



LESSON PLANS

to be used in conjunction with

Afri Development Education Resources

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Introduction

The lesson plans attached are built around three resources previously written for Afri’s Development Education programme, namely: Exploring Global Issues Through Drama and Theatre; Pathways of Peace; Lessons from History. Throughout the **Just A Second** series, the hallmarks of good development education are evident – critical questioning alongside the creative, a lens of solidarity and social justice magnifying the stories of lived experience presented.

The methodologies of Paulo Freire have long been at the core of Afri’s approach to development education. Freire’s influential pedagogy sees both the teacher and student as equally valid learners and participants in a questioning of the structures that surround our lives. It is hoped that the suggestions of where these resources can be incorporated into academic subjects are useful in continuing this impulse to question and reflect. In an era of ever more “extras” and “add-ons” in national curricula, it is intended that these lesson plans are a guide as to where the “teachable moment” can occur within the day to day curriculum. Effective development education is often best explored through an opening or gap in the teaching of the daily regular subject where issues of the wider world, and the complex nature of it, can be explored critically.

This emphasis on critical thinking and a dedicated participatory approach are also embedded in the “Key Skills” and “Statements of Learning” of the New Junior Cycle. Accordingly, where possible, active methodologies are included and encouraged throughout these plans. Again, the New Junior Cycle places emphasis very much on oral skills and the ability to present one’s own ideas and views coherently. As one of the writers of the **Just A Second** series Pete Mullineaux stated, good development education “exercises the three muscles of empathy, imagination and voice”. Hopefully, these lesson plans are of help to the teacher of a class, not to “teach” these resources, but rather to assist in drawing out the questions, critiques and future activism of students who learn in an increasingly complex world.

JUNIOR CYCLE ENGLISH RESOURCES

English

“The English classroom is a place of talk and discussion. Students enjoy frequent opportunities to debate, to adopt a point of view and defend it. They learn to communicate by writing in a range of forms and for many purposes.”

Specification for Junior Cycle English

https://www.curriculumonline.ie/getmedia/d14fd46d-5a10-46fc-9002-83df0b4fc2ce/JuniorCycle_-English_-specification_amended_2018.pdf

Subject: English, Lesson 1

Learning Intentions:

To explore the importance of making your voice heard and “speaking up”

To learn about figures who have spoken up for various rights and against injustice

To research and present an activist/inspirational “leader”, historical or contemporary, to classmates

Curriculum link: Oral Presentation—First/ Second Year

Junior Cycle Statements of Learning:

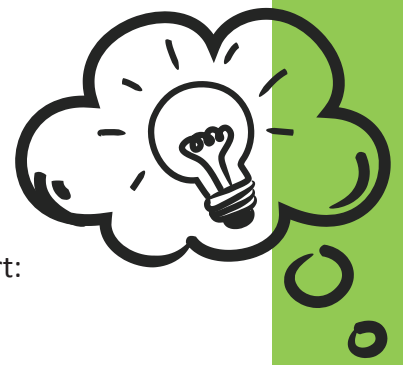
Oral SOL OL2, OL 11

Reading SOL R2, R6

Resource used: Just a Second! Pathways of Peace

(Photocopied selection of profiles of human rights activists)

Methodology



Begin by writing the following phrases on a whiteboard or flip chart:

“Speaking up “;”making your voice heard”; “protest”

In a very simple “word association” game, ask students what they think of when they see these words?

After discussing this, students could be asked if they think speaking in a class presentation is difficult. Why might that be? Explore these answers which may range from nervousness, fear of being laughed at, feeling unable to speak publically etc. At this point, this might be a time to revise “tips” for oral presentations.

Now, ask students why human rights activists in different places and countries might be nervous about speaking out. Why might that be? Again, explore these answers with students.

Answers might range from being nervous, to being scared of defying authorities, to the very real threat of death etc.

Read the profile of Malala Yousafazi with students from **“Pathways of Peace”**. You could also show students some of the many clips of her speaking (available on You Tube or from the **“They Call Me Malala”** documentary.)

Students are then asked to prepare an oral presentation on any activist they are interested in. You could give an example of some of the activists profiled in **“Pathways of Peace”**, and you could elicit from students any domestic or overseas activists they are aware of. It could be interesting to guide students away from the activists that they tend to already be familiar with and to new faces/ figures. Suggestions could include:

Kim Phuc

Sadako Sasaki

Richard Moore

(All available in the Afri resource)





What action will you take as a result of learning about this issue?

**Suggestions: You could start a “Social Activist” group in your school. You could select one or two issues to focus on during the school year, either within the school community, or even a global issue, and see how you can raise awareness, and perhaps improve a situation that you feel passionately about.*

** Are there any activists you are aware of in Ireland that you could invite in to your school to speak?*

** Could you make it a “class pledge” to let different voices be heard, and to have a class atmosphere where no one is afraid to give voice to what they think or feel?*

Subject: English, Class 2

Learning Intentions :

To discuss associations with the word “refugee”

To explore reasons why people become refugees and migrate

To imagine / experience in a dramatic context what being a refugee could feel like

Curriculum link: Drama –First/ Second/ Third Year

Junior Cycle Statements of Learning :

Oral SOL OL2, OL 11

Reading SOL R2, R6

Resource used: *Exploring Global Issues Through Drama and Theatre!*
– “We’re On the Move”(play)

You will need: Copies of “We’re on the Move” for each student; two signs with the words “Push” and “Pull”, included here, and copies of “declaring my possessions form”, also included here.

Ideally, this lesson would be done across a double class or two class periods.

Methodology

Initial discussion work



- * In the centre of the whiteboard, write the word migration and elicit from students any “word association” they have with this term. You may be given words such as “refugee”; “economic” “job”; “war”. These should be left up on the WB as a backdrop to the drama activity.
- * If space allows, divide students into two groups initially, with a large piece of paper on the floor in the middle of the two student groups. Students might like to make up a name for the country / territory and write it on the page.
- * One group has a “Push” sign, the other a “Pull” sign. Ask students to explain in their own words what they understand by a push / pull factor.
- * After discussing this, students could be invited to write on the page potential push / pull factors for migration to the country “on the ground.”
- * Before you begin with the drama, ask students to write down three possessions they are taking with them on their “declaring my possessions” form. Give them a pressurised time limit to write this down, perhaps 1 minute. You can return to this later in the activity when the students are at “immigration” within the play

Enacting the play

- * Students begin the play. Parts/ numbers can be adapted to suit the number of student in the class. There are four scenes in the play:

1. Gathering of migrants
2. Boat Journey
3. Arrival
4. Aftermath



As this play is a learning experience for teacher and student, it is not meant to be “performed” straight through. At various points, the student “director” or, if you prefer, teacher, can give a “cut!” or “freeze” command. This is to check in with students regarding how they might be feeling in a given role / situation. Generic types of questions that might be asked could include:

How do you feel in this scene?

Who has the power in this scene?

**It is intended that students would improvise and add to the scenes as a result of their own views and experiences.

*When students come to Scene Three, “Arrival”, ask them to take out their “declaring my possessions” form. Ask how many students wrote the word passport down. The “immigration officers” could improvise with this. (If they do not have passports, why not? And if they do, their passports may not allow them free movement in the places they are in, i.e. EU). This could be a good opportunity for discussion regarding borders/ freedom of movement etc.

Follow on activity: The following could be done as reflective practice:

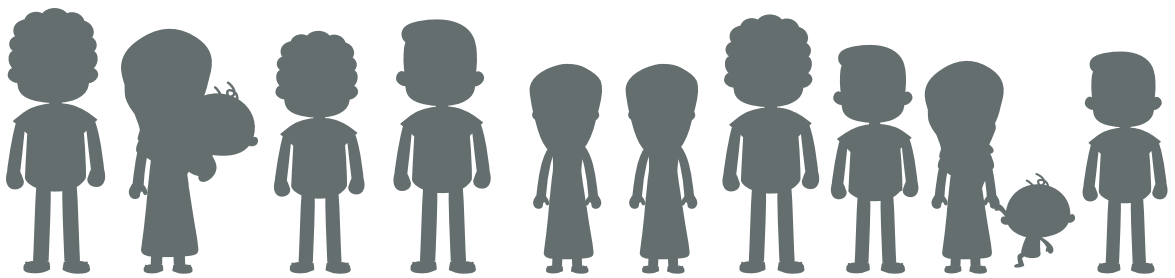
- Students interview each other about their experience getting to their destination. This could be done as an audio or written task.
- **One Year Later** – diary entries from migrants who have been within this new country as an asylum seeker. Within the Irish context, you might want to point students towards information on Direct Provision.
- To encourage students to reflect on media coverage of the Refugee Crisis, two different “newspapers” could be established within the class grouping, one with a very anti migrant sentiment, the other reflecting the Refugee Crisis as a humanitarian crisis.

****What action will you take as a result of learning about this issue?***

Suggestions: *If any elected representatives come to your school, ask them about why Ireland has taken in a very small number of refugees in resettlement programmes. You could also write to your local TD.*

**Invite a speaker from MASI (Movement of Asylum Seekers in Ireland)*

<http://www.masi.ie/> to tell you about their experiences in Direct Provision.



PUSH

PULL

My three chosen possessions that I am taking from my home are:

(Remember you must be able to carry them).

Subject: English, Class 3

Learning Intentions:

To practice comprehensions skills by reading and answering on a piece of text

To use this piece as stimulus for a creative writing task

Curriculum link: Junior Cycle Statements of Learning:

Oral SOL OL2, OL 11

Reading SOL R2, R6

Resource used: *Just A Second! Lessons from History* – Doolough piece

Methodology

Give each student a copy of the Doolough piece, which describes the death march that took place during An Gorta Mór.

Students answer the comprehension questions below as written with the piece.

Written follow on tasks:

One of the striking things about this walk is that we do not know the names of most of the people who died. Accordingly, in this class, students are given various roles mentioned within the piece and must write a piece which connects with some of the personnel mentioned. This could be used for CBA genre material:

(Refer to the book published by Afri titled: “They All Had Names”.)

1. Write the letter to be read to the people of Doolough that tells them that they are to assemble at Delphi Lodge to be inspected. Pay attention to the **TONE** and **LANGUAGE** used in the writing.

2. Write the dialogue between two parents as to whether or not they should take part in the long trek the next day with their children.
3. Write a report, mentioned in the article of a Mayo newspaper, describing the march.
4. Write a diary entry of one of the Poor Law commissioners in the wake of the tragedy.

Subject : English, Class 4

Learning Intentions:

To use language in a persuasive way

To create and present a formal document

Curriculum link: Drama –First/ Second/ Third Year

Junior Cycle Statements of Learning :

Oral SOL OL2, OL 11

Reading SOL R2, R6

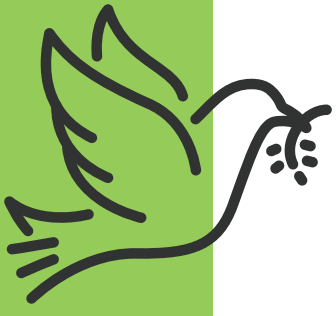
** This class could also be done as part of School Wellbeing

Resource used: Just a Second! – Pathways of Peace

Methodology

Elicit from students how they use language if they wish to persuade someone of something. You might like to give an everyday example – going out with friends; extra pocket money etc. Bring this discussion round to looking at how we use language to persuade and emotionally connect with people.

Ask students are they familiar with any “declarations “or “proclamations”. Answers may range from The Declaration of Independence to the Irish Proclamation (most schools will have this somewhere. Students could be



sent on a fact-finding mission to look at language used and report back!)

Explain to students that a declaration is about putting the views or message of a certain group forward. It should be clear, accessible, and memorable.

Tell students that you are going to be showing them a declaration written by Irish people: '**A Declaration of Peace**'. Before doing this, share with students the story of the Peace People as written in "**Pathways of Peace**" which details the tragedy that brought Betty Williams and Mairead Corrigan together to form the Peace People. You may wish to shorten the account in the resource.

Give each student a copy of the Peace People Declaration. Initially, this could be used as a language resource with students answering the following questions:

Language reflection

1. Why is using inclusive pronouns such as "we" effective in a piece like this?
2. This is a short declaration but there are still some descriptive images- find two.
3. What do you think is meant by the last part of the Declaration :
"... in which the tragedies we have known are a bad memory and a continual warning."

As a class group, draw up a "Declaration for Peace in Our School". Use the Declaration for Peace as a model / scaffold for students. Students could work in small groups initially and then together elaborate on one piece. It could be an opportunity to get whole school support on this and have it visible in the school reception etc. as a clear message of what the mission of the school is as created by students.

For a class that may need a lot of assistance, the following page could be used which borrows the main phraseology from the Declaration for Peace but let's students "fill in "their own desire/ priorities for their school community.

A Declaration for Peace and Wellbeing in Our School



We have a simple message for the school from this movement for peace.

We want _____

As students we want _____

We recognise _____

We recognise _____

We reject _____

We dedicate ourselves to _____

Junior Cycle CSPE Resources

“Civic, Social and Political Education (CSPE) contributes to building the skills students will need to contribute positively to a democratic society and to promote sustainable living. It gives them an understanding of social, economic and political structures at local, national and global levels and the opportunity to imagine and create ways in which they can make a difference to the lives of individuals and communities.”

Junior Cycle CSPE has three interconnected strands of learning, The three strands of learning embedded in these lesson plans are: **Rights and Responsibilities; Global Citizenship; Exploring Democracy.**

Rationale, CSPE course <https://www.curriculumonline.ie/Junior-cycle/Short-Courses/CSPE/Rationale-and-Aim>

**Whether a student is engaged in CSPE as a Junior Cycle Short Course, or as a mainstream subject, it is surely the subject that offers in many ways the clearest scope for Development Education in its classes. As CSPE is now no longer an “exam subject”, this may enable teachers to feel less tied to exam papers et al and gives the opportunity for creative engagement with the various statements of learning. Importantly, it is stated that across the new CSPE course, “student action based on an understanding of human rights and social responsibilities is encouraged”.

Given the importance of **oral skills** throughout **Junior Cycle**, a significant amount of these lesson methodologies involve oral ‘presentation / discursive skills’.



Subject: CSPE, Class 1

Curriculum Link : Strand 1 -Rights and Responsibilities

Learning Intentions:

- * To learn through reading about various human rights activists
- * To work in groups to come up with a methodology to present the story to other students
- * To present the material orally

Junior Cycle Statements of Learning : SOL 6, 7, 9

Resource: *Pathways to Peace* – **Section One : Activists’ stories**

Methodology

*Prior to the class, photo copy a selection of the various activists’ stories from *Pathways to Peace*. There are eight profiles in the resource, you may decide to use all or use less depending on your student number,

*Elicit from students what they understand by the word “**activist**”. Does the word have a positive or negative association for them? Write their answers up on a White Board or paper pad where students can see for the duration of class.

*Divide students into groups of three / four students and ask each group to select a profile.

*Students should be given a specific time period, perhaps 15 minutes to read the story and to surmise the key points to present to their fellow students. (The idea is that instead of reading through profiles as a class, which can result in students losing interest, they are set a task of peer teaching about an activist to each other. Accordingly, students will know the activist’s story they have “learnt” well, and will learn from each other about the other activists profiled in the book. Teacher acts as a facilitator throughout but students are presenting to each other.

*Students could be given paper/ colours or space if they wish to involve storyboard/ art / drama in their presentation.

*Allow students three minutes each to present their “activist” to the class”.

A follow on activity could be to ask students to select one of the activists they have heard of today and research the story further. Questions that might assist them could be:

- What rights did this activist feel were being denied?
- How did the activist pursue their resistance/ campaign?
- What activists in 2018 Ireland are you aware of? Could you research their story?

Subject : CSPE, Class 2

Curriculum Link : Strand: 1 *Rights and Responsibilities*

Learning Objectives:

To discuss how militarism is supported

To learn stories of war resisting as an active citizen

To reflect on stories of how militarism has been resisted

Junior Cycle Statements of Learning :

SOL 7, 9

Resource: Pathways of Peace

Methodology

Lead in

- * Begin by asking students to sit in a circle
- * In the middle, place a large sheet of paper with the word “war” in the centre. Draw as many layers of concentric circles outside of it as space allows/ leave free space for students to write.
- * Ask students to leave their seats when they think of anyone or anything that makes war possible / “allows it to happen”.

You may have to give students a starting point – it could be material “weaponry”, personnel “soldiers” or even an abstract concept “land grab”. Ask them to keep thinking, “how does that happen?” in relation to each word that is written. (An example is attached.) This is to encourage students to critically engage with how war “happens” and what our collective and individual roles are.



We vote various public representatives into government

Governments give orders to military

Company Arms factory Gun

Working with the resource

Illicit from students if they have heard of either the Manhattan Project or / and Mohamed Ali. Ask students what they know about each.

*Divide students into pairs

Read, Pair, Share: Give each of the pair the Ali profile, p 91, or the Manhattan Project – Movement for the Abolition of War, (p. 86) handout from *Pathways of Peace*. After a few minutes of reading, ask each of the pair to relay the story they have just read.

Ask students where they see the concept of “rights and responsibilities” with regard to the two profiles.

Possible resource questions:

- * What responsibility could Professor Roblatt have felt he was undertaking when he became involved with the project?
- * In the context of his decision, do you believe he was right/wrong?
- * How did his sense of responsibility change?
- * What rights was he trying to defend by the position he later took?

Follow on discussion questions:

Do you believe that citizens should enlist / draft if a country is at war?
(this could be used as a debating activity)

- What words would you use to describe a “draft resister”?
- Are you familiar with any military resisters in our own time

What action will you take as a result of learning about this issue?

***Suggestions:** Organise a public debate in your school around the topic of militarism and Ireland’s role in NATO/PESCO/use of Shannon airport for US war planes.

Subject : CSPE, Class 3

Curriculum Link : Strand 2: Global Citizenship

Learning Objectives:

To explore the unequal division of ownership and access to resources in the world

To become familiar with the concept of food sovereignty

To reflect on the connections between power, poverty and inequality

Junior Cycle Statements of Learning : SOL 7

Resource: Just A Second! Exploring Global Issues through Drama and Theatre

Play : *The Sacred Cactus*



This play examines issues such as:

- *Why many people living in countries with extreme wealth are experiencing devastating poverty
- *How trade can have very unequal results for both trading countries
- *How the idea of “value” can mean different things in different places.

Methodology

Begin by eliciting from students if they know what a natural resource is. Students may mention resources such as oil; gas; minerals; metals etc. Ask them if they can show on the map any countries where these resources can be found?

If students are unaware of where some of these are found, you could show the following – Democratic Republic of Congo – minerals such as coltan, cobalt, gold, copper

Angola, Chad, Sudan, Ecuador, Venezuela – Oil and gas

Many of these countries have extreme poverty rates - you could look at the HDI reports online to show students statistics of basic living standards here. The question for students to discuss accordingly is:

If these countries have so many natural resources, why are the poverty rates for the vast majority of the population so high?



The play

Give the students a copy of the play script. The following are the roles to be played:

A community of peasant poor land labourers

Four leaders of rich countries

Four scientists

A crazy machine

(If space allows, clear any furniture so that students can use the space to show their respective roles – e.g., physical labourers, wealthy world leaders etc.)

As this play is a learning experience for teacher and student, it is not meant to be “performed” straight through. At various points, the student “director” or if you prefer teacher, can give a “cut!” or “freeze” command. This is to check in with students regarding how they might be feeling in a given role / situation. Generic types of questions that might be asked could include:

What choices/ options do you have in this situation?

How do you feel in this situation?

Who has power in this situation?

Why might you be vulnerable in this situation?

After finishing performing the play, pose the following question to students:

Did the people in the play get a fair return for their work?

Can students think of any people in the contemporary world who also do not get a fair return for their work?

Possible follow up activities to research and present:

Mobile phone industry – prices of phone tech and workers in DRC

Coffee producers in Global South and prices in Western World

Global flower markets – conditions of workers and profits in Europe

Subject: CSPE, Class 4

Curriculum Link : Strand: 2 *Global Citizenship*

Learning Objectives:

To explore interconnecting factors that influence food insecurity and global hunger

To understand that global hunger is not an a “Act of God”

To research factors that are contributing to the hunger situation in Yemen (2018) or any other contemporary food emergency

Junior Cycle Statements of Learning: SOL 7, 9

Resource: *Just A Second! Lessons from History*



**As part of the Developing World section of the course, students will be exploring issues of extreme poverty over their CSPE studies. This class should serve as a vehicle to get students to critically assess the ‘how and why’ of global hunger, and make connections between An Gorta Mór and the socio/ political circumstances of the time, and contemporary global hunger/ food emergency.

Methodology

Begin by doing a simple word association game with students. Explain to them that you are going to say a word (“global hunger”) and that without thinking too much, they are to write down the first five word associations that come into their minds. Students may offer examples such as “starving baby” ; “Africa” “drought “ etc. 9 Many of the stereotypical images that have dominated global hunger discourse in the public eye.

Then ask students the following question – is global hunger a natural event/ “Act of God”?

Allow discussion on this to see where students are, regarding causative factors of global hunger.

Suggest to students that if global hunger occurs, this is an indication that there are major problems with political / social issues within a country / land mass. A question that is often useful to pose to students is the following:

“Ireland was not the only country in Europe to experience the potato blight in the 1840s. Why then do you think Ireland was the country in which the blight resulted in such devastating consequences?”

Allow students a few minutes in groups to give possible suggestions.

On the White Board, put up students’ suggestions.

After you have discussed this, give students the handout from the Afri resource (p 47, 48, 49) which documents different factors that helped in the creation of An Gorta Mór with parallels to contemporary situations. These are the factors the resource details:

One crop dependency	War and Conflict
Food exports	Population Clearances
Climate Change	Gender Inequality
Emigration Disorder	Crime and Social
Debt	Trade

This might be an opportunity to produce interesting visual work. You could show students images of some of the different global hunger memorials throughout Ireland. One student/ group could be tasked with drawing / painting one of these stereotypical images of the lone global hunger victim. However, one could have them depicted as standing on a wall of bricks crumbling with each of the “bricks” depicting one of the “causative/ contributing “factors above.

Junior Cycle Geography Resources

“Learning in geography supports students in ma

king informed decisions, giving the ability to make valuable contributions to the economic, social and cultural life of their communities, localities and countries.”

<https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Geography/Rationale>

Junior Cycle Geography has twenty-eight learning outcomes divided into three strands. It is Strand 2 “Exploring how we interact with the physical world” and Strand 3, “Exploring people, place and change” that these four lessons are linked to.



Subject: Geography, Class 1

Curriculum Link: Exploring How we interact with the Physical World

Learning Intentions:

- * To explore with students how climate change is one of the lead causative factors of extreme poverty
- * To read a case study which shows some of the interconnected effects of climate change in a pastoralist community
- * To use an active methodology with students to critically explore the interconnectivity of climate change

Junior Cycle Statements of Learning : LO3, 2

Resource : *Just A Second – Lessons from History*

Methodology

Begin by asking students to list what they see as the top five causative factors for global poverty and inequality. Encourage students to explain the links they see between their “factor” and poverty.

If climate change has been mentioned by students, you might like to remind them that this is one of the leading push factors for places experiencing poverty. Importantly, **climate change affects the poorest peoples and regions in the world the most.**

You might like to draw students’ attention to the following report, October 2018 that states there are a mere 12 years to try and reduce climate change before it has catastrophic consequences for millions of people.

<https://www.theguardian.com/environment/2018/oct/08/global-warming-must-not-exceed-15c-warns-landmark-un-report>

Read the case study “Kenya, 2011” from the Afri resource *Lessons from History* (You might wish to shorten it.) This should demonstrate to students the interconnected problems of poverty as caused by climate change.

This should “set students up” for the “Spiders’ Web” “active learning methodology of interconnected factors which contribute to poverty from the basis of climate change

Spiders’ Web

Ask students to stand around in a circle with a ball of wool given to one student. They start off with a statement beginning:

Climate change means that



Example: “Climate change means that there is less rain and crops begin to die”

(The student gives the “piece of the web” to another student who must follow on from this statement.)

Example: “If the crops begin to die, a family’s income will be less. “

Example: “If the family’s income is less, there will be little money to spare for children’s’ education “

***This can go on for as long as is decided within the class. By the end of the activity, a very messy web of wool held by students should show how climate change is interconnected to many elements of global poverty.*

What action will you take as a result of learning about this issue?

***Suggestions:** *Do an audit of how “climate friendly” your school is. Are there ways it could be improved? Could you write to the principal and Board of Management to get their support?*

Subject: Geography, Class 2

Curriculum Link: Exploring People, Place and Change

Learning Intentions:

- * To explore the interconnected factors that contribute to food insecurity and global hunger
- * To do a comparison between An Gorta Mór and the Somali Famine of 1992
- * To encourage students to research current food insecurity situation (Yemen)

Junior Cycle Statements of Learning : SOL 18

Resource : *Just A Second – Lessons from History*

Methodology

Begin by doing a simple word association game with students. Explain to them that you are going to say a word (“famine”) and that without thinking too much, they are to write down the first five word associations that come into their minds. Students may offer some stereotypical examples such as: **“Africa”, “starving child”, “drought”**, etc. . . Many of the stereotypical images that have dominated discourse about “Famine” in the public eye, which is something you might like to discuss with a more able group.

Then ask students the following question – is the word “famine” an appropriate term given that “famine” means hunger caused by lack of food?¹ Was there a lack of food in Ireland in the 1840s? Listen to the song “On a Single Day” by Christy Moore on the Afri CD the *Doolough Famine Walk: Music from a Dark Lake*? Allow discussion on this to see where students are regarding causative factors of “famine”.

Divide students into groups, and give each of the groups one of the following words:

¹ The Oxford dictionary describes “global hunger” as an extreme scarcity of food.

Migration

Climate / environmental causes

Political Response (or lack of

Land ownership

Elicit from the students any ways in which these words could contribute to global hunger / food insecurity. Students might like to give examples from An Gorta Mór if they know any factual information.

After this has been discussed, use the resource in “**Lessons from History**” to show students how despite a century and a half between them, there were some similar factors which propelled both Ireland (1845) and Somalia (1992) into the situation of mass hunger.

Give each group the comparison of Ireland / Somalia for their respective “word.” You could alternatively make a “matching exercise” from this resource as shown below for a less able group or a group with literacy difficulties.

Subject: Geography, Class 3

Curriculum Link: Exploring People , Place and Change

Learning Intentions

- * To explore the concept of migration and humans beings “on the move” through time
- * To understand the ideal of “Push” and “Pull” factors in migration
- * To compare and contrast a time of “push” migration from Ireland to Canada, (Grosse Ile), with a contemporary migration situation. (You might like to choose people migrating from Syria/ Eritrea etc.)

Junior Cycle Statements of Learning : SOL 3, SOL 7

Resource : `Just A Second – Lessons from History – *Grosse Ile*, p 18/19



Methodology

Begin by asking students to share with the class what sort of image they think of when they hear the word “migrant”. (You could also prepare this class in advance by asking the students to bring in an image that they believe expresses something they associate with migration.)

Draw a long timeline either on an extended piece of paper on the floor, or white board, and ask students to mark anywhere, along the time line from earliest BC date to 2019 AD, any migration or humans “being on the move” that they are aware of.

You might like to put in a few markings in different historical times and places to give students a few examples:

Great Migration: Homo sapiens leave continent of Africa into Europe and Asia

Plantation of Ulster; Scottish settlers migrate to Ulster, Ireland

Mid-19th century: Great Atlantic Migration from Europe to North America (especially from Germany and Ireland)

Post World War Two: Migration from Europe to US, Australia, Israel



Global Refugee Crisis 2014 – ongoing

When students have spent some time involved in this activity, the class group can discuss, if they know, what were the various “pull” and “push” factors in the migrant experiences drawn on the timeline.



Push factor: Something that causes the migrant to move

Pull factor: Something that attracts a migrant to move to a given place

The main aim of this exercise is to remind students that humans have always moved throughout history. However, the reasons for moving, the reception on arrival and, importantly in today's world, the barriers to movement are often different.

Give all students a copy of the *Grosse Ile profile* to read.

Discussion questions:



- * What were the “push” factors which made Irish migrants leave?
- * What were conditions on their journey like?
- * What sort of reception did the migrants receive when they reached Grosse Ile?

The description in the resource takes place in 1847. In the last four years, the Mediterranean Ocean has also been the backdrop for thousands of perilous journeys for migrants fleeing their homelands in search of safety and a better life. There are many similarities that can be drawn between the experience of Irish migrants and their desperate attempts to leave Ireland in search of something better, the suffering endured both during the journeys and on arrival, and the experience of many migrants trying to enter the EU in our contemporary world. Accordingly, students could do a comparative study between the Grosse Ile experience and refugees trying to cross the Mediterranean, and their reception in Europe – Lesbos, Greece could be a powerful comparative piece. The same three questions can be applied:



- * What are the “push” factors that are making Syrian/ Eritrean/ Afghan etc. migrants leave?
- * What are the conditions on their journey like?
- * What sort of reception are migrants receiving within the EU (and the EU waters)?

Subject: Geography, Class 4

Curriculum Link: Exploring People , Place and Change

Learning Intentions:

- To begin to explore relationships of power between richer and poorer countries
- To examine how access and ownership of resources are unfairly balanced, using creative piece *“The Sacred Cactus”*
- To learn how unfair trade precipitates the cycle of poverty

Junior Cycle Statements of Learning : SOL 9

Resource : *“Just A Second – Exploring Global Issues Through Drama and Theatre”, “The Sacred Cactus”, Narrative story*

Methodology

Begin by writing the figures **1%**, **82%** on the whiteboard, telling students that these figures represent something to do with global wealth. Take some “guesstimates”.²

Answer: 82% of wealth generated in the last year went to the richest 1 % of the global population. At the same time, the 3.7 billion poorest in the world, saw no increase in their wealth.

Give students a copy of the narrative story version of *“The Sacred Cactus”*.

² Source: *Oxfam Report, January 2018: “Reward Work, Not Wealth “*

This reads as a type of parable but introduces important issues such as resource ownership and access; value; unfair trade.

Discussion questions



5. Are there any reasons given initially in the story as to why there was often little food?
6. How would you describe the response of the richer countries when asked for assistance?
7. How did the richer and poorer countries differ in their view of how resources should be used?
8. What was the “deal” that the richer countries made with the poorer countries in order to get them to “hand over” the cactus juice?
9. Why were the poorer countries unable to “re-buy” the cactus juice?

Follow on exercise:



Exploration of the above piece could provide a backdrop to study of issues such as “tied aid”; the effect of agricultural subsidies on products from the Global South sold in poorer regions of the world.

Possible follow on research for students:

Mobile phone industry – extraction of minerals in Democratic Republic of Congo (DRC); conditions of labour for workers, also links to civil war

Garment industry – payment of workers in Bangladesh versus profits of clothing corporations

Coffee producers/ workers in Global South and prices/ profits in Western World

Global flower markets – prices given to workers/ producers versus prices of corporations selling in Europe

Junior Cycle History Resources

“Being historically conscious transforms the way that we perceive the world and our place in it ...”

“The study of the past allows us to examine the impact of human actions in a wide variety of dimensions, including politics, government, law, society, economics, culture, beliefs and ideas. – emphasising role of human action, or, inaction.”

<https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History/Rationale>

Subject: History, Class 1

Curriculum Link: The Age of Exploration and Conquest; Plantations of Ireland

Learning Intentions:

- * To look at the impact of land grabs and enforced migration
- * To examine unbalanced nature of power in different plantation/ colonisation situations.

Junior Cycle Statements of Learning: SOL 5, 7

Resource: Just A Second, Lessons from History, The Choctaw

Note

This is a class that could be used as a “parallel activity” in a variety of history sections within the Junior Cycle. With the section on Exploration and Conquest, it could be an interesting research topic for students to examine the experience of one of the Native American tribes- Sioux/ Choctaw etc. from the European conquest up until today.

This could also be used when studying the Plantations – a topic that students often find “dry”. Although the resource used does not parallel in historical time with either of the two curriculum sections mentioned, it is the concept of land grabs/ enforced displacement/ migration that students can learn about in a variety of contexts – seeing it as something not restricted to a particular time or place, and sadly, as something that continues today.

Methodology

When you have completed the “text book” section that relates in some way to land dispossession and displacement. (Conquests of Americas / Plantations in Ireland), ask students if they are aware of any other global situations where land was / is forcibly taken from people.

Students might mention Native American loss of lands; Aboriginal loss of lands; ongoing land grabs in the Amazon; Occupied Territories etc.

Discussion questions



From what you know of any of the fore-mentioned examples, how would you describe the balance of power between those on the land, and those who take the land?

Why might a company or corporation want access to a particular piece of land?

Is land only always of monetary value? Can you think of any other reasons why a people might be attached to their lands

Give students a copy of the Choctaw resource to read. (You may wish to adapt it.)

Afri resource: "Lessons from History" p.21

Discussion questions



Do you think this part of the story of the United states / "American Dream" is often left out of history books? Why?

Why do you think the Choctaw felt compelled to help the Irish during An Gorta Mór?

Reflection



The *Trail of Tears* is a very evocative image. Could you respond to this in some creative medium getting the image of the displaced Indians across? You might like to write a poem; short story; song or draw.

Subject: History, Class 2

Curriculum Link: International Relations, World War Two

Learning Intentions:

- * To examine the idea of “whose” history is written/ presented
- * To look at the varying “sides” of a famous World War Two event
- * To learn the story of Sadako Sasaki

Junior Cycle Statements of Learning : SOL 7, 8

Resource: Pathways of Peace – Sadako Sasaki profile

Methodology

You could begin this class by asking students to consider this statement:

“History is written by the victors” – Churchill

Ask students what they understand by this.

It is important for this class to have both Sadako Sasaki profile and resource detailing the Allied bombing of Hiroshima .(All Junior Cycle textbooks will have a section on this – you might want to add a little more detail as the Sadako piece is relatively long.)

Write the words *Hiroshima / Nagasaki* on the board, ask students what they know about these places.

Without too much further discussion, give students the piece on Sasaki to read. (You may wish to adapt it to pages 47 – 50 of “Pathways of Peace”)

Now ask students to read the standard textbook piece on the atomic bomb in Hiroshima and Nagasaki.

Discussion questions:



1. How does the textbook describe the impact of the bombings? How does the piece on Sasaki describe the bombings?
2. Do you react differently to the pieces? If so, why?
3. What does reading these two pieces tell you about how we are “told” history?

Return to the Churchill quote. You could widen this discussion to a look at how “single stories” are still often presented as the definitive stories throughout history. Ask students if they are aware of, or have any thoughts about this on their school history course. E.g., would it read differently if the section on Explorations opened with the lives of the Native American, Inca and Aztec people long before European colonisation, instead of this as a footnote to European colonisation etc.

Subject: History, Class 3

Curriculum Link: The Great Hunger and the Irish Diaspora

Learning Intentions:

- * To learn about two differing responses to An Gorta Mór
- * To work in groups to put historical material in logical order
- * To present the material orally

Junior Cycle Statements of Learning : LO3, 2

Resource: Lessons from History ; “Strokestown”

Methodology

Part One:

Divide students into groups of four

Each group receives either the “Strokestown” article or the “Choctaw” article photocopied and cut into nine and eight pieces respectively.

Ask students to read their pieces and then to try to arrange them, “top down” in order to produce a coherent narrative.

When students are sure, they can check with the teacher that they have this in the correct order.

Part Two:

Give students ten minutes to arrange to present the story of their piece to a group in the class with the Strokestown article, by using the diamond template attached.

Part Three:

Ask each of the groups to pair with another, and ask them both to present to each other.

Follow on activity: See if you can research an area in the world that is currently experiencing food insecurity global hunger. Can you find out what the government of their country is doing, what international efforts are being made?

***Research the contributions to Ireland from Turkey during the Great Hunger** – (look at Drogheda United football crest which has the Turkish emblem as a result of aid that landed in Drogheda from Turkey, during An Gorta Mór.)

***You might like to show students a picture of the “Kindred Spirits** during An Gorta Mór “memorial in Cork which commemorates the Choctaw donation.

What action will you take as a result of learning about this issue?

Suggestions:

- * Draw other students' / school community's attention to the food emergency currently being experienced in Yemen. You could present to other students how this crisis has arisen, you might like to get in contact with an NGO who is working there and see if there is something you as a class group could do to assist.

Subject: History, Class 4

Curriculum Link: The Great Hunger and the Irish Diaspora

Learning Intentions:

- *To understand what is meant by the term “diaspora”
- *To explore places Irish people fled to during the great hunger by looking at the case study of Grosse Isle
- *To research similar places that refugees flee to today and how they are treated / received (You might like to look at Lesbos in Greece/ Turkey etc.)

Junior Cycle Statements of Learning : SOL 7, 8

Resource: *Lessons from History : Gross Ile*

Methodology

Begin by writing the word “diaspora “on the board (if students have studied this section on the Junior Cycle History course they will be familiar with it. If not, you may have to explain it.)

Diaspora = The scattering of Irish migrants and their descendants worldwide.

Ask them to guess how large the Irish diaspora is worldwide. (The number is impossible to measure accurately, but approximately 70 million is a number often given.)

You could ask students for a show of hands if they know they have relatives / family abroad. Elicit from students where Irish migrants have traditionally migrated to. Students may mention England; US; Canada; Australia etc. You could also ask them if they know any cities that had high Irish migration – e.g. Liverpool; Boston; Sydney etc. These could be focused on as further research topics later.

To introduce the idea of push / pull factors in migration, ask students why so many Irish people emigrated in the second half of the 19th century. You might like to put two columns of “Push” and “Pull” on the whiteboard.

Push Factor: Something that causes the migrant to move

Pull factor: Something that attracts a migrant to move to a given place.

Explain to students that they are going to focus on Canada as an emigration destination for the Irish migrants of the 19th century. However, it might be interesting to start with the contemporary situation as within recent years there has been another wave of Irish emigration to Canada. As a further activity, students could look at push / pull factors for Irish emigration to Canada in our current times. In terms of diaspora, the article below could provide some interesting material.

How many Irish in Canada?

“Four and a half million Canadians (about 14 per cent of the population) claim Irish heritage. Significantly, Canada’s coat of arms includes shamrocks in the Compartment and, in the third quarter of the Escutcheon, the Irish harp of Tara. The breadth of individuals who built the Irish community here have made lasting contributions to both Canadian culture and Ireland’s diaspora legacy.”

<https://www.irishtimes.com/life-and-style/abroad/irish-community-in-canada-has-changed-a-lot-in-five-years-1.2941560> Irish Times 2017

Give students a copy of the **Grosse Ile profile** from the resource “Lessons from History” and ask them to read it.

1. The conditions endured to reach Grosse Ile were full of suffering. Why do you think people undertook the journey nonetheless?
2. Today, many migrants are making perilous journeys across the Mediterranean to places such as Greece/ Turkey and Italy. There is a huge fatality rate. Why do you think people undertake these journeys nonetheless?
3. How were the migrants treated when they arrived in Grosse Ile?
4. From your reading of the resource, did Grosse Ile offer the migrants the better life they had hoped for when they migrated?
5. The British poet Warsan Shire in her moving poem “**Home**” states:

*“You have to understand
that no one puts their children in a boat
unless the water is safer than the land”*

What do you think she means by this?

6. **Further research:** Find out how migrants are treated in current European destinations such as the island of Lesbos in Greece or Lampedusa.

What action will you take as a result of learning about this issue?

Suggestions:

* *Find out about the reception asylum seekers receive in Ireland through the Direct Provision system. You could peer teach students in your school about the system that has been criticised by many human rights bodies.*

* *Write to your local TDs expressing your opinion on how Ireland treats asylum seekers, and the small number of refugees we have received.*

Other useful resources available from Afri:

Famine is a Lie Edited by Joe Murray, Pat Pidgeon, Derek Speirs

They All Had Names Edited by Sean Steele

The Doolough Famine Walk: Music from a Dark Lake CD