



Area of Study

Local and Global Citizenship

Overview

The ‘Pamoja—Together for Rights’ transition unit provides a structured course for students to explore development and human rights issues in a global context. The Pamoja transition unit is a year-long project. During that time students examine a human rights issue in a particular country, complete a project and undertake awareness-raising actions.

The ‘Pamoja—Together for Rights’ transition unit provides a student-centred approach to Development Education and Human Rights Education. The country and issue of focus will change each year in line with Trócaire’s annual Lenten campaign theme.

Related learning

This transition unit links well to:

Junior Cycle: Civic, Social and Political Education (CSPE), Religious Education, History, Geography, English, ICT, Art.

Senior Cycle: Religious Education, English (Media Studies), History, Geography, ICT, Art, Craft and Design.

Outline of the unit

Section One: Analysis

Section One focuses on Analysis; helping teachers to establish the project with their class group, to introduce development issues and to research the Lent issue and country of focus.

- Undertake introductory activities to explore the concept of development. Suggested activities are contained in the accompanying Teacher Manual.
- Introduce the focus country and human rights issue that students will be working on for the coming weeks using the supplementary notes on the issue and country that are available to schools.
- Organise a workshop facilitated by a Trócaire Education Officer on the country

and issue of focus.

- As a group, explore the possible causes and effects of the issue at a local, national and global level using the activities contained in the accompanying Teacher Manual.
- Divide students into research groups to explore different aspects of the country of focus; geography, history, culture, politics, human rights violations, environmental concerns and so on.
- To gather this information, assign each group a particular website to research. A comprehensive list is available in the Teacher Manual. Using the activities contained in the Teacher Manual, the students will critically analyse the information they find.
- Compile the research and information gathered onto a wall-chart or notice-board and display in a central area.
- Students keep a record of the learning process in their Student Learning Journal.

Section Two: Action

Section Two focuses on Action; using the research and learning from Section One, this Section aims to help teachers to decide and plan their awareness-raising actions in order to support and promote Trócaire's Lent campaign.

- Explore all possible awareness-raising activities that could be undertaken during Lent. The possible actions relate to the six Pamoja Challenges; actions that involve using media; actions that engage your school; actions that engage your community; actions that use particular creative, artistic or literary skills; actions that involve campaigning; and actions that involve particular innovation, ingenuity and originality in the students. Suggested actions are featured in the Teacher Manual.
- Consider which actions would have the biggest impact at a local or national level, as well as those that are the most practical to do. Commit to undertaking at least three actions or Pamoja Challenges during Lent.
- Develop an action plan for the six weeks of Lent, using the Action Plan Template available in the Teacher Manual.
- Carry out at least three awareness-raising actions during Lent.
- Keep evidence of the actions using photos, video, articles, blogs or other means.
- Students keep a personal record of their own involvement with the awareness-raising actions in their Student Learning Journal.

Section Three: Evaluation, Impact and Reflection

Section Three focuses on Reflection; helping teachers and students to evaluate and reflect upon the project.

- Facilitate reflection on the learning process with the students by undertaking the reflection and evaluation activities in the Teacher Manual.
- Throughout the Pamoja transition unit students are required to keep a Student Learning Journal that is reflective of their experiences.
- In the final term students compile their analyses, reflections, presentations and records of their work into a group Pamoja Report.
- A copy of a final group Pamoja Report is submitted to the teacher and to Trócaire's Development Education Unit.
- The final element of the transition unit involves students receiving a certificate of achievement from the Trócaire Development Education Unit that reflects the awareness-raising actions undertaken during Lent.
- A school may also be given the opportunity to attend a Trócaire national event to celebrate and acknowledge their involvement in Trócaire's Lent campaign.

Breakdown of the unit

45 hour Transition Unit—this includes class contact time, independent learning, preparation of presentation and events, and hosting visitor from the country of focus.

Term 1: Analysis (20 hours)

Class contact time: 10 weeks of one double period per week (13 hours)

Term 2: Action (18 hours)

Class contact time: 6 weeks of one double class per week (8 hours)

Student awareness raising/actions/presentations (6 hours)

Term 3: Evaluation, Impact and Reflection (7 hours)

Evaluation of unit and submission of the End of Year Report. Students and teachers will be asked to spend this amount of class time reflecting on their learning, preparing a group report, and, where possible, attend a Trócaire celebration event.

Aims

This transition unit aims to:

- engender a sense of empowerment, agency and personal effectiveness amongst students
- cultivate empathy and understanding towards other people and in particular towards those in the developing world

Learning Outcomes

On completion of this unit students should be able to:

- discuss a specific development/human rights issue having analysed it from a number of different perspectives
- demonstrate an in-depth knowledge of statistics, data, geo-politics and history of a particular country
- present information and data to others in an effective and engaging way
- communicate ideas creatively using a variety of artistic forms/mediums and ICT
- demonstrate the skills necessary to work with different media
- organise an action-oriented challenge
- participate in a campaign action or event in their school or community
- reflect upon and evaluate what they have learned
- describe how their attitudes and skills have developed through participating in this unit.

Key skills

How evidenced

information processing

Selection, analysis and evaluation of information on a country and issue of focus. Students will gain particular skills in relation to finding, sorting and organising information available on the internet.

critical and creative thinking

Students will be prompted to critically analyse and interpret information on local and global issues.
Students will learn to question their own assumptions and that of the popular media on issues related to development.

communicating

Throughout the transition unit students are encouraged to discuss and debate the different issues and perspectives that arise. As well as communicating with each other they will communicate with others in their school and communities through TV, radio, newspapers, etc.

working with others

The transition unit is structured in such a way that students need to work with each other in many ways - class discussions, group work for research, planning and preparation of awareness-raising actions, and group presentations, etc.

being personally effective

Students are required to maintain a Student Learning Journal that is reflective of their transition unit experiences. This develops their sense of ownership of the process and encourages them to plan and set targets for their work, and then evaluate how they are progressing.

Teaching and Learning approaches

A wide variety of methodologies will be used including:

- class discussion
- teacher/student presentation
- small group discussion and project work
- independent learning
- ICT—use of Trócaire materials and internet sites for research.

A school workshop facilitated by a Trócaire Education Officer uses participatory approaches such as:

- debate and critical thinking
- group discussions
- questioning.

Assessment approaches

Assessment will be continuous during the transition unit.

- An individual Student Learning Journal will be kept by each student throughout the year.
- An end of year report will capture the work of the class group over the course of the academic year. The report can contain evidence of research, photographs and any relevant documentation.

Suggested assessment weighting:

Evidence of Awareness-Raising Actions: 50%

Student workbook: 20%

Group report: 30%

Evaluation methods

The Trócaire Education Officer conducts a baseline evaluation at the end of the workshop that is given at the start of the academic year.

The End of Year Report booklet contains evaluation questions to be completed at the end of the year.

Resources

All resources available to download on www.trocaire.org/human-rights-programme

- Pamoja Teacher Manual.
- Pamoja Student Learning Journal.
- Pamoja Report.
- Country and Theme Information.
- Pamoja website: www.pamojakwahaki.ning.com.

See also Trócaire's development education website for lots of further resources:
www.trocaire.org/education

