meeting has been arranged with representatives of a number of countries where the TNC is considering locating their factory. Your country desperately needs jobs and investment in the economy. But how far are you prepared to go to win over the TNC?"
 4. Each 'Country' must decide which rights they are willing to give up in order to attract the TNC into their country, and which rights they will not give up. They will offer up one 'right' by silently handing the rights card they are willing to give up to the TNC group.
 5. The TNC group should consider the offers it has reviewed. Which of the offers is most valuable to the TNC? Once they have decided, the TNC announces which country has made the winning bid.
 6. If time allows, facilitate more 'rounds' of negotiation. Encourage the country teams who did not win to discuss strategy and consider offering new 'bids' to change the TNC's mind.
 7. Once this has been completed, open up a discussion with students.
 - What just happened?
 - Does this seem like a sensible way to make decisions about investment?
 - How might a 'Race to the Bottom' be avoided?
 - Was it worth it for the winning country?
 - Why do you think countries in the Global South engage in this 'Race to the Bottom'?

* This exercise has been adapted from the National Youth Council of Ireland: www.youthdeved.ie

3D.

RIGHTS CARDS

<p>—————★—————</p> <p>Minimum Wage</p>	<p>—————★—————</p> <p>Safe Working Conditions</p>
<p>—————★—————</p> <p>Sick Pay</p>	<p>—————★—————</p> <p>Paid Holidays</p>
<p>—————★—————</p> <p>Free Transport to Work</p>	<p>—————★—————</p> <p>Contract to Prevent Unfair Dismissal</p>
<p>—————★—————</p> <p>Normal Working Hours</p>	<p>—————★—————</p> <p>Toilet Breaks</p>
<p>—————★—————</p> <p>Paid Overtime</p>	<p>—————★—————</p> <p>Corporation tax to pay for social benefits for workers</p>
<p>—————★—————</p> <p>Form Unions</p>	<p>—————★—————</p> <p>Childcare</p>

3E.

THE TRADING GAME



Curriculum Links	Business Studies; 3.6, 3.7, 3.9. 3.11	Junior Cycle
	Geography; 3.6	Junior Cycle
	History; 1.1, 1.9, 1.11	Junior Cycle
	Business; 7.1	Senior Cycle
	Geography; 6.2	Senior Cycle
SDG Links	10, 17	



Learning Intention: To enable students to experience how unfair and unequal some trading relationships are.

The Trading Game is a game developed by Christian Aid. All you need to help you in planning and playing the game can be found on the Christian Aid website: <https://www.christianaid.org.uk/get-involved/schools/trading-game>

The Trading Game helps to show how trade affects the prosperity of a country - both positively and negatively. It is a fun and exciting introduction to the issues of trade, and increases understanding of some very complex relationships through role-play. It is an excellent activity for introducing students to the basic issues that determine how the gap between rich and poor nations is maintained.

In the game, students work in groups, representing different countries. Each country is given different resources (represented by scissors, sheets of paper, etc.) They must use their resources to produce different items and when they present them to the 'Bank' they are given money. The aim of the game is to make as much money as possible.

Some preparation is required in advance of running the game. Debriefing questions that can be used at the end of the game are also available at the above link.



There are lots more resources for secondary schools on the Christian Aid website!

See here <https://www.christianaid.org.uk/get-involved/schools/secondary-teaching-resources>

3F.

WHY TAX?

“Pay your taxes and set your country free.” Kenya Revenue Authority slogan



Curriculum Links	Business Studies; 1.4, 3.4, 3.5, 3.9	Junior Cycle
	Geography; 3.7	Junior Cycle
	History; 1.11	Junior Cycle
	Economics; 2.4, 3.3, 4.2	Senior Cycle
SDG Links	10, 17	



Learning Intention: **To support students to explore the role of tax in society.**

MATERIALS

- Flipchart and markers
- Pens and paper

METHODOLOGY

1. In small groups, ask participants to name items that the government provides through taxation (for example: public transport, overseas development assistance, social welfare payments etc).
2. Ask them to decide on their top five items ranked in order of importance to them, paying particular attention to what's important for young people. While this is happening, stick five sheets of blank paper on different walls around the room.
3. Ask each group to feed back their top five issues and write them on a flipchart. Place an asterisk beside the items that are named more than once so you can identify the most popular issues. For example, if 'youth mental health' is mentioned three times, put three asterisks beside this item.
4. Once it is clear what the top five issues are, write each item on a separate sheet and stick them on the walls around the room. You can add an extra sheet and issue if there is a tie on the top issues.
5. Ask the participants to stand beside the item that is of most concern to them. If there are too many people standing beside one item, ask for volunteers to move to other items to ensure a good discussion. Display the questions below somewhere clearly and ask them to have a 'buzz chat' with the others for 10 minutes on them:
 - Do you think the government does a good job in providing this service?
 - What are the problems? Can you think of any solutions?
 - Do you feel you have influence over how these problems are addressed by the government?
 - How do you feel when discussing this issue?
6. Ask the small groups to feed back to the wider group. Write down the feedback on a flip-chart and summarise some of the key points made.
7. Distribute some of the key facts about how taxes are collected (you can photocopy the fact box or read out the key facts from a flipchart). Ask the group:
 - Do you find any of these facts surprising?
 - Are any of these facts of concern to you? Why?
 - Was there anything unaddressed today on the topic of taxes that you would like to research for yourself?
 - What might the experience of a person in the Global South be if doing the activity we have just done?

3G.

TAX AND MINING - WHAT STANDARDS?

“Taxation is key to increasing our legitimacy and ability to make our own decisions.”

Mary Baine, Commissioner General, Rwanda Revenue Service, 2009



Curriculum Links	Business Studies; 1.4, 2.5, 3.4, 3.5, 3.7, 3.9	Junior Cycle
	Geography; 3.7	Junior Cycle
	History; 1.11	Junior Cycle
	Business; 6.4, 6.6	Senior Cycle
	Geography; 1.7, 4.3, 4.5, 6.2	Senior Cycle
	Economics; 5.2	Senior Cycle
SDG Links	10, 17	



To help students debate the power relationships between multinational companies (MNCs) and people living in the Global South regarding tax.

MATERIALS

- Flipchart and markers
- Photocopies of the Zambia story
- Photocopies of the role cards.

METHODOLOGY

1. Break students into three groups and give each group one of three role cards.
 - a. A mining company
 - b. A Southern government
 - c. A Southern social movement
2. Ask them to read their role cards in silence.
3. Give each group a copy of the background briefing on 'Zambia and the mining companies' to discuss. Ask them to identify what are the issues raised in this story that are or could be relevant to their role.
4. Then ask them to prepare a code of conduct on tax and mining for presentation. Each group member should negotiate from the perspective of their role. Give them 20-25 minutes to generate a common 'code of conduct' for their group.
5. When the groups have discussed the issues from the point of view of their role, they will nominate a spokesperson to present their code of conduct charter.
6. Each group can then respond to the points made by the other groups.



TAX AND MINING - WHAT STANDARDS?

ZAMBIA AND THE MINING COMPANIES

- Zambia is one of the world's leading producers of copper. Copper generates most of Zambia's foreign currency.
- In the 1990s, Zambia bowed to pressure from the international financial institutions (IFIs) to privatise its copper mines.
- New contracts for the mining industry were drawn up by a London-based law firm without any input from the Zambian parliament.
- The terms of the mining contracts were published after work by Christian Aid and its partner organisations in Zambia.
- The royalty rate for copper production was set at 0.6%.
- In 2006, the Zambian government received €12 million in tax from €2.2 billion of copper production.
- In 2008, a new government was elected in Zambia and cancelled the contracts, imposing a new royalty rate of 30% on the mining companies.
- The mining companies refused to accept the new contracts and appealed to the World Bank's International Centre for Settlement of Investor Disputes.



A. MINING COMPANY

You want to cut down on the amount of tax you pay in order to increase your profit margins. There is big money to be made in the mining industry in Africa – for example in 2007, gold exports from Tanzania were worth €554 million. How can you reduce your tax bill?



B. SOUTHERN GOVERNMENT

You want to increase the tax take from foreign mining companies based in your territory. Mining corporations often pay very low rates of tax – in 2006, the copper companies operating in Zambia made €2.2 billion, but only paid €12 million in tax – that's less than 1%.



C. SOUTHERN SOCIAL MOVEMENT

You want the government of your country to increase its tax revenue so that there is more money available for public services to benefit your country. You also want to hold your political leaders accountable to make sure that they spend public money in the best way possible. You are very concerned about the environment and the impact that mining is having. For example, large chemical spills have recently killed many fish near a local mine in your country. You are part of a 'No to Mining' women's rights movement that protests against the negative environmental, social and health impacts of mining in your country. Mining corporations often pay very low rates of tax – in 2006, the copper companies operating in Zambia made €2.2 billion, but only paid €12 million in tax – that's less than 1%.

→ 4. CLIMATE CHANGE IN AN UNEQUAL WORLD



A green economy can be thought of as one which is low in dead fossil carbon, high in living carbon, resource efficient and socially inclusive. In a green economy, growth should be measured in terms of the health of ecosystems and communities, not in terms of commercial transactions alone. Vandana Shiva

4A.

CLIMATE CARTOON GALLERY



Curriculum Links

(mostly depends on the cartoons chosen)

Geography; 1.6, 2.6, 3.6

Politics and Society; 8.1

Junior Cycle

Senior Cycle

Sustainable Development Goals

10, 13



Learning Intention: To make use of cartoons to introduce students to the links between climate change and global inequality, and the concept of climate justice.

MATERIALS

- A selection of 10-12 cartoons which demonstrate the theme of climate justice, and the links between climate change and global inequality. The *How the World Works* section of our website provides some suggested cartoons which can be printed out <https://www.financialjustice.ie/htww2/using-cartoons.html>. Alternatively, the following websites have a wide selection of cartoons about the subject of climate justice:
 - www.developmenteducation.ie
 - www.cartooncollections.com
 - www.chrismadden.co.uk
 - www.stephaniemcmillan.org
 - Publications such as *The Boston Globe* and *The New Yorker*
- Blu-tac
- Sticky dots (3 per student)*

METHODOLOGY

Below are two complementary methods for supporting students to use cartoons to consider issues of climate justice. They can be used together or separately.

Option 1 - What do you see?

1. Divide students into pairs, and give each pair a cartoon, but instruct them that only one student should look at the cartoon. The second person should not see it.

2. Ask the students who are looking at cartoons to describe what they see to their partner. The partner unable to see the cartoon may just reflect on what they hear, or you can ask them to draw their own cartoon based on what they have heard.
3. Tell all students to look at the cartoon their pair has. Ask students to reflect, in their pairs, on how accurate the descriptions they received were, and whether they see anything different to what their partner saw.
4. Have a class discussion on the following prompt: What role can cartoons play in the media?

Option 2 - Cartoon Gallery*

1. Display a selection of 10-12 cartoons on the walls or tables around the room.
2. Ask the group to walk through the Cartoon Gallery and note down in a notebook the main themes they see in each cartoon as they are walking.
3. Ask students to mark with a sticker the three cartoons which they liked most.
4. When students have finished viewing the Cartoon Gallery, facilitate a class discussion about the three most popular cartoons.
 - a. Prompts include: What themes did they explore? Did they use humour, or satire? Were they relevant to contemporary issues? What did the cartoons show about climate change and inequality?

4B.

CLIMATE COMPASS ROSE



Curriculum Links	Geography; 1.6, 2.6, 3.6	Junior Cycle
	History; 1.11	Junior Cycle
	Home economics; 2.7, 2.8, 2.11	Junior Cycle
	Geography; 1.7	Senior Cycle
	Politics and Society; 8.1	Senior Cycle
Sustainable Development Goals	10, 13	



Learning Intention: To encourage students to consider multiple facets of climate change, and facilitate them to think critically about sustainability and climate justice.

The Compass Rose is a tool that encourages us to consider different viewpoints when studying any issue. The student places a picture at the centre of a "compass," on a large piece of paper and replaces the traditional North, South, East, West poles with the following headings:

- **Natural/ecological questions**
- **Social and cultural questions**
- **Economic questions**
- **Who decides? Who benefits? Who is burdened? Who has power?**

The student writes down any questions relating to the image which come to mind under each of these headings. Some questions may fall between two headings, and are placed in between.

An example of a climate compass rose is set out on the next page.

MATERIALS

- 6-10 images relating to climate change, for example of natural disasters (in Ireland or overseas), environmental degradation, high profile meetings, protests, nature, energy use, transport etc.

- 6-10 large sheets of blank paper (flipchart paper, or A3 size minimum).
- Blu-tac
- Markers

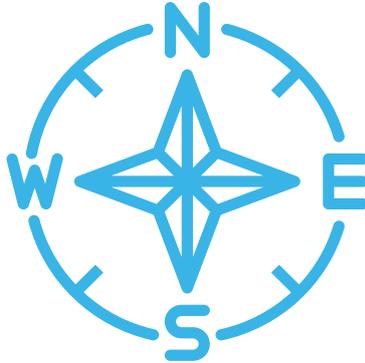
METHODOLOGY

1. Show students an illustration of a pre-prepared "compass rose." (See example on the next page). Explain, using examples, how the compass rose is used to analyse a problem.
2. Divide students into groups of 3-4, and seat each group around a table. Give each group one of the relevant images, a large sheet of blank paper, markers and blu-tac.
3. Instruct each group to stick their image to the centre of their page and make a "Compass" similar to the illustration. Ask them to come up with questions together as a group, and then report back to the class.
4. Facilitate a conversation based on the questions students generated. In particular, ask students which parts of the "story of climate change" are most reported in the news and why?

Note: This activity has been adapted from a well-known development education activity, the 'Development Compass Rose.' The methodology can be used to explore many types of justice issues. In this instance, it is focussed specifically on climate change.

4B.

CLIMATE COMPASS ROSE



4C.

THE CONSUMER AT CHRISTMAS



Curriculum Links		
	Business Studies; 1.7, 1.9, 3.7	Junior Cycle
	Geography; 3.6	Junior Cycle
	History; 1.11	Junior Cycle
	Home economics; 2.7, 2.8, 2.11	Junior Cycle
	Business; 6.4	Senior Cycle
	Geography; 4.5	Senior Cycle
	Politics and Society; 8.1	Senior Cycle
Sustainable Development Goals	8, 10, 12, 13	



Learning Intention: To encourage students to consider their environmental impact as consumers, and to reflect critically on the potential and limitations of ethical consumerism.

MATERIALS

For World Café

- 3 tables
- 3 flip chart sheets
- Markers
- Christmas Consumer quiz handouts **or** Kahoot! access

METHODOLOGY

This series of activities introduces the link between personal consumption and the environment, and the role we can play as individuals in reducing waste and, therefore environmental degradation. It is in two parts. Only the first part (the quiz) relates to Christmas; the World Café exercise can be done as a standalone exercise at any time of year.

- Part 1: The Christmas Consumer Quiz
- Part 2: Ethical Consumerism World Café



NOTES FOR TEACHERS

Students often find ethical consumerism empowering as it gives a clear idea of an action they can do in their own lives. It is important, however, to make sure its limitations are also understood. Some of these are explored in the World Café exercise. The next activity in this resource (4d: The Circle of Influence) explores the limitations of individual action more. It is important not to do a consumption-based activity without also exploring the limitations of individual action, so it is strongly suggested to follow up the Christmas Consumer Quiz with the World Café and activity 4d.

THE CONSUMER AT CHRISTMAS



Part 1: The Christmas Consumer Quiz

This quiz can be done in one of three ways.

- Divide students into teams, and read out the questions as a 'table quiz' activity;
- Distribute handouts of the quiz out to students to complete, either alone or in pairs;
- Use Kahoot! to complete the quiz; available at <https://create.kahoot.it/share/2a5d5d3d-45c2-4e47-a8f6-d13071048d2a>

After the quiz, ask students to discuss what facts surprised them, and whether they might change any of their habits as a result.

QUESTION 1

Which Irish retailer held the top spot in terms of market share in December 2018?

- Dunnes Stores
- Tesco
- Super Valu
- Lidl

QUESTION 2

How much were Irish households set to spend on groceries in December 2020?

- 91 million
- 910 million
- 9100 million
- 91 billion

QUESTION 3

How much more do households in Ireland spend on average in December than any other month of the year?

- €645 more
- €866 more
- €1,050 more
- €1,370 more

QUESTION 4

Consumers shopping for Black Friday & Cyber Monday deals led to what % surge in online sales?

- 5%
- 10%
- 12%
- 15%

QUESTION 5

A lot of our products are made in Asia. What is the minimum wage in Bangladesh per month?

- €220.50
- €112.40
- €79.00
- €84.60

QUESTION 6

From November to December 2018, Lidl sold enough wrapping paper to stretch from Dublin to where?

- London
- Paris
- Florence
- Lisbon

QUESTION 7

At Christmas, we generate the volume of packaging waste that Galway & Limerick would produce in ____:

- 6 months
- 9 months
- 12 months
- 18 months

QUESTION 8

For a T-Shirt that costs €35 how much does the factory worker in Bangladesh earn?

- €2.51
- €20.90
- €9.54
- €0.21

QUESTION 9

For the T-Shirt that costs €35, what's the retail markup?

- €10.51
- €26.60
- €7.34
- €20.65

QUESTION 10

What should you **not** do if you receive a present that you don't like this Christmas?

- Return it to the shop
- Throw it in the bin
- Regift the present to somebody else
- Donate it to the local charity shop

The answers to the quiz are:

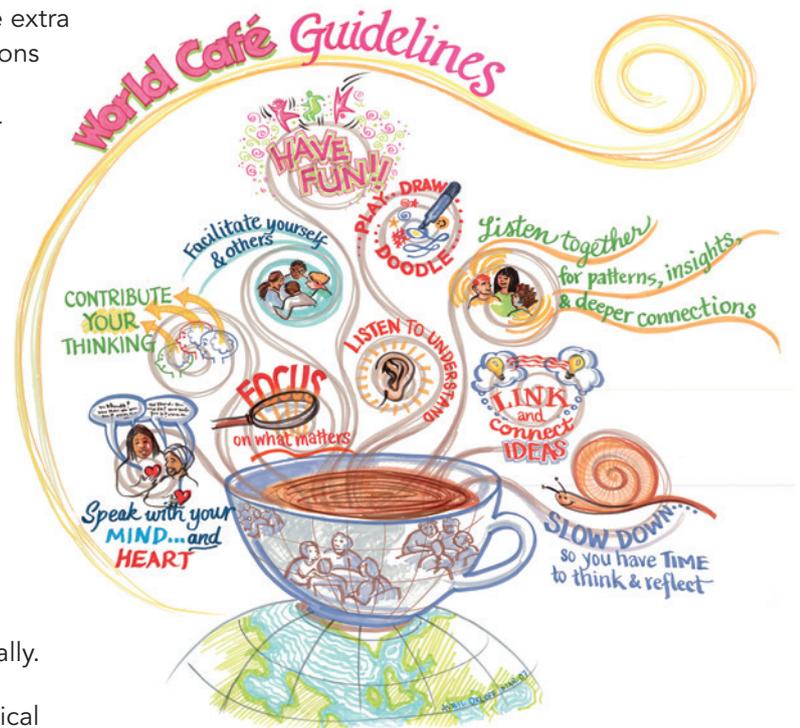
- | | |
|--------|--------|
| Q1: A0 | Q6: C |
| Q2: D | Q7: C |
| Q3: B | Q8: D |
| Q4: C | Q9: D |
| Q5: D | Q10: B |

4C.

THE CONSUMER AT CHRISTMAS

Part 2: Ethical Consumerism World Café

1. Write one of the key questions for discussion on each flip chart sheet, together with the extra prompts included below. These questions are:
 - What impact does Irish consumer spending have on the environment? Think about how your products are made, and where they will eventually go.
 - What is the social impact of Irish consumer spending? Think about how the things you buy, who made it, and their working conditions.
 - What is the economic impact of Irish consumer spending? Think about who benefits from the profit of your products, and whether everyone involved in making the product benefits equally.



It is a good idea to include a list of typical products (clothes, phones, computers, food, cosmetics etc.)

2. Ask for volunteers to take notes at each of the three tables. Tell these students that they will remain at the same table throughout the activity. Place one of the "Question" flip chart sheets on each table. Instruct the note takers that they should use the space remaining on the flip chart to make notes of the conversations that take place about the question at their table, and that others can make notes too.
3. Ask the class to distribute themselves between the 3 tables. Instruct them that they will stay at each table for a fixed period of time (5-10 minutes), and then move to the next table. Tell them that each table has an assigned question and note taker, and that they should brainstorm about that question while at that table. The note taker will take notes.
4. Get students to rotate between tables until they have discussed all of the questions.
5. Invite the note taker from each table to report back the key points to the whole group and facilitate a discussion with the entire class.
 - Ask your students if they had previously heard about ethical consumerism?
 - What does it mean to them?
 - What factors would an ethical consumer consider before purchasing goods and services?
 - How much change can you achieve by practicing ethical consumerism?
 - Is this a good way of achieving change, in the students' opinion?

4D.

CIRCLES OF CONTROL AND CONCERN



Curriculum Links	Business Studies; 1.7, 1.9, 3.11	Junior Cycle
	History; 1.11	Junior Cycle
	Geography; 1.6, 2.4, 2.6	Junior Cycle
	Economics; 2.4, 3.3	Senior Cycle
	Politics and Society; 2.3, 8.1	Senior Cycle
Sustainable Development Goals	10, 12, 13	



Learning Intention: To encourage students to reflect critically on the potential and limitations of ethical consumerism and individual action to tackle climate change.

MATERIALS

- Handouts of the 'Circle of Control and Concern' (oversheet) for each student.
- Post-its

METHODOLOGY

1. To start, invite students to shout out ideas about what they know about climate change. Write key words on the board or a flip chart sheet.
2. Then move on to asking them what they think needs to change in order to tackle climate change, again writing up key words.
3. Hand a copy of the 'Circle of Control & Concern' (next page) to every student. Explain to students that you want them to take a few minutes individually to reflect about the most important actions that could contribute to tackling climate change.
4. Ask them to write these down on post-its - one per post-it.
5. Explain that you want them to place these actions in either the inner circle (The 'Circle of Control') or the outer circle (The 'Circle of Concern').
6. Explain that the 'Circle of Control' should contain all the important actions which are within the students' immediate control to do themselves. Explain that the 'Circle of Concern' should contain all the immediate actions which are *not* within the students' immediate control to do themselves.
7. Allocate time for students to complete the Circles on their own.
8. Draw a Circle of Control and Concern on the whiteboard. Ask students to list out all the things they have for each circle. Alternatively they may bring their post-its up to the board and place them themselves. Add your own suggestions at this point also.
9. Once everyone has placed their post-its / spoken, allow the students a few moments to read through the whole picture.

4D.

CIRCLES OF CONTROL AND CONCERN

10. Allow time to discuss the picture you have collectively created.
 - How much can be achieved in the Circle of Control?
 - How important are the things in the Circle of Concern?
 - Who has responsibility for the things in the Circle of Concern? Do you trust them? Do you have any influence over them?
 - Are there any disparities - i.e. are there some things that some people have placed in the circle of control that you think are really not within our control?
 - How does this picture make you feel?
11. Next, ask students to consider whether the Circle of Concern would change if you were:
 - A member of the homeless community in Ireland;*
 - A lone parent earning the minimum wage in the United States;
 - A farmer living in a drought-prone part of rural Kenya;
 - A student living in New Delhi, India;
 - The CEO of a major oil company;
 - The CEO of a major online shopping company.
12. With the person next to them, ask students to consider how the Circles would change, and facilitate feedback with the full class. What does this teach us about climate action?



NOTES FOR TEACHERS

This activity can sometimes make students feel like they do not have much power over the climate crisis. Climate change can be deeply upsetting for many students and can provoke a profound feeling of helplessness, fear and anxiety. It is therefore crucial that soon after this activity you incorporate an activity from Section 5: Reflecting and Taking Action.

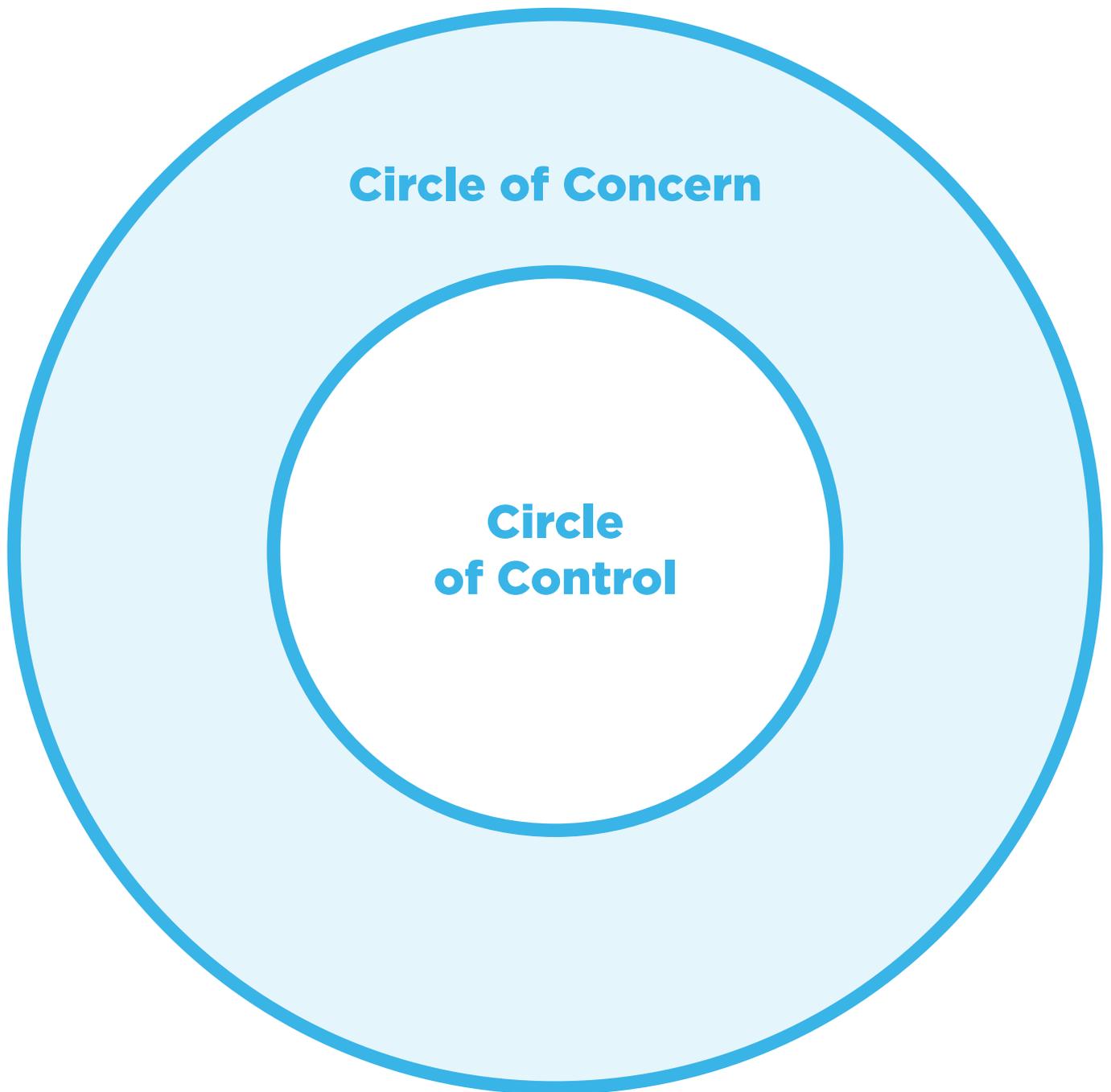


NOTES FOR TEACHERS

*It is crucially important to be sensitive to the home lives of your students. If you think that there may be a student experiencing homelessness in your classroom, leave this statement out.

4D.

CIRCLE OF CONTROL AND CIRCLE OF CONCERN



4E.

WHO DESERVES A JUST TRANSITION?¹



Curriculum Links	Geography; 2.6	Junior Cycle
	History; 1.2	Junior Cycle
	Business Studies; 1.9, 2.5, 3.11	Junior Cycle
	Home Economics; 1.15	Junior Cycle
	Business; 1.1	Senior Cycle
	Politics and Society; 2.3, 4.3, 8.1, 8.2	Senior Cycle
	Economics; 2.4, 3.3	Senior Cycle
Sustainable Development Goals	7, 8, 11, 12, 13	



Learning Intention: To develop students' awareness of how solutions to tackle climate change can have social and economic impacts which are unjust, and to consider the implications of this.

MATERIALS

- Printed sets of 'Role Cards' (*overleaf*);
- 'Government Statements' (*overleaf*) printed or written onto A4 paper/card;
- One handout of the 'Policy Choices' for each group of students (for approx. 6 groups);
- Sets of stickers/sticky dots in three different colours (ideally red, orange, green);
- Printed copies of the 'Circle of Control & Concern' from activity 4d

METHODOLOGY

1. Place each of the four 'Policy Choices' around the classroom walls so they are visible.
2. Divide the class into six groups, and assign one 'Role' to each group.
3. Give each group 'Role Cards' for their role (one role card per student so that they can all read it, it should be one role per group), and one handout of all the 'Policy Choices'.
4. Provide each student with a copy of the 'Circle of Control & Concern.' If the activity 4d hasn't already been done with the class, explain what the Circles are.
5. Ask each group to fill in the 'Circle of Control & Concern' for their assigned role, and to spend some time discussing what might be important to that person, what their opinions on different issues might be, what their personal worries might be etc. Tell them they should imagine themselves as the

representative of their 'Role Card,' acting in their interests.

6. Ask each group to decide, for each of the 'Policy Choices' would the person they are representing agree, disagree or have no opinion about each statement.
7. Once they have finished, ask them to place a sticker next to each statement on the classroom wall: green for agree; red for disagree; orange for no opinion.
8. Bring the whole class back together. Facilitate a discussion about the picture which has emerged.
 - Who are the winners and losers for each policy?
 - Is this fair?
 - Is there a way some of the policies could be amended to make them more fair?
 - What are the main considerations when deciding how to make a 'fair' policy? E.g. environmental, social, economic.
 - How much power does each of the people in the 'Role Cards' have?



EXTENSION: With more time, this activity could also be turned into a debate between the different people in the 'Role Cards.'

¹ This activity was designed by the National Youth Council of Ireland, and included in their 2019 resource "A Climate Revolution: More Power to Youth."

4E.

WHO DESERVES A JUST TRANSITION: ROLE CARDS



Role 1:

You are a beef farmer from Co. Galway. You have three children, one of whom has just moved to Dublin to start university. You own your home.

Role 2:

You are a lone parent working part-time in a supermarket, where you earn the minimum wage. You rent your home from a private landlord.

Role 3:

You are a young person who works in the midlands in Ireland for the national peat company. The company employs a large number of people in your hometown. You live with your parents.

Role 4:

You are a software developer and you own your own home.

Role 5:

You are a vegan college student renting near your university.

Role 6:

You are a teenager living in the island of Grenada in the Caribbean. Your school and home were destroyed in a recent hurricane and, because the government has had to borrow more money to rebuild the country, you are worried about cutbacks to the public services you depend on.

4E.

WHO DESERVES A JUST TRANSITION: POLICY CHOICES

The Government announces it will immediately stop all turf production in Ireland.

The Government will stop subsidising the meat industry and instead shift their subsidies to organic plant-based farming.

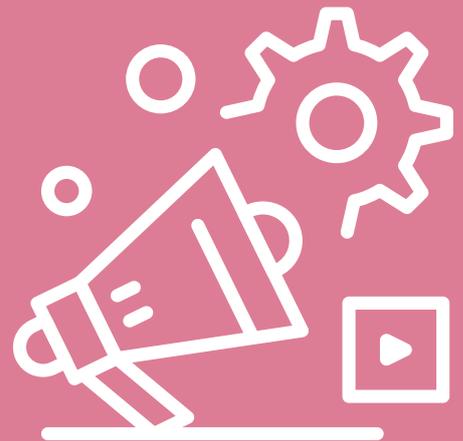
The Government announces that it no longer has the money to invest in new public transport, and as a result will not meet its carbon emission targets for 2030.

The Government has launched a new grant for home energy efficiency upgrades, together with an increase in fuel prices.

Add your own ...

→ 5.

REFLECTING AND TAKING ACTION



“If you’ve come here to help me, you’re wasting your time. But if you’ve come because your liberation is bound up with mine, then let us work together.”

Australian Aboriginal Elder Lilla Watson

Development Education aims to challenge perceptions of the world and encourages young people to act for a more just and equal society. The following activities provide ideas on how you can get started on action projects. The activity ‘More power to youth’ will help students examine the power they possess to influence change.

More information about Paulo Freire specific to the Leaving Cert Cycle can be found here <https://ncca.ie/media/2581/paulo-freire-v2.pdf>

5A.

MORE POWER TO YOUTH



Curriculum Links	Business Studies; 3.11	Junior Cycle
	Geography; 3.7	Junior Cycle
	Politics and Society; 2.3, 3.3	Senior Cycle
Sustainable Development Goals	3, 4, 5, 10, 16	

“The most common way people give up their power is by thinking they don’t have any.”

Alice Walker



Learning Intention: To deepen students’ understanding of power, facilitate reflection on the individual power of each student, and connect the satisfaction of fundamental human needs to the potential to exercise power.

METHODOLOGY

1. The students sit in a circle
2. Starting with one person and moving to the left, allow everyone to complete the sentence ‘Power is ...’.
3. Keep going until everyone has added something. Allow students to share their own interpretation of power, e.g. electricity, guns, voting, having money, skiing down a mountain, being an adult/young person/ politician...
4. Brainstorm with the group what things are necessary for a happy life - for example, you might need a home, food, clothes, friends, to feel protected and safe, medicines when you are sick, and so on.
5. Discuss how the more your needs are met the more you can take charge of your world and exercise power. Ask the students for examples of how needs being met can allow for power to be exercised. Assure them that there is no wrong answer, and that their answers can seem obvious or simple.
 - a. For example, someone who has not been educated might not be able to exercise their power to vote. Or if someone is hungry all their energy might be consumed with simply surviving.

6. **Journal Work:** Ask students to write down the following statements and they say whether they agree or not with each one, and why.

MY JOURNAL

I have the power to create change
I feel I have influence in my family
People listen when I make suggestions
People make decisions on my behalf
I have the same opportunities as other young people in the world
I get the respect I deserve
If I really want something, I can make it happen

7. Allow time for students to reflect on these questions and then facilitate a class discussion on how the students experience power. This activity can be used as an entry point to discuss action planning and the possibilities to use our power to create positive change in our society. It can also be used as an entry point to discuss the responsibilities that come with having the privilege to take action, and so connect it to activity 4d, ‘Circles of Control and Concern’.

5B.

CHOOSING AN ISSUE



Curriculum Links

This activity could be related to many aspects of the curriculum, it depends on what topics the students come up with!

Religion; 3.9

Junior Cycle

Politics and Society; 3.4

Senior Cycle

Sustainable Development Goals

This activity could be related to any of the SDGs, it depends on what topics the students come up with!



Learning Intention: To support students to determine together which issue to work on collectively.

MATERIALS

- Copies of the 'Issue Ranking' worksheet, overleaf.

METHODOLOGY

1. At the end of a major topic, or of the unit as a whole, introduce students to the idea of taking action. Start by asking them to brainstorm as a class all the different things which they have learned that they feel need to be changed. Be clear that you are looking for specific 'issues', e.g. climate change, income inequality, tax evasion, the debt crisis in the Global South etc.
2. Agree as a class a list of 4-6 issues which are the most popular. This could be done by 'dot voting'. You list all the issues mentioned and students get to 'vote' by placing a sticker on each of the issues they feel is most important.
3. List the 'winning issues' on the whiteboard.
4. Hand out a copy of the 'Issue Ranking' worksheet to each student.
5. Briefly discuss the worksheet's headings and scoring system, and ask them to fill it in individually.
6. Once students have completed the worksheet, go around the class to see which topic ranked highest for each pupil. Take a note of this on the white board. This will bring the class to a possible topic for taking action.
 - a. **Clustering method:** Alternatively, each student could write their top issue on a post-it and these could be stuck on the white board. After this, the class can collectively 'cluster' the post-its to see which was the top topic on which to take action, or the teacher could do this alone.

5B.

ISSUE RANKING WORKSHEET

ISSUES 	How much does it affect me?	How much does it affect other people?	How unfair is it?	How urgent is it to act now?	Are there practical actions we can take to change the situation?	How interested am I in taking action on this issue?	T O T A L
	5=a lot 1=not much	5=a lot 1=not much	5=a lot 1=not much	5=a lot 1=not much	5=a lot 1=not much	5=a lot 1=not much	
My top choice is:							

Adapted from Get Global! A skills-based approach to active global citizenship, Action aid, CAFOD, Christian Aid, Oxfam, Save the Children, DFID, p 92.

5C.

MAPPING POWER



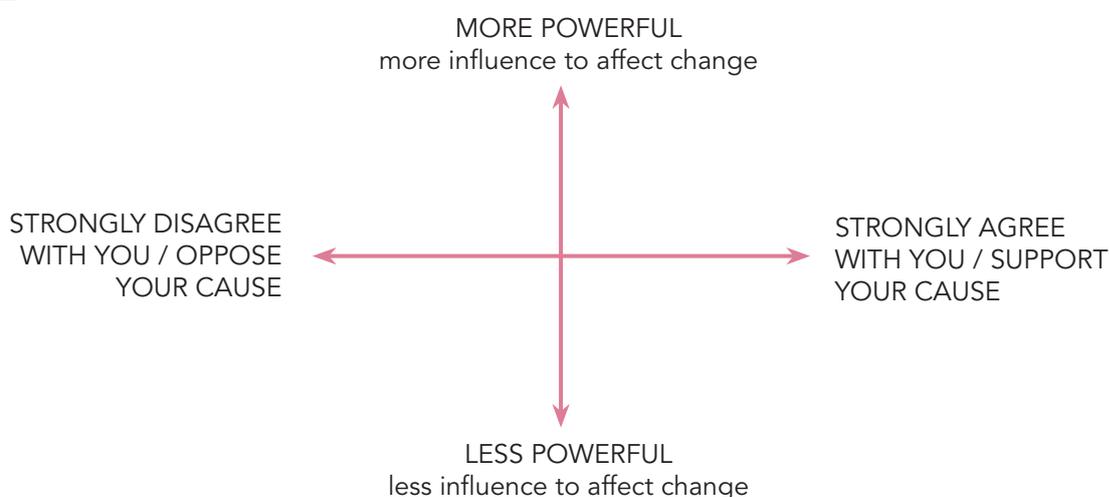
Curriculum Links	<i>This activity could be related to many learning objectives, it depends on what issue the class is addressing.</i>	
	Business Studies; 3.11	Junior Cycle
	Politics and Society; 2.3, 3.4	Senior Cycle
	Economics; 3.3	Senior Cycle
Sustainable Development Goals	<i>This activity could be related to any of the SDGs, it depends on what issue the class is addressing</i>	



Learning Intention: **Students will learn how to identify targets and focus their change strategy.**

MATERIALS

- A Power Map on a whiteboard or flipchart, as per the below image
- Post-its



The idea behind a power map is to map out your potential 'targets', and the institutions and individuals who influence your target, so you can begin to understand possible ways to influence them to enact the change you want to see. A power map can be a useful visual tool to help students understand power, and see possibilities for change.

METHODOLOGY

1. Place the power map at the top of the classroom where students can see it.
2. Remind students of the topic for action that they have chosen. You might want to write this issue somewhere clearly.
3. Remind them of what they know about power and what it means.

5C.

MAPPING POWER

4. Tell them the class is now going to think about who has the power to change this issue, and who in society agrees with what the class thinks about the issue. Tell them that they are going to come up with lists of four different categories of people:
 - a. Allies (people who agree with us) with a lot of power to make a change;
 - b. Allies (people who agree with us) who don't have a lot of power to make a change;
 - c. Opponents (people who disagree with us) who have a lot of power to make a change;
 - d. Opponents (people who disagree with us) who don't have a lot of power to make a change.
5. Hand post its out to students.
6. Ask each student to list as many people as they can think of on the post its, working in pairs or groups if they prefer.
7. Then, ask the students to stick their notes to the appropriate place on the Power Map.
8. Once this is completed, allow students time to view the completed power map. What picture emerges? Who do students want to target to help them make a change on their issue?

Alternative method:

This activity can also be completed as a 'spectrum cross'. In this modification, the 'map' is mapped out in the classroom. This can be supported with the use of string or twine to delineate the axes. The teacher lists, one at a time, an actor in society and students are invited to position their bodies on the map according to how much power they think that actor in society has, e.g. a TD in the leading political party, the CEO of an oil company, the local county councillor. Discussion ensues based on where the students have positioned themselves. This modification is similar to activity 3a.



5D.

TAKING ACTION

“Reflection and action must never be undertaken independently”

Paulo Freire



Curriculum Links	<i>This activity could be related to many learning objectives, it depends on what issue the class is addressing</i>	
	Business Studies; 3.11	Junior Cycle
	Politics and Society; 3.3, 3.4	Senior Cycle
Sustainable Development Goals	<i>This activity could be related to any of the SDGs, it depends on what issue the class is addressing</i>	



Learning Intention: To build on students' understanding of power, support them to acknowledge the power they have and begin considering how to take systematic, strategic and effective action for global justice.

Review some examples of what actions can be taken together as a class. A list of types of action is below. In addition, the following resources might provide ideas.

- The “Bank of Actions” is a great resource produced by EIL Intercultural Learning Ireland, Development Perspectives, and Creativity & Change. It contains case studies of a whole range of actions taken to promote sustainable development, which your class can review for inspiration. It is available to download from www.developmenteducation.ie
- Comhlámh has co-produced a guide to taking collective action for social justice, “Engagement and activism of young people.” It has lots of tips and tools for choosing and planning an action. It is available to download from www.developmenteducation.ie
- The National Youth Council of Ireland have developed some great tools for enabling young people to think about what power they have, and what actions they can take to bring about change. Download “Youth, Power and Planet” from www.developmenteducation.ie

5D.

TAKING ACTION

Consumer Led Action Boycotts: An effective way to use your spending money to affect change. The purpose of the boycott is for the company to lose out on sales so that they will consider changing their behaviour. When boycotting a company, it is essential to let them know you are boycotting them and why. Companies tend to listen to their customers, especially if large numbers are complaining at the same time. Therefore the more customers involved in a boycott, the more effective it will be. It could be promoted in the newspaper, on the radio or through social media.

Lobbying Politicians: Politicians represent people in their local area. They want to know the issues that concern people that they represent. Lobbying is a way to influence decisions made by politicians. It can involve communicating with them face to face, by email, social media, or by writing and sending a letter. Lobbying is more effective the more people do it. The aim of the communication is to persuade TDs or anyone from the government involved in legislation to bring about the change you want to see.

Non Violent Direct Action Protests: Also called public demonstrations, can be carried out to show a viewpoint on a political or social issue. It is our civil and political right to protest. A public demonstration can take multiple forms. A **march** is like a parade through a public street. A **sit-in** involves people occupying an area until they feel their issue has been addressed. A **flash mob** involves a large group of people dancing in a public space. A **symbolic demonstration** may use symbols, rather than people, to show the level of concern on an issue. Protests and public demonstrations are a non-violent tactic. However, if large numbers attend it may run the risk of turning violent.

Petitions: A petition is a document addressed to someone who has power in relation to the issue of concern and is signed by numerous people. It is a great way to raise an issue on a matter of public concern. The subject of the petition must relate to a matter on which the person it is addressed to has the power to act. Petitions are often addressed to members of the government or CEOs of companies, for example. Signatures can be collected in person or online. The more signatures collected, the more the issue will be listened to.

Online Activism: Social media sites such as Twitter and Facebook enable us to talk directly to politicians and change makers. It is also easier for a campaign to gather momentum and increase followers when carried out online. Videos and photographs can be shared online to develop empathy. Using multiple online tools together can be more effective than using one. Such online petitions can gather large sign ups in a short time when promoted on social media.





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