

— JUNIOR CYCLE —
**MODERN
FOREIGN
LANGUAGES**



DOING DEVELOPMENT
EDUCATION

Diversity
Gender
Intercultural awareness
Interdependence
Socio-cultural knowledge
Stereotypes

CHANGING
ATTITUDES
DEVELOPING SKILLS
GROWING
KNOWLEDGE

WHAT IS DEVELOPMENT EDUCATION?

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

Key components of Development Education:

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

“You can’t teach a language without taking the big picture into account – the culture, the people, the society and the environment in which we live are all inextricably linked. This resource allows the MFL teacher to create engaging and inclusive language lessons for junior cycle students.”

Mary-Elaine Tynan, French teacher, Mount Temple Comprehensive & MFL lecturer, PME programme, Trinity College Dublin

THE AIM OF THIS RESOURCE

This resource aims to support teachers of Modern Foreign Languages (MFL)* to teach through a global justice lens, a lens with great educational benefits, which meets the requirements as laid out in the junior cycle MFL specification, and in the (2015) Framework for junior cycle. It is one of a series of WorldWise Global Schools resources that support teachers in different subject areas to address Development Education-related themes and concepts. The Doing DE resource series enables teachers to challenge their students to look at our world, and our place in making it more just, equitable and sustainable.



DEVELOPMENT EDUCATION (DE) AND JUNIOR CYCLE MODERN FOREIGN LANGUAGES (MFL)

The rationale for junior cycle MFL recognises that the study of foreign languages contributes to the capacity of students to participate 'in a global society'. It states that language learning gives students 'access to new worlds and different ways of thinking'. Engagement with languages can develop students' 'socio-cultural knowledge and intercultural awareness' and help students to appreciate diversity (NCCA, Specification for junior cycle Modern Foreign Languages, page 4).

Both Development Education and junior cycle MFL share a central aim of encouraging students to value their own and other cultures (NCCA, Specification for junior cycle Modern Foreign Languages, page 6).

STATEMENTS OF LEARNING:

DE contributes to the achievement of the six Statements of Learning mentioned in the junior cycle MFL specification, but is most explicitly evident in:

Statement of Learning 6:

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

Statement of Learning 16:

The student describes, illustrates, interprets, predicts and explains patterns and relationships.

Statement of Learning 24:

The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively, in a responsible and ethical manner.

Doing DE in Modern Foreign Languages does not mean doing something extra.

KEY SKILLS

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

* French, German, Italian and Spanish teachers

Key Skills of Junior Cycle



Figure 1: 8 junior cycle key skills with associated key skill elements

Learning Outcomes and Assessment

This resource supports teachers to take advantage of the opportunities to create rich and layered learning experiences and outcomes for students, supporting ongoing and summative assessment tasks, with opportunities for self- and peer-assessment, as well as opportunities for teachers to give feedback to individual learners.

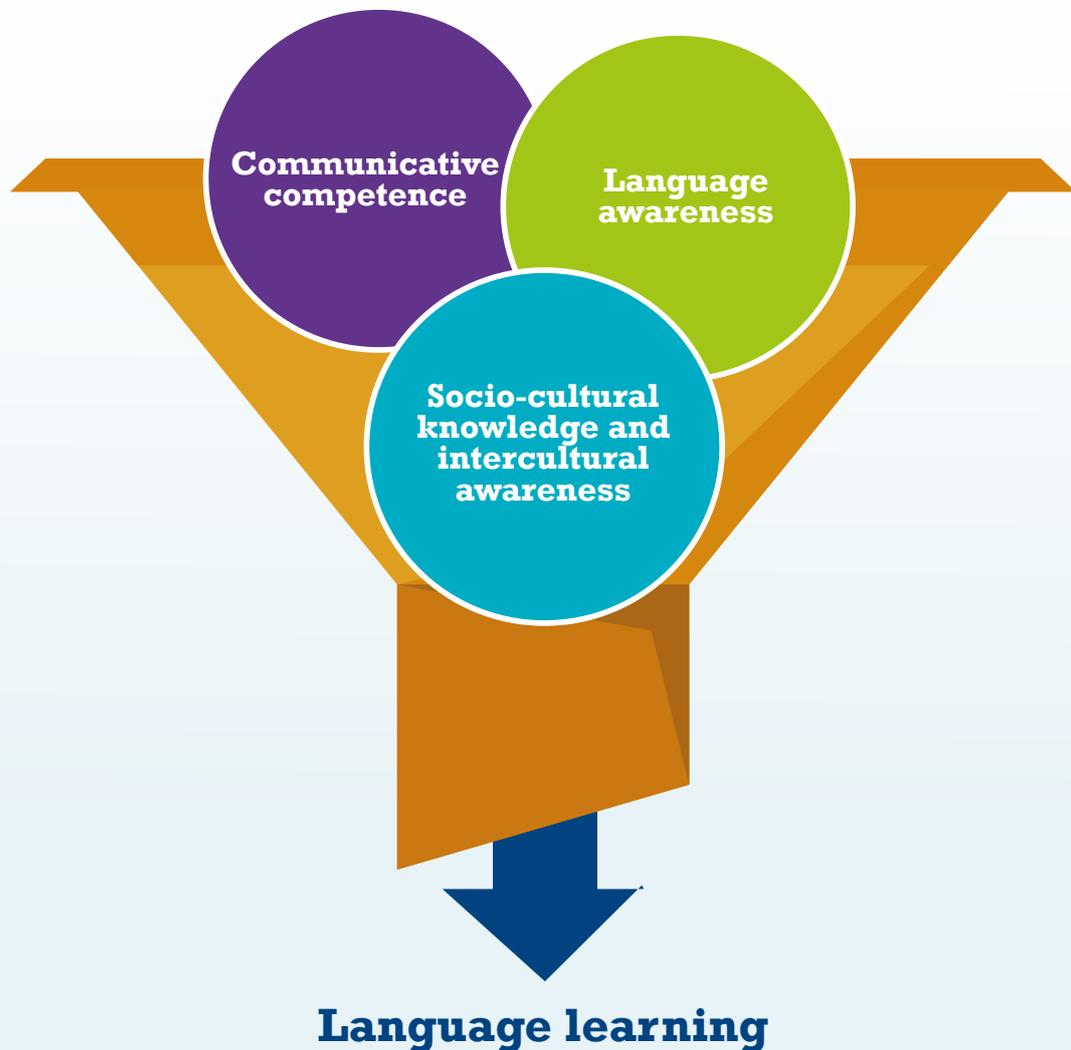


Figure 2: Inter-relatedness of the three MFL strands

To show how DE can be embedded in junior cycle MFL, this resource uses three **Strand Three (Socio-cultural knowledge and intercultural awareness)** learning outcomes as entry points: **LOs 3.1, 3.2 and 3.5**.

However, the teaching and learning activities exemplified for these learning outcomes also support student achievement in relation to additional learning outcomes in **Strand One (Communicative competence)**, **Strand Two (Language awareness)** and majority of the remaining learning outcomes in **Strand Three**, as follows:

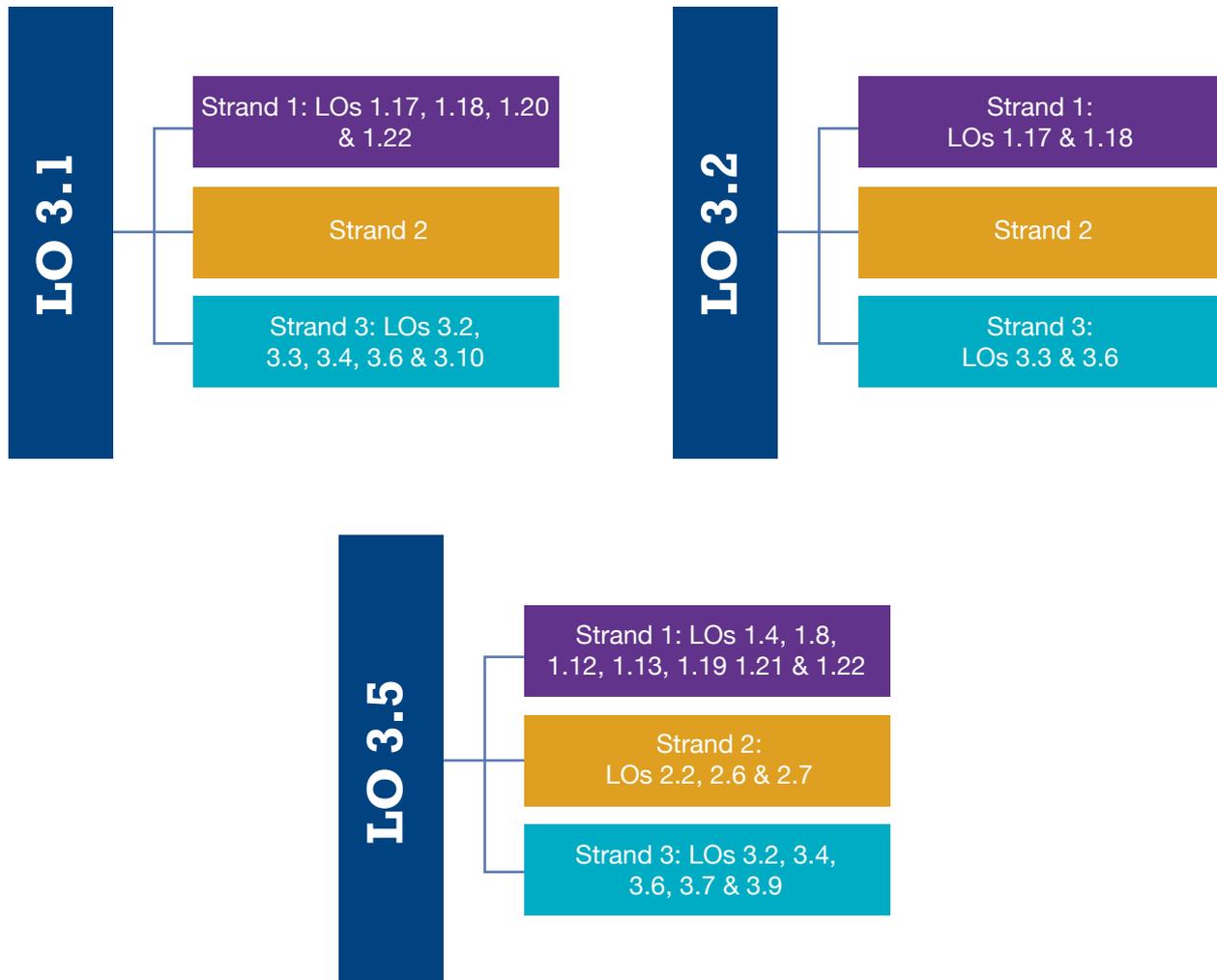


Figure 3: Learning outcomes supported in this resource

Doing DE in junior cycle MFL lends itself to the completion of Classroom-Based Assessments. For example, for completion of an individual, pair or group **Oral communication** classroom-based assessment in second year, you could support students to demonstrate their level of fluency, accuracy and range of vocabulary through one of the following formats:

- Interviewing, or simulating an interview, with a native speaker of the target language about the different experiences of everyday life for adults and children in their country of origin.
- Creating and subsequently revising an animation with appropriate narration, images and text about a sustainable development topic of interest, and related to an aspect of the target language or culture.
- Presentation (accompanied by a question-and-answer session) about an aspect of the target language or culture relevant to one or more of the Global Goals for Sustainable Development (see pages 7–8).

- Conversation in the target language, in response to a stimulus material about the interdependence of people and planet (e.g. an article or artwork).

NB: Regardless of format and topic the Oral communication CBA must be focused on an aspect of the language/ culture; or on a simulation of an experience in a target language; or on a topic or stimulus of interest.

A deliberate DE focus can help students to achieve in the individual **student language portfolio**, developed over the three years of junior cycle. A DE focus is an especially useful way for you to facilitate your students as they develop and document their socio-cultural knowledge and intercultural awareness (i.e. to evidence learning in relation to Strand Three).

For further information see the Assessment and Reporting section in the Specification for junior cycle Modern Foreign Languages and the Junior cycle MFL Guidelines for Classroom Based Assessments and Assessment Task: curriculumonline.ie

RESOURCE STRUCTURE

In the following pages, the learning outcomes identified in Figure 3 (page 6) are presented with relevant background information, and with ideas for activities in the classroom and beyond. Although each learning outcome is presented with a standalone set of activities, it is possible to do all the activities in this resource in order as a distinct teaching and learning unit. For this reason, the order in which the learning outcomes are presented is not chronological. The LO 3.5 section is in second place, because good practice in development education would suggest that issues around stereotyping and discrimination be addressed early to pre-empt a situation arising where stereotypical thinking might continue or be reinforced. This non-linear approach is in keeping with the three inter-related nature of the three strands in the Modern Foreign Languages specification.

| Entry point learning outcome | Page no. |
|------------------------------|----------|
| LO 3.1 | 9 |
| LO 3.5 | 13 |
| LO 3.2 | 19 |

There is a **Thinking about Global Goals** heading in each section, referencing one or more of the United Nations (UN) Global Goals for Sustainable Development. These are a universal set of goals, targets and indicators that UN member states, including Ireland, will be expected to use to frame their agendas and policies until 2030. The Global Goals follow, and expand on, the Millennium Development Goals (MDGs), which concluded at the end of 2015. As MFL teachers, you will find the Global Goals very useful in terms of ensuring that your students experience teaching and learning which ‘encourages participation, generates engagement and enthusiasm, and connects with life outside the school’ (DES, 2015. Framework for junior cycle, page 11).



SUSTAINABLE DEVELOPMENT GOALS



STRAND THREE: SOCIO-CULTURAL KNOWLEDGE AND INTERCULTURAL AWARENESS

STRAND ELEMENT: LEARNING ABOUT RELEVANT FACTS, PEOPLE, PLACES AND HISTORY ABOUT COUNTRY/COUNTRIES RELATED TO THE TARGET LANGUAGE



Main Learning Outcome = LO 3.1

Students should be able to: 'name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food'.

Background Information:



FRENCH

According to a 15-year study carried out by Professor Ulrich Ammon, University of Düsseldorf, French is 11th in the list of languages spoken by native speakers globally, after Chinese, Hindi-Urdu, English, Arabic, Spanish, Russian, Bengali, Portuguese, German and Japanese. French is spoken in over 51 countries worldwide by approximately 118,000,000 native speakers. The 2016 Irish census found that 54,948 people spoke French in their homes as a native language. In 2017, 46 per cent of all Leaving Certificate students sat the French exam.

French is an official language in 29 sovereign countries, as follows:

Belgium, Benin, Burkina Faso, Burundi, Cameroon, Canada, Central African Republic, Chad, Comoros, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, France, Gabon, Guinea, Haiti, Luxembourg, Madagascar, Mali, Monaco, Niger, Republic of the Congo, Rwanda, Senegal, Seychelles, Switzerland, Togo and Vanuatu.

France itself has sovereignty over regions, collectives and territories outside of mainland Europe where French is also the official language. These include: The Islands of Guadeloupe, Martinique, Saint-Martin, Saint-Barthélemy, Saint Pierre and Miquelon (Atlantic Ocean) Reunion island, Mayotte, the French Southern and Antarctic Lands (Indian Ocean), French Polynesia, New Caledonia, Wallis and Futuna (Pacific Ocean).

French is an official language of the European Union, as well as international bodies like the United Nations (UN), North Atlantic Treaty Organization (NATO) and the International Red Cross.

GERMAN



According to a 15-year study carried out by Professor Ulrich Ammon, University of Düsseldorf, German is 9th in the list of languages spoken by native speakers globally, after Chinese, Hindi-Urdu, English, Arabic, Spanish, Russian, Bengali and Portuguese. German is spoken as a native language by approximately 132,000,000 people worldwide, living in places as diverse as: Argentina, Australia, Brazil, Chile, Columbia, Costa Rica, Denmark, Hungary, Iceland, Israel, Paraguay, Poland, Namibia, Romania, South Africa and United States of America. The 2016 Irish census found that 28,331 people spoke German in their homes as a native language. In 2017, 14 per cent of all Leaving Certificate students sat the German exam. German is an official language in 6 sovereign countries: Austria, Belgium, Germany, Liechtenstein, Luxembourg and Switzerland.



ITALIAN

According to a 15-year study carried out by Professor Ulrich Ammon, University of Düsseldorf, Italian is 12th in the list of languages spoken by native speakers globally, after Chinese, Hindi-Urdu, English, Arabic, Spanish, Russian, Bengali, Portuguese, German, Japanese and French. Italian is spoken as a native language by approximately 67 million people worldwide, living in places as diverse as: Albania, Argentina, Australia, Belgium, Bosnia and Herzegovina, Brazil, Canada, Croatia, Egypt, Eritrea, France, Germany, Israel, Italy, Libya, Liechtenstein, Luxembourg, Paraguay, Philippines, Romania, Saudi Arabia, Slovenia, Somalia, Switzerland, Tunisia, United Arab Emirates, United Kingdom, United States and Uruguay. The 2011 Irish census found that 3,624 people spoke Italian in their homes as a native language. In 2016, 512 Leaving Certificate students sat the Italian exam.

Italian is an official language in 4 sovereign countries: Italy, San Marino, Slovenia (in regions where Italian nationals reside) and Switzerland.



SPANISH

According to a 15-year study carried out by Professor Ulrich Ammon, University of Düsseldorf, Spanish is 5th in the list of languages spoken by native speakers globally, after Chinese, Hindi-Urdu, English and Arabic. Spanish is spoken as a native language by approximately 389 million people worldwide, living in places as diverse as: Aruba, Belize, Cayman Islands, Curacao, Falkland Islands, Gibraltar, Trinidad and Tobago and the Virgin Islands. The 2016 Irish census found that 32,405 people spoke Spanish in their homes as a native language. In 2017, 13 per cent of all Leaving Certificate students sat the Spanish exam.

Spanish is an official language in 20 sovereign countries: Argentina, Bolivia, Columbia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rica (territory of the United States), Spain, Uruguay and Venezuela.



Thinking about Global Goals:

By 2030 ...

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Goal 4)



“Those who know nothing of foreign languages know nothing of their own.”

*Johann Wolfgang von Goethe,
German writer and statesman*

“A different language is a different vision of life.”

Federico Fellini, Italian film director and screenwriter



Teaching and learning activities:

Locate target language countries

Mark the location of countries where your target language is spoken as a native language on a map of the world. Use different colours to identify countries where your target language is an official language and countries where your target language is widely spoken.

Continent Table

Create two tables, each with the 8 columns. Call Table A 'Official Language' and Table B 'Widely Spoken Language'. In each table title the 8 columns as follows: (1) Country Name, (2) Africa, (3) Antarctica, (4) Asia, (5) Australia/Oceania, (6) Europe, (7) North America, and (8) South America. List the countries where your target language is an official language in the first column in Table A. List the countries where your target language is widely spoken in the first column in Table B. Place a tick in the correct continent column in each case.

Country Fact File (Linked also to LOs 3.2, 3.6 & 3.10)

Work in small groups to choose a country from either Table A ('Official Language') or Table B ('Widely Spoken Language'). Create a country fact file for your chosen country.

Your file should include information under eight or more of the following headings:

1. Country name in your first language
2. Country name in your target language
3. Map of the continent showing your chosen country's location (image or drawing)
4. Flag (image or drawing)
5. Population figures
6. Official language(s)
7. Main exports (goods and services sold out of the country) and imports (goods and services brought into the country)
8. Notable geographical features (man-made or natural)
9. Climate and seasonal months
10. Traditional food and drink
11. Main cultural or religious festivals
12. Famous people from your chosen country (authors, activists, artists, musicians, politicians, sportspeople, scientists)
13. Inventions by people from the chosen country
14. Notable historical event(s)
15. Reasons why target language is official/widely spoken in your chosen country

NOTE FOR TEACHERS:

As a differentiation strategy, you could ask students to source additional information for their country fact file, such as:

images of a famous person or landmark,
piece of art or item with cultural
significance from their country
or
phrases/words or idioms in the target
language and unique to their country

Present your completed country fact files in class. Take photos or video record these presentations. Compile a Prezi/PowerPoint using the photos/video. Upload the Prezi/PowerPoint to the school website and/or display your completed country fact files in the school or local library.

Country Quiz (Linked also to LO 1.22)

Devise three or more table quiz questions about your chosen target language country, based on the information gathered for your fact file. Pose at least one question in your target language, and make sure that one other question requires a response in your target language (for example, you could devise a question with multi-choice answers in your target language). Ask your teacher to organise a face-to-face or online table quiz (see link below) using the questions devised by the class.

Plan a trip (Linked also to LO 3.10)

Using travel guides and official tourist websites, plan a two-week trip to your chosen target language country. Integrate as many **sustainable tourism** activities as possible into your plan, and take account of any challenges or benefits that might arise from seasonal weather patterns. Track your proposed route on a map of the country and draw up a summary schedule of your expected daily activities, using the calendar system common to your destination.

Wish you were here!

(Linked also to LOs 1.18, 1.20, 3.4 & 3.10)

Imagine you were visiting your chosen target language country.

Write a postcard home to a family member or a friend in the target language. Tell them three things about your visit so far. It can be about a place or eco-tourist attraction you visited, the food you have eaten, the weather you have experienced, people you have met, where you are staying, customs you have observed, the price of one item. Use at least two tenses in your target language (e.g. past, present, future). Draw or find an appropriate image to go on the front of your postcard.

Swap your postcard with a classmate for a 3-stars (for things you did well) and 1-wish (for a way that you could improve) peer-assessment.

Revise your postcard based on the feedback you receive.

#Final thoughts (Linked also to LOs 1.17 & LO 3.3)

Come up with a # word or phrase in your target language to sum up what you have learned about your target language country/countries.

NOTE FOR TEACHERS:

According to UNESCO, tourism is one of the world's fastest growing industries and is a major source of income for many countries. However, tourism can also cause problems, such as social dislocation, loss of cultural heritage, economic dependence and ecological degradation.

Sustainable tourism (also called nature-based tourism, ecotourism and cultural tourism) is "tourism that respects both local people and the traveller, cultural heritage and the environment". It seeks to provide people with an exciting and educational holiday that also benefits the people and environment in the host country.



Useful Links:

Country Quiz

- Socrative – allows teachers to create simple quizzes that students can do using laptops, tablets or smartphones: [socrative.com](https://www.socrative.com)

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

Nelson Mandela, South African politician and Nobel Peace Prize laureate

STRAND THREE: SOCIO-CULTURAL KNOWLEDGE AND INTERCULTURAL AWARENESS

STRAND ELEMENT: LEARNING ABOUT TRADITIONS, CUSTOMS AND BEHAVIOURS



Main Learning Outcome = LO 3.5

Students should be able to: 'identify and reflect on common stereotypes about the target culture/s, including their own, and explain if and how their attitude towards the target country/countries is evolving'.



Background Information:

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

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

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

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

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

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

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

All stereotypes can influence our decisions and actions. Sometimes stereotyping leads to discrimination, where a person from a group is treated less favourably than someone from

NOTE FOR TEACHERS:
2018 is the 70th anniversary of the Universal Declaration of Human Rights. Why not facilitate your students to record themselves reading one of the 30 articles in the Declaration in their target language? See un.org/en/udhr-video/ for more details.

another group. In Ireland, discrimination is illegal on nine grounds: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Travelling community (Equal Status Acts 2000-2011 and Employment Equality Acts 1998-2011).

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

NOTE FOR TEACHERS:

For tried and tested educational methodologies for raising and dealing with stereotyping and other controversial issues download these free resource packs from developmenteducation.ie



Thinking about Global Goals:

By 2030 ...

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



Teaching and learning activities:

First contact (Linked also to LOs 1.12 & 3.6)

Choose a country located in the African continent, in Asia or in Latin America where your target language is official/widely spoken. Imagine you are talking to a young person from this country. What would you tell them about Ireland and what would they tell you about their country?

Create an animated video (link below) of the dialogue between yourself and the young person from your chosen country. Include the following target language elements in your video: greetings, introductions and thanks.

Complete the stereotype

Step 1: Name the stereotype

Choose a country located in the African continent, in Asia or in Latin America where your target language is official/widely spoken. Think about the stereotypes, positive and negative, you might commonly see/hear about this country and its people, and complete the following sentences:

- The government in [insert name of chosen country] is...
- Young people in [insert name of chosen country] are...
- Women in [insert name of chosen country] are...
- Men in [insert name of chosen country] are...

Complete at least one sentence above using a positive stereotype.

Step 2: Identify the impact on individual people

Imagine that you belong to the group in each sentence (i.e. you are a member of the ruling party in government, a young person/woman/man living in your chosen country). Take each completed sentence in turn, and use a spider diagram to map the aspects of 'your' identity and personality that this stereotype ignores or fails to recognise.

Step 3: Reflect on the impact of the stereotype

Think about 'your' future. What does this stereotype mean for the way that 'you' and 'your' group might be viewed or treated by others? How does this make 'you' feel? How will it affect 'your' behaviour or the way that 'you' act?

Typecast (Linked also to LO 3.6)

Work together in small groups to complete the following sentences:

- Young people in Ireland are...
- The Irish are...

In class, discuss the origins of stereotypes about people living in Ireland, and debate the reliability of these sources.

Use ICT to create a collage (link below) of media headlines that stereotype young people in Ireland.

Recipe for respect

(Linked to LOs 1.13 & 1.19)

Using your target language as much as possible, discuss the ways that young people can communicate, interact and act to avoid stereotyping. Incorporate your ideas into a class recipe for respect (i.e. a class charter).

The danger of a single story

(Linked also to LO 1.4, 1.8 & 2.2)

Watch Chimamanda Ngozi Adichie's 2009 TedGlobal Talk, 'The danger of a single story', with subtitles in your target language (see link below). As you watch, note 1-2 things that Chimamanda says that you find inspiring.

Find these quotes in the transcript of her talk in your target language.

Use her quotes as captions in a poster to encourage others to think beyond common stereotypes of people in Ireland and elsewhere.

Display your posters in your school, local community or on appropriate online platforms.

NOTE FOR TEACHERS:

The full 'Danger of a Single Story' Ted Talk is 18.49 mins long. To save time you could ask students to watch the talk as a homework task or you could pre-select or source relevant clips via YouTube to show in class. Note: YouTube clips are generally unavailable with subtitles in target languages.

NOTE FOR TEACHERS:

The 'Danger of a Single Story' and other Ted Talk transcripts are available in all MFL languages on the Ted website (link below).

Culture Cases

(Linked also to LOs 1.19, 3.4, 3.7 & 3.9)

Research Irish-based non-government organisations, sometimes called NGOs or overseas aid organisations (see link below), to identify those working in countries in the Global South where your target language is official/widely spoken.

Contact these NGO(s) requesting case studies (images and text and/or video footage) of young people living in these countries.

Ask for case studies that include details about the daily lives of young people, including school, sport, eating habits, hobbies and family life.

In your target language complete a Venn Diagram, where the left circle represents your life, the right circle represents the person in your case study, and the overlap between the two represents the aspects of your lives and experiences that are similar.

NOTE FOR TEACHERS:

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

Participate in a class discussion using the following statements as prompts:

- It is fair and accurate to say that we are the same as all the other young people in Ireland.
- It is fair and accurate to say that the person/people in our case study/studies are the same as all the other young people in their country.

Fame Form (Linked to LOs 1.21, 1.22, 3.2)

Working in pairs, choose one famous person you find inspiring/interesting from a country where your target language is official/widely spoken.

Using Microsoft Word or similar, create and complete a simple form in your target language with five or more of the following headings:

1. Name
2. Image
3. Date of birth (and date of death if relevant)
4. Country map displaying place of birth
5. Family of origin
6. Education (school, university)
7. Major accomplishments
8. Interesting or fun facts
9. Quote by your chosen person
10. Reason you picked this person

Amalgamate all of your completed Fame Forms into an eBook or pdf. Send this, with a short cover letter/email requesting a response in your target language, to a relevant Embassy or cultural institute (see links below).

Céad míle fáilte? (Linked to LOs 1.21 & 1.22)

The 2016 census found that the number of Irish residents born outside Ireland stood at 810,406. In the same year, the Migrant Rights Centre Ireland (MRCI) estimated that up to 26,000 undocumented people were living in Ireland, i.e. they did not have 'legal' permission or the necessary documents to live here. Additionally, approximately 4,000 asylum seekers who have applied for refugee status in Ireland are housed in privately run direct provision centres around the country.

- Work in small groups to research the experiences of undocumented people or asylum seekers in Ireland.
- Organise and vote in an online (Agree/Disagree) opinion poll (link below), using the following question or similar translated into your target language: 'Ireland, the land of one hundred thousand welcomes?'
- Present the findings of your research and opinion poll at a year or school assembly.

Ready, Steady, Goal (Linked to LOs 2.6 & 2.7)

Identify one challenge you have encountered in language learning while doing the activities in this section.

Come up with a personal language learning goal to help overcome this challenge.

Fix on a date by which you will achieve this goal.

Identify three things (learning strategies) to help you achieve your language learning goal.

Complete the following stem sentence:

'I will know I have reached my language learning goal when...'

Set reminders for yourself on your phone or in your school diary to work towards your goal between now and your deadline.

When you reach your deadline, carry out an honest self-assessment of your progress and set new goals as appropriate.

NOTE FOR TEACHERS:

2016 data used throughout. As a differentiation strategy, you could ask students to update the data by contacting the MRCI (undocumented people) and the Reception and Integration Agency in the Department of Justice and Equality (people in direct provision).



Useful Links:

First contact

- Animated video maker: powtoon.com

Typecast

- Collage maker: picmonkey.com/collage

Danger of a single story

- Chimamanda Ngozi Adichie (2009). 'The danger of a single story', TedGlobal, 18.49 mins: ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- Digital poster maker: canva.com

Culture Cases

List of Irish non-governmental organizations: dochas.ie/membership/our-members

Dochas Code of Conduct on Images and Messages: dochas.ie/images-and-messages

Fame Form

- List of foreign embassies accredited in Ireland: dfa.ie/embassies/embassies-in-ireland/#
- Alliance Francaise: alliance-francaise.ie/
- Goethe-Institute: goethe.de/ins/ie/en/index.html
- Instituto Cervantes: dublin.cervantes.es/en/default.shtm
- Italian Cultural Institute: http://www.iicdublino.esteri.it/iic_dublino/it/

Céad míle fáilte?

Instructions on setting up an online

Doodle opinion poll: support.doodle.com

NOTE FOR TEACHERS:

Consider engaging with target language native speaker(s) using technology, for example, through the European Commission's eTwinning initiative: etwinning.net/en/pub/index.htm

"It is the firm will of the Irish Nation, in harmony and friendship, to unite all the people who share the territory of the island of Ireland, in all the diversity of their identities."

*Article 3 of Bunreacht na hÉireann
(The Constitution of Ireland)*



STRAND THREE: SOCIO-CULTURAL KNOWLEDGE AND INTERCULTURAL AWARENESS

STRAND ELEMENT: LEARNING ABOUT RELEVANT FACTS, PEOPLE, PLACES AND HISTORY ABOUT COUNTRY/COUNTRIES RELATED TO THE TARGET LANGUAGE



Main Learning Outcome = LO 3.2

Students should be able to: 'discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people'.

NOTE FOR TEACHERS:

The activities in this section focus on enabling students to discover and use statistical data related to the target country/countries. Facts and figures relating to festivals, inventions and famous people are integrated into activities elsewhere in this resource.



Background Information:

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

Brundtland Commission, 1987

This definition encompasses several key concepts:

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

Language and communication are crucial aspects of development, because the effectiveness of how people interact dictates how societies and economies grow, and how people can work together to protect and conserve our planet.

There is lots of debate about how to measure development. The United Nations has a measurement tool called the Human Development Index (HDI). The HDI tracks average achievements in three basic aspects of human development – leading a long and healthy life (life expectancy), being knowledgeable (education) and enjoying a decent standard of living (income).

Every year the United Nations produce a Human Development Index report, based on the available data from the 193 member countries. In 2016, The Human Development Report 'Human Development for Everyone', examined the gains made in recent decades in terms of human development and asked, 'who has been left behind and why?' The report also looked at what can be done to advance human development for everyone. It sets out policy recommendations at the national level and looks at ways to achieve the Global Goals for Sustainable Development.

Note: To measure human development more comprehensively, the Human Development Report also presents four other composite indices. The Inequality-adjusted HDI discounts the HDI according to the extent of inequality. The Gender Development Index compares female and male HDI values. The Gender Inequality Index highlights women's empowerment. The Multidimensional Poverty Index measures non-income dimensions of poverty.



FRENCH specific background information

French is spoken in over 51 countries worldwide by approximately 118,000,000 native speakers. French is an official language in 29 sovereign countries, listed in the first column in the table below. In 2016, the data available to the United Nations meant that these countries were ranked in the Human Development Index as follows (alphabetical order):

NOTE FOR TEACHERS:

2016 data used throughout. Why not support your students to access the HDI website (link below) and work together in small groups to update these tables?

| | HDI rank | Human Development status | Life expectancy @ birth (years) | Expected years of schooling | Gross National Income (GNI) per capita (US\$) |
|----------------------------------|----------|--------------------------|---------------------------------|-----------------------------|---|
| Belgium | 22 | Very high | 81.0 | 16.6 | 41,243 |
| Benin | 167 | Low | 59.8 | 10.7 | 1,979 |
| Burkina Faso | 185 | Low | 59.0 | 7.7 | 1,537 |
| Burundi | 184 | Low | 57.1 | 10.6 | 691 |
| Cameroon | 153 | Low | 56.0 | 10.4 | 2,894 |
| Canada | 10 | Very high | 82.2 | 16.3 | 42,582 |
| Central African Republic | 188 | Low | 51.5 | 7.1 | 587 |
| Chad | 186 | Low | 51.9 | 7.3 | 1,991 |
| Comoros | 160 | Low | 63.6 | 11.1 | 1,335 |
| Côte d'Ivoire | 171 | Low | 51.9 | 8.9 | 3,163 |
| Democratic Republic of the Congo | 176 | Low | 59.1 | 9.8 | 680 |
| Djibouti | 172 | Low | 62.3 | 6.3 | 3,216 |
| Equatorial Guinea | 135 | Medium | 57.9 | 9.2 | 21,517 |
| France | 21 | Very high | 82.4 | 16.3 | 38,085 |
| Gabon | 109 | Medium | 64.9 | 12.6 | 19,044 |
| Guinea | 183 | Low | 59.2 | 8.8 | 1,058 |
| Haiti | 163 | Low | 63.1 | 9.1 | 1,657 |
| Luxemburg | 20 | Very high | 81.9 | 13.9 | 62,471 |
| Madagascar | 158 | Low | 65.5 | 10.3 | 1,320 |
| Mali | 175 | Low | 58.5 | 8.4 | 2,218 |
| Morocco | 123 | Medium | 74.3 | 12.1 | 7,195 |
| Niger | 187 | Low | 61.9 | 5.4 | 889 |
| Republic of the Congo | 135 | Medium | 62.9 | 11.1 | 5,503 |
| Rwanda | 159 | Low | 64.7 | 10.8 | 1,617 |
| Senegal | 162 | Low | 66.9 | 9.5 | 2,250 |
| Seychelles | 63 | High | 73.3 | 14.1 | 23,886 |
| Switzerland | 2 | Very high | 83.1 | 16.0 | 56,364 |
| Togo | 166 | Low | 60.2 | 12.0 | 1,262 |
| Vanuatu | 134 | Medium | 72.1 | 10.8 | 2,805 |



GERMAN specific background information

German is spoken as a native language by approximately 132 million people worldwide, living in a wide range of countries, including those listed in the table below. In 2016, the data available to the United Nations meant that these countries were ranked in the Human Development Index as follows (alphabetical order):

NOTE FOR TEACHERS:

2016 data used throughout. Why not support your students to access the HDI website (link below) and work together in small groups to update these tables?

| | HDI rank | Human Development status | Life expectancy @ birth (years) | Expected years of schooling | Gross National Income (GNI) per capita (US\$) |
|---------------|----------|--------------------------|---------------------------------|-----------------------------|---|
| Argentina | 45 | Very high | 76.5 | 17.3 | 20,945 |
| Australia | 2 | Very high | 82.5 | 20.4 | 42,822 |
| Brazil | 79 | High | 74.7 | 15.2 | 14,145 |
| Chile | 38 | Very high | 82.0 | 16.3 | 21,665 |
| Columbia | 95 | High | 74.2 | 13.6 | 12,672 |
| Costa Rica | 66 | High | 79.2 | 14.2 | 14,006 |
| Denmark | 5 | Very high | 80.4 | 19.2 | 44,519 |
| Germany | 4 | Very high | 81.1 | 17.1 | 45,000 |
| Hungary | 43 | Very high | 75.3 | 15.6 | 23,394 |
| Iceland | 9 | Very high | 82.7 | 19.0 | 37,065 |
| Ireland | 8 | Very high | 81.1 | 18.6 | 43,798 |
| Israel | 19 | Very high | 82.6 | 16.0 | 31,215 |
| Paraguay | 110 | Medium | 73.0 | 12.3 | 8,182 |
| Poland | 36 | Very high | 77.6 | 16.4 | 24,117 |
| Namibia | 125 | Medium | 65.1 | 11.7 | 9,770 |
| Romania | 50 | Very high | 74.8 | 14.7 | 19,428 |
| South Africa | 119 | Medium | 57.7 | 13.0 | 12,087 |
| United States | 10 | Very high | 79.2 | 16.5 | 53,245 |



“The idea is to go from numbers to information to understanding.”

Hans Rosling, Swedish statistician and co-founder of gapminder.org which converts UN and World Bank data into moving, interactive graphics

NOTE FOR TEACHERS:

2016 data used throughout. Why not support your students to access the HDI website (link below) and work together in small groups to update these tables?

**ITALIAN specific background information**

Italian is spoken as a native language by approximately 67 million people worldwide, living in wide range of countries, including those listed in the table below. In 2016, the data available to the United Nations meant that these countries were ranked in the Human Development Index as follows (alphabetical order):

| | HDI rank | Human Development status | Life expectancy @ birth (years) | Expected years of schooling | Gross National Income (GNI) per capita (US\$) |
|------------------------|----------|--------------------------|---------------------------------|-----------------------------|---|
| Albania | 75 | High | 78.0 | 14.2 | 10,252 |
| Argentina | 45 | Very high | 76.5 | 17.3 | 20,945 |
| Australia | 2 | Very high | 82.5 | 20.4 | 42,822 |
| Belgium | 22 | Very high | 81.0 | 16.6 | 41,243 |
| Bosnia and Herzegovina | 81 | High | 76.6 | 14.2 | 10,091 |
| Brazil | 79 | High | 74.7 | 15.2 | 14,145 |
| Canada | 10 | Very high | 82.2 | 16.3 | 42,582 |
| Croatia | 45 | Very high | 77.5 | 15.3 | 20,291 |
| Egypt | 111 | Medium | 71.3 | 13.1 | 10,064 |
| Eritrea | 179 | Low | 64.2 | 5.0 | 1,490 |
| France | 21 | Very high | 82.4 | 16.3 | 38,085 |
| Germany | 4 | Very high | 81.1 | 17.1 | 45,000 |
| Ireland | 8 | Very high | 81.1 | 18.6 | 43,798 |
| Israel | 19 | Very high | 82.6 | 16.0 | 31,215 |
| Italy | 26 | Very high | 83.3 | 16.3 | 33,573 |
| Libya | 102 | High | 71.8 | 13.4 | 14,303 |
| Liechtenstein | 15 | Very high | 80.2 | 14.6 | 75,065 |
| Luxemburg | 20 | Very high | 81.9 | 13.9 | 62,471 |
| Paraguay | 110 | Medium | 73.0 | 12.3 | 8,182 |
| Philippines | 116 | Medium | 68.3 | 11.7 | 8,395 |
| Romania | 50 | Very high | 74.8 | 14.7 | 19,428 |
| Saudi Arabia | 38 | Very high | 74.4 | 16.1 | 51,320 |
| Slovenia | 25 | Very high | 80.6 | 17.3 | 28,664 |
| Somalia | | | 55.7 | | 294 |
| Switzerland | 2 | Very high | 83.1 | 16.0 | 56,364 |
| Tunisia | 97 | High | 75.0 | 14.6 | 10,249 |
| United Arab Emirates | 42 | Very high | 77.1 | 13.3 | 66,203 |
| United Kingdom | 16 | Very high | 80.8 | 16.3 | 37,931 |
| United States | 10 | Very high | 79.2 | 16.5 | 53,245 |
| Uruguay | 54 | High | 77.4 | 15.5 | 19,148 |



SPANISH specific background information

Spanish is spoken as a native language by approximately 389 million people worldwide. Spanish is an official language in 20 countries, listed in the first column in the table below (excepting Puerto Rico which is an overseas territory of the United States). In 2016, the data available to the United Nations meant that these countries were ranked in the Human Development Index as follows (alphabetical order):

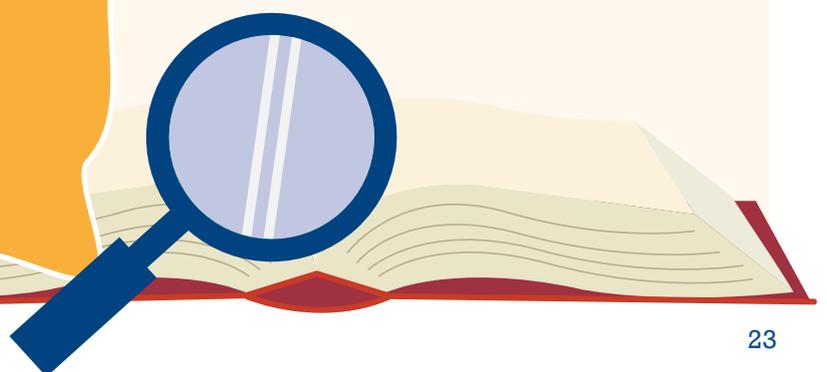
NOTE FOR TEACHERS:

2016 data used throughout. Why not support your students to access the HDI website (link below) and work together in small groups to update these tables?

| | HDI rank | Human Development status | Life expectancy @ birth (years) | Expected years of schooling | Gross National Income (GNI) per capita (US\$) |
|--------------------|----------|--------------------------|---------------------------------|-----------------------------|---|
| Argentina | 45 | Very high | 76.5 | 17.3 | 20,945 |
| Bolivia | 118 | Medium | 68.7 | 13.8 | 6,155 |
| Columbia | 95 | High | 74.2 | 13.6 | 12,672 |
| Costa Rica | 66 | High | 79.2 | 14.2 | 14,006 |
| Cuba | 68 | High | 79.6 | 13.9 | 7,455 |
| Dominican Republic | 99 | High | 73.7 | 13.2 | 12,756 |
| Ecuador | 89 | High | 76.1 | 14.0 | 10,536 |
| El Salvador | 117 | Medium | 73.3 | 13.2 | 7,732 |
| Equatorial Guinea | 135 | Low | 57.9 | 9.2 | 21,517 |
| Guatemala | 125 | Medium | 72.1 | 10.7 | 7,063 |
| Honduras | 130 | Medium | 73.3 | 11.2 | 4,466 |
| Mexico | 77 | High | 77.0 | 13.3 | 16,383 |
| Nicaragua | 124 | Medium | 75.2 | 11.7 | 4,747 |
| Panama | 60 | High | 77.8 | 13.0 | 19,470 |
| Paraguay | 110 | Medium | 73.0 | 12.3 | 8,182 |
| Peru | 87 | High | 74.8 | 13.4 | 11,295 |
| Spain | 27 | Very high | 82.8 | 17.7 | 32,779 |
| Uruguay | 54 | High | 77.4 | 15.5 | 19,148 |
| Venezuela | 71 | High | 74.4 | 14.3 | 15,129 |

“I never guess. It is a capital mistake to theorise before one has data. Insensibly one begins to twist facts to suit theories, instead of theories to suit facts.”

*Sir Arthur Conan Doyle,
author of Sherlock Holmes stories*

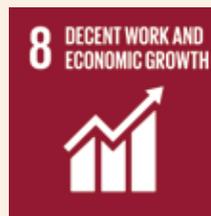




Thinking about Global Goals:

By 2030 ...

- Ensure inclusive and quality education for all and promote lifelong learning (Goal 4)
- Ensure healthy lives and promote well-being for all at all ages (Goal 5)
- Promote inclusive and sustainable economic growth, employment and decent work for all (Goal 8)
- Reduce inequality within and among countries (Goal 10)
- Promote just, peaceful and inclusive societies (Goal 16)



Teaching and learning activities:

Big data

Discuss the things that you find interesting or surprising about the data on the board.

What, if any, questions do you have about information presented in this table?

The Human Development Index (HDI) data is displayed in alphabetical order (by country name). Ask your teacher to send/give you a copy of this table. Reorder the table so that the data is displayed in numerical order using the HDI rank (column 2), i.e. showing the countries with a HDI ranking closest to 1 (high human development) to the country ranked furthest from 1 (low human development). What, if anything, do you notice about the data now (for example, geographical location of countries)?

Reorder the data again, this time in numerical order according to expected years of schooling. What does your revised table tell you about the importance of education for human development?

Add to the stats

Working in small groups, choose 4 countries where your target language is official/widely spoken (insofar as possible representing the range from very high to low human development countries – see column 3).

Create a new table with 3 columns – title the first column 'Country Name'.

Access the United Nations Human Development Index – Country Profiles website (link below):

1. Click on each of your four countries in turn from the map of the world or from the alphabetical list under the map.
2. Once you are in your country specific profile, scroll down to the indicators from Inequality onwards (i.e. Inequality; Gender; Poverty; Work, Employment and Vulnerability; Human Security; Trade and Financial Flows; Mobility and Communication; Environmental Sustainability; and, Demography). To find out more about each indicator click on the + sign for each.

NOTE FOR TEACHERS:

Display the Human Development Index table for your target language countries on the board.

3. Pick the two indicators you find most interesting.
4. Use these two indicators as the titles for columns 2 and 3 in your table.
5. Use the data presented opposite your chosen indicators to populate the rows in these columns for each of your four countries.

Present your findings in class, and discuss if/why you think that your chosen indicators are a good measure of sustainable development.

3-2-1 Slogan! (Linked also to 1.18 & 3.3)

Go online and research an economic, social or environmental challenge facing one country where your target language is official/widely spoken, taking care to use reputable websites with up-to-date and credible facts and figures.

Find three root causes of the challenge, two impacts of the challenge on people, and suggest one solution that you, your community, the government or the international community can contribute to.

Participate in a whole class discussion about whether/how your research helps to explain the HDI rank/status of your chosen country/countries.

Come up with a one-sentence slogan, choose an idiom or write a series of linked words (using simple connectors such as but, and, or, as) in your target language to encourage others to contribute to solving the economic, social or environmental challenge facing people in your chosen country.

Head in the clouds (Linked also to LOs 1.17, 3.3 & 3.6)

Ask your teacher to set up two class Word Clouds with mentimeter (link below) using the following questions:

1. What skills have you developed while doing these activities?
2. Name one thing that you can do to contribute to sustainable development in the world, now or in the future?

Using the menti codes, respond to these questions (link below), but for each limit your contributions to three entries and use key words or phrases in your target language.

Discuss the most prominent words/phrases that appear in each Word Cloud.

Take a photograph of the completed Word Clouds and display these on the walls of your class, or in the reception area of the school.



Useful Links:

Add to the stats

United Nations Human Development Index – Country profiles: hdr.undp.org/en/countries

Head in the clouds

Word Cloud Creator – use [mentimeter.com/app](https://www.mentimeter.com/app) to set up the word cloud questions and generate the code for students to respond via [menti.com](https://www.menti.com)



Get Active/Get Engaged

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

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

- European Commission Juvenes Translatores (Young Translators):
ec.europa.eu/info/education/juvenes-translatores_en
- Léargas European Day of Languages (26 September) competition:
leargas.ie/programmes/languages/european-day-of-languages/competition/
- Professional Development Service for Teachers (PDST) National Poetry Competition:
pdst.ie/junior/poetry
- WWGS Global Passport Award:
worldwiseschools.ie/wwgs-global-passport/

The Post-Primary Languages Initiative (PPLI) of the Department of Education and Skills also provides a wealth of information about opportunities for language learning at post-primary level: languagesinitiative.ie



WorldWise Global Schools (WWGS)

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

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



Global Passport Award Programme

JOIN NOW!

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

The Global Passport is a self-assessed and externally-audited accreditation for Development Education that is open to all post-primary schools in the Republic of Ireland.

There are 3 different types of passport you can apply for depending on your school's level of engagement with Development Education (DE):

1. **Citizen's Passport** – for emerging engagement with DE
2. **Diplomatic Passport** - for established engagement with DE
3. **Special Passport** - for exceptional engagement with DE

WHAT IS INVOLVED?

Rate your school's level of DE activity in 7 categories (passport 'stamps'). The total score achieved in all 7 stamps will determine which of the three passport types is awarded.

WHAT ARE THE BENEFITS?

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

WHAT SUPPORTS ARE OFFERED?

WWGS provides a range of supports to assist schools in undertaking the Global Passport:

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

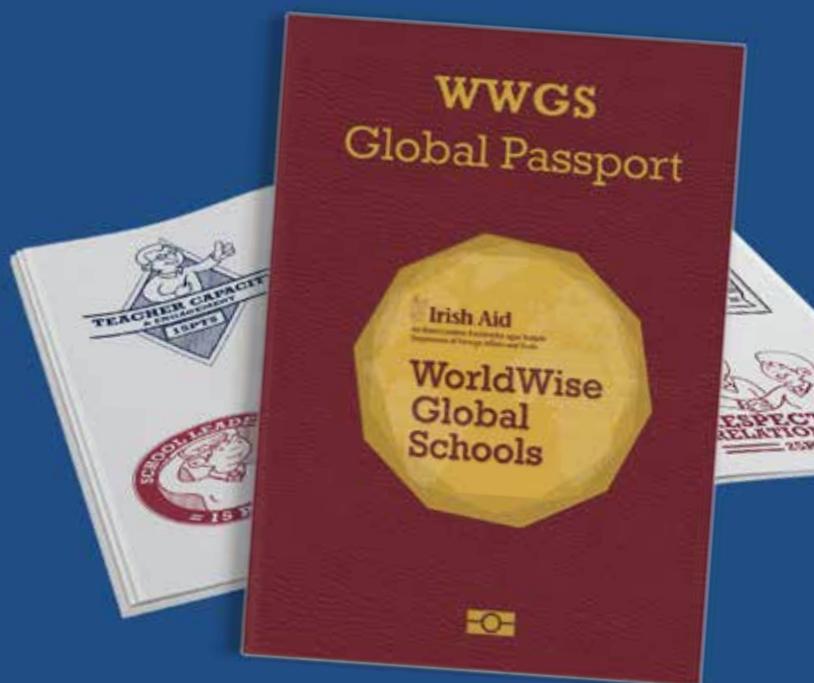
HOW DO I FIND OUT MORE AND APPLY?

For more information or to get involved please register your interest online or get in touch!

Website: www.worldwiseschools.ie

Email: global.passport@worldwiseschools.ie

Call: 01 5547447



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

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

Contact the WWGS team

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

WorldWise Global Schools, Kingsbridge House, 17-22 Parkgate Street, Dublin 8
www.worldwiseschools.ie | Email. info@worldwiseschools.ie | Tel. 01 685 2078



WWGS is being implemented through a consortium comprising Gorta-Self Help Africa, Concern Worldwide and the City of Dublin Education and Training Board Curriculum Development Unit.

gorta
Self Help Africa

CONCERN
worldwide

CDET B

