

Area of Study

Local and Global Citizenship

Overview

This TU is based on topical issues that connect the ‘developed’ and ‘developing world’. It invites students to explore and debate some of the biggest questions facing our world today such as; global warming, poverty, conflict, the role of women. Students will learn how to research, select and evaluate material. They will acquire the skills of speech writing and then through a lively and informed debating forum all students gain confidence to address their peers with clarity and conviction.

Related learning

- Links to Junior Certificate CSPE, English and Media Studies.
- Links closely with Leaving Certificate Geography Elective Units – Global Interdependence and Geoecology.
- Links with Leaving Certificate English – speech writing and debating make students more critically aware of the language of argument and persuasion.
- Links with Leaving Certificate Economics and Business.

Outline of the unit

In order for students to be able to debate development issues they must first learn about development issues and also learn how to access information for research purposes. Coupled with this they must acquire and practise the basic skills of debating. Therefore the first month or so is spent in guiding students on how to research and debate some simple topics. This is followed by helping students to gain an understanding of some key development issues and also helping them to find out information on these issues using a variety of sources. From then on the research and debating go hand in hand as students prepare topics for debate.

Part 1: Research skills

- Students are introduced to the concept of 'human development' and key international agreements on development and human rights: Universal Declaration of Human Rights, 1993 Vienna Declaration on the right to development, Convention on the Rights of the Child and the Millennium Development Goals. Links closely with Leaving Certificate Geography Elective Units – Global Interdependence and Geoecology.
- They are guided on the basic techniques of research, students are invited to conduct some primary research of their own through interviews and surveys as well as learning how to use secondary sources.
- They use web-based tools, TV and radio documentaries, media analysis, and relevant books, newspapers, periodicals and magazines.
- They are encouraged to invite in guest speakers, past pupils, members of staff or local people who have worked in development.
- Students are encouraged to view others debating in their school and local area, The Concern Debates, Macra na Feirme debates, college debating society or a visit to the their local council chamber or log on to www.youtube.com for videos of speeches and debates.
- Students will research case studies of development projects – For example, the Grameen Bank in Bangladesh, Bothar animal programmes in Malawi, various Concern programmes worldwide and Irish Aid programmes in Africa. Divided into small groups, students will make a presentation of their selected case study using posters and visual aids.

Part 2: Debating skills

It is best to base the first debates on topics of local or national interest , for example:

- That their home town/city is the place to be
- That Ireland is changing for the better
- That young people lack idealism.

A topic is selected and all students carry out research and begin to prepare to debate on the topic (Study appendix 3 carefully at this point in the preparation).

Two teams of two speakers are selected to debate a motion for each week. The remainder of the class write up a short speech proposing or opposing the motion; this enables them to participate in the open forum at the end of each debate.

When all team members have spoken, the debate is opened to the floor.

Members of the class take on the roles of chairperson, time keeper and adjudicators, using a prepared adjudication sheet. (See appendix 2)

Each week a topic is researched and debated so that all pupils get debating experience. In a double class there could be two debates at this initial period to give as many students as possible an opportunity to speak.

After students have been introduced to the skills of debating they are now invited to apply their new skills to debating global issues.

The students come up with a list of development topics they would like to debate.

Some suggested topics are:

- Consumers in Ireland don't care about child labour
- Overseas aid does not work
- The West has abandoned Africa
- Africa's problems are of its own making
- The world is not able to support its growing population

Teams at this stage could have three members as it helps with the more demanding material.

Continue the routine of doing research and debate each week.

A grand final could take place at the end of the Unit.

Breakdown of the unit

A double and a single class are required each week for a 15 week period.

Class contact time: 27 hours.

Research, speech writing, outside visits: 18 hours.

Aims

This transition unit aims to

- promote awareness of political, economic, and social issues impacting on the developing world
- help students to gain proficiency in analysing material, making good arguments, being able to defend an argument while listening to the opposing point of view and learning to challenge assumptions
- provide students with the knowledge and conviction to take action at local as well as global level on sustainable human development, for example, to get involved with the local Fair Trade Movement, fund raise by sponsored fasts or silences, sign petitions and perhaps later to go on and do volunteer work.

Learning Outcomes

On completion of this unit students should be able to:

- discuss different case studies of development
- conduct primary and secondary research
- analyse and organise material
- construct a clear and concise argument proposing or opposing a motion
- demonstrate knowledge of their topic by responding to points of information and speaking in the open forum
- work co-operatively within their team and with other teams
- evaluate the arguments of others through taking on the role of adjudicators
- plan and organise visiting speakers and the debate forum
- submit an article on development for a local newspaper, TY Times or a school year book.

Key skills

How evidenced

information processing

Students will become familiar with specialist sites related to the topics and learn how to extract relevant information to support their argument.

Students will organise material, picking out the main ideas and linking ideas from various sources to come to their own position.

critical and creative thinking

Students will:

- learn the difference between facts, reasoned judgement and opinion.
- become aware of the two sides of an argument.
- challenge assumptions and myths on issues such as the inability of the developing world to make progress.
- recognise the impact of real life constraints.

communicating

Students will practice:

- speech writing
- speaking without notes before their peers
- the art of persuasion of an audience by verbal and non verbal means i.e. hand gestures and eye contact
- listening to and respecting the views of others.

working with others

Student will demonstrate:

- co-operation with the larger group in research and discussion
- sharing with one's team members and dividing the presentation in a fair manner
- the ability to keep deadlines to be ready for the debates
- the ability to encourage class members before a debate and praise afterwards
- recognise how different roles can contribute to their overall goals.

being personally effective

Students will:

- evaluate one's own material content and performance
- receive and respond to feedback;
- develop the ability to persevere when the topic might seem impossible.

Learning approaches

- research work both from primary and secondary sources and using cross curricular references where possible.
- use of ICT
- group work – discussion and debate and presentation of group projects
- visiting speakers
- role play in acting as chairpersons and adjudicators.

Assessment approaches

Assessment will be continuous during the transition unit and include:

- self and peer assessment of their performances and presentations
- teacher assessment of the student's portfolio containing evidence of their work – research, speeches, etc. This portfolio will also show evidence of their ability to meet deadlines.

Evaluation methods

An evaluation sheet which questions the students on what was enjoyable, the skills they attained, what was most challenging and how they would adapt the unit if they thought it needed change.

Resources

Development education materials are available from Concern and other Development Agencies such as 80:20, Just Forests, Self Help, Trocaire, Oxfam, Christian Aid.

Concern debates student packs and issue specific resource packs are available from www.concerndebates.net, as well as dedicated pages on the www.concern.net web-site. Current packs deal with issues of Desertification, Climate Change, Child Labour and Microfinance.

Concern speakers will be available to visit schools to discuss a variety of global issues.

Other useful web links:

www.developmenteducation.ie

www.undp.org

UNDP is the UN's global development network, an organization advocating for change and connecting countries to knowledge, experience and resources to help people build a better life.

www.un.org/millenniumgoals

The eight Millennium Development Goals (MDGs) – which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015 – form a blueprint agreed to by all the world's countries and all the world's leading development institutions.

www.worldbank.org

www.oneworld.net

Brings together the latest news and views from over 1,600 organizations promoting human rights awareness and fighting poverty worldwide

www.globalissues.net

Major issue areas of the World Revolution include: peace, human rights, the environment, and world poverty.

www.globalissues.org

This web site looks into global issues that affect everyone and aims to show how most issues are inter-related.

www.newint.org

New Internationalist magazine features articles on a range of world issues.

www.bbc.co.uk

Official site of the BBC with news, stories and analysis from around the world.

www.crin.org

CRIN empowers the global child rights community through the exchange of information and the promotion of children's rights. There are 14,540 information resources on the site.

www.campaignforeducation.org

The Global Campaign for Education promotes education as a basic human right, and mobilizes public pressure on governments and the international community to fulfil their promises to provide free, compulsory public basic education for all people; in particular for children, women and all disadvantaged, deprived sections of society.

www.ilo.org/ipec

Child labour campaigning site.

www.alertnet.org

A news website run by Reuters which focuses on global issues and emergencies.

APPENDIX 1

Transition Unit: Debating Development

Student worksheet

A useful resource: www.youtube.com

This site has a selection of good debates and speeches which can be used to study the art of speechmaking and debating. For example you will find:

World Debate Championship

The latest on the American Presidential debates

Great Speeches in World History

Other speeches available include

Martin Luther King, "I have a dream" speech

John F. Kennedy, "Ich Bin Ein Berliner"

Sir Bob Geldof, Speech at the Antwerp Diamond Banquet

In observing others speak and debate look out for:

- their ability to persuade their audience to their point of view
- the structure of their argument
- their choice of words and use of imagery
- their use of quotes and anecdotes
- the tone of voice used
- the use of repetition
- the use of gesture and humour
- their ability to counter the argument of the opposition.

APPENDIX 2
Peer Assessment
Oral Presentation: Speech or Debate

NAME of student presenting:

TOPIC.....

5 excellent 4 very good 3 good 2 fair 1 weak

	Rating	Comment (Be sure to give helpful and constructive feedback)
Content		
Structure		
Ideas and logic		
Originality and entertainment		
Delivery		
Body language and eye contact		
Voice – pace, volume, clarity		
Enthusiasm		
Use of visual aids		
Language		
Good choice of words, quotes, imagery		
Use of rhetorical questions, repetition, and dramatic statements		

Signed:

APPENDIX 3

A guide to writing, organising and delivering the speech

I. Preparing your speech

There are two speakers on each team and they are assigned to propose or oppose the motion. They begin by discussing what they know already about the issues and then carry out extensive research on their topic. Remember that content is the backbone of the speech.

Out of all the research material they select the most important parts and refine it down until they can give two or three clear grounds why they propose or oppose the motion. These grounds run through both speeches, they are a team and must link with each other. Having a set number of points clarifies the argument for the speakers and the listeners.

Then, the next stage of preparation involves the team discussing what they think their opposing team's line of argument will be.

The speeches are written and then redrafted until the best format is agreed on. Keep all versions on a disc to allow for changes.

Always try to get someone to listen to your speech before the public airing. What is clear to you may not be so clear to a listener.

II. Time

Each speech should be at least three minutes long and not longer than four minutes thirty seconds.

A bell will sound at the four minute mark to remind the speaker to conclude.

The time keeper records the duration of all speeches and unduly short submissions will not impress the adjudicators

III. The Proposition Team

The first speaker defines the motion, explaining their understanding of each word. He/she then lays out the two to three reasons why they propose the motion. The speaker states the points he/she will deal with and introduces the other team member and what points he/she will address

The speaker goes ahead and addresses their part of the argument backing it up with reference and statistics if applicable. Always quote the source of the facts. For example, " I read in the Irish Times of March 8th that-----"

The second speaker for the proposition has a different role to play. The opposition will have laid out their argument at this stage so the second proposition as well as giving their grounds and convincing the audience of the merit of their arguments must include rebuttal.

Rebuttal is telling the audience not just that the opposition are wrong but also explaining why they are misinformed. The speaker should be able to use their own material to undermine what the opposition speaker has said.

To be prepared for rebuttal and refutation the teams must spend part of their preparation in discussing the other side of their argument and be ready to counter it.

IV. The Opposition Team

The first speaker makes it clear why they do not agree with the motion as defined and lays out their two to three grounds for opposition. The speaker also introduces his/her speaking partner and tells how they will divide the argument.

The speaker then delivers their points and uses it as rebuttal of the first proposition speaker.

The second opposition speaker defends his/her speaking partner if the second proposition has refuted their argument. He/ she delivers his/her part of the case and as the last speaker tries to see the debate as a unit that is swayed to their point of view.

V. Points of Information

A point of information can be given to the speaker at the podium. The member of the other team offering the point stands up, raises their hand and says, "point of information". The speaker at the podium may accept and say "yes" or reject and say "no thanks".

A point of information can be a question asking for further information or a contradiction of a point made or even to point out a humorous conclusion to something that has been suggested. Points should be brief and when the speaker has replied that is the end, and the person who offered the point cannot turn it into a discussion within the debate.

A good place to offer points is when the speaker has concluded an argument or made a conclusive statement.

A speaker should not accept more than two points of information.

If the speaker is refusing points, don't keep offering them.

Points should not be offered in the first thirty seconds and again not after the four minute bell has sounded.

VI. Delivery

- Have your speech written out clearly and try to deliver it without undue looking down at the cards or pages.
- Eye contact is essential to convince the adjudicators and the audience so the speaker's head should not be looking down.

- Speak at a slightly slower than normal pace since the information may be new to your audience. Do not be afraid to pause after a significant point is made, to let the audience take it in.
- Speak confidently at the podium, and smile at the group assembled to hear you speak.
- A confident speaker feels free to make hand gestures which help engage the audience.
- Vary the tone of your voice to keep your listeners interested but never go too high, it only scares them.
- Try to make an impression by your final statement, an image or a quote works well.
- If the speech is well practised you can relax and let your personality work for you.
- Enjoy the experience.

After the last speaker the debate is opened to the floor by the chairperson and the audience get their chance to air their views and also question the speakers

VII.Adjudicators

There are three adjudicators for every debate and they sit in separate desks at the back of the room.

They move out of the room five minutes before the end of class and compare their results. The chief adjudicator who is the teacher will deliver the result stating whether the motion was defeated or carried and giving some constructive comments to both sides. The teams shake hands and compliment each other.

Then it is time to move on to the next topic and the next debate.