

A World of Communication

Global Citizenship Education Learning Resource for Adult & Community Education
Designed to Support Delivery of QQI Communications Module 4N0689



Funded by



Saolta Consortium







*Empowerment for a better world through
Adult and Community Education.*

A World of Communication

Saolta

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Saolta
The Mall, North Quay,
Drogheda, A92PY68
www.saolta.com
info@saolta.com
+353 (0) 419 801 005

Written, Edited & Designed by: Yvonne Murphy
Saolta Project Leads: Quynh Thuy Do and Nick Doran
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Contents

Introduction & Overview	i
1. Understanding the Impact of ICT on Modern Life	1
2. Legislation in Personal and Work Contexts	7
3. Visual Communication	13
4. Interpreting Visual Communication Tools	17
5. Learning to Listen, Listening to Learn	21
6. Reading Techniques and Skills	27
7. Extracting Information from Aural and Written Sources	35
8. Writing & Refining: Drafting, Editing, and Proofreading Skills	39
9. Interpersonal Skills	43
10. Planning for Clear Communication	47
11. Communicate Using ICT	51
References	55

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Introduction



About Saolta

Saolta's strategic goal aims to increase the accessibility, quality and effectiveness of Global Citizenship Education (GCE) within the Adult and Community Education sector in Ireland.

We are a Global Citizenship Education strategic partnership programme for the Adult and Community Education (ACE) sector in Ireland between Irish Aid and a consortium of organisations.

Saolta explores a variety of global issues

with stakeholders in the ACE sector and encourages informed action across Irish society. Issues such as poverty, inequality and climate change feature strongly as areas of exploration.

Development Perspectives is the lead partner in the consortium, which also includes AONTAS, Concern Worldwide, Irish Rural Link, the Adult and Community Education Department of Maynooth University, and Cork Education and Training Board (CETB).

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Irish Aid & Global Citizenship Education

Irish Aid is the Irish Government's programme for overseas development. "A Better World" (2019) - Ireland's Policy for International Development - states that

"Development education and global citizenship will be an important element in our evolving approach to reaching the furthest behind first and will underpin our broader public engagement".

The Global Citizenship Education (GCE) Strategy 2021-2025 aims to build a broader sense of global citizenship in Ireland, encouraging the public to engage with and learn about the issues which will define the 21st century - including climate change, hunger, peace, global inequality and injustice. Irish Aid wants to encourage the public to act, individually and collectively, to help build a fairer and more sustainable future for all.

The Irish Aid programme is an important expression of Ireland's global solidarity and citizenship and as part of the broader GCE programme they seek to increase awareness and understanding of the role of development co-operation and the Irish Aid programme in addressing global poverty and inequality.

Irish Aid also wants to increase the public's understanding and awareness of how it addresses global poverty and equality on their behalf.

Irish Aid is committed to supporting GCE delivered through formal, non-formal and informal education.



Introduction & Overview



About this Resource

This resource is designed to support the delivery of QQI Level 4 Communications Module (4N0689) in continuing and further education & training settings.

By gathering resources focused on GCE that fit the Communications Module framework, Saolta hopes to support education & training providers and tutors in delivering a rich set of activities, materials, and resources to learners.

Different resources and resource types have been picked to suit a variety of learning environments and a diverse make-up of learners.

All resources are free to use and can be used on their own or in combination with others found here or elsewhere.

Why Use GCE to Teach Communications

GCE challenges learners to look past their own experience of the world. It asks them to consider points of view, experiences, environments, and cultures that are different from their own.

This is done by helping learners to build skills and understanding of the complex world around us. And effective communication is a big part of that. By doing so, learners build skills to help them communicate in a conscious and active way.

Drawing attention to a wide range of aspects of communication including modes, methods, tools, and influences this Learning Resource helps to build a varied and rich understanding of communications.

By teaching learners to question the world around them it is an ideal foundation for a long and rich journey into lifelong learning.

What is Global Citizenship Education ('GCE')?

GCE helps learners to understand the common humanity we all share as people. It aims to show that we are all citizens of the same world, even if our experiences, environments, and lives can look and feel very different.

By showing that local actions can impact people around the world, for good and bad, GCE encourages learners to see how their actions and lives connect with those of others across the planet.

This builds understanding and a sense of responsibility for global issues and empowers learners to live their lives in a globally conscious way.

Unlock Lifelong Learning with GCE

GCE encourages learners to look at the world in a critical way. It opens the world of further learning because it challenges teachers and learners to question, explore, and examine things like:

1. Why they think about the world the way they do.
2. What has led them to seeing things that way.
3. How new information, learning, or exploration can help to change how we see things.
4. What they would like to learn more about.

Put simply, GCE encourages learners to be curious about the wider world and the world they experience and see every day.

In this way, it is a great tool to promote lifelong learning, critical thinking, systems thinking, and engaged & active citizenship among people of all ages.



Defining GCE

Irish Aid defines GCE as a lifelong educational process, which aims to increase public awareness and understanding of the rapidly changing, inter-dependent and unequal world in which we live.

By challenging stereotypes and encouraging independent thinking, GCE helps people to critically explore how global justice issues interlink with their everyday lives and how they can act to build a better world.

This is particularly important in an increasingly globalised world faced with immense challenges, such as the effects of the COVID 19 pandemic, climate change, entrenched poverty and growing inequality, as well as misinformation-fuelled radicalisation.

Irish Aid's work in this area will be underpinned by the principles of the Code of Good Practice on Development Education (IDEA 2019).

Importantly, Irish Aid has committed to support informed public engagement and debate Global Citizenship Education Strategy 2021-2025 on the role of development co-operation, and awareness and understanding of the work of Irish Aid in addressing global poverty and inequality.



Sustainable Development Goals (SDGs)

Adopted by every United Nations Member State in 2015, the 2030 Agenda for Sustainable Development offers a collective framework aimed at ensuring peace and prosperity for both people and the planet now and in the future. Central to this agenda are the 17 Sustainable Development Goals (SDGs), which serve as an urgent call for action from every country—whether developed or developing—through global partnership.

These goals recognise that eliminating poverty and other forms of deprivation must be combined with efforts to enhance health and education, reduce inequality, and stimulate economic growth, all while addressing climate change and protecting our oceans and forests.

This resource uses the SDGs to indicate the broad topics covered or referred to in each section. That way, teachers and learners can tap into broader conversations and resources about the healthy and sustainable development of human and animal life on our planet.



SUSTAINABLE DEVELOPMENT GOALS

GCE LEARNING RESOURCE

Using this Resource

The resource is broken into sections that align with the learning outcomes of the Communications 4N0689 Module. Each section has a featured activity that can be used to engage learners through an interactive exercise. Activities have been designed to build knowledge and skills for learners on the focus of each section.

A varied list of additional resources is also included in each section to inspire other activities and refer tutors to other sources that might help with module delivery.



Learning Sections

1. Understanding the Impact of ICT on Modern Life	1
2. Legislation in Personal and Work Contexts	7
3. Visual Communication	13
4. Interpreting Visual Communication Tools	17
5. Learning to Listen, Listening to Learn	21
6. Reading Techniques and Skills	27
7. Extracting Information from Aural and Written Sources	35
8. Writing & Refining: Drafting, Editing, and Proofreading Skills	39
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10. Planning for Clear Communication	47
11. Communicate Using ICT	51

1

Understanding the Impact of ICT on Modern Life

Learning Outcome 1

Explain some impacts of ICT (Information and Communications Technology) on learning activities, social and work life, to include personal computers, digital, mobile and internet technologies.

About this Section

Information and Communication Technology (ICT) has transformed how we learn, interact, and work. Technologies like personal computers, digital devices, mobile phones, and the internet play a crucial role in modern life. Here's how:

1. Learning Activities

ICT has made learning more flexible and accessible. With online resources, digital classrooms, and interactive tools, students can learn at their own pace and connect with educators globally. However, reliance on technology also requires digital literacy and discipline.

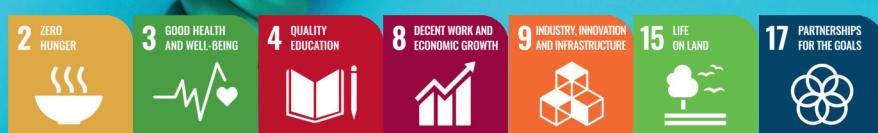
2. Social Life

Technology has changed how we connect with friends and family. Social media, texting, and platforms like Twitter and email make communication instant and wide-reaching. While they enhance connectivity, they can also lead to overuse, privacy concerns, and less face-to-face interaction.

3. Work Life

ICT enables remote working, streamlines tasks, and improves collaboration with tools like emails, video conferencing, and project management software. However, it can blur work-life boundaries and increase the demand for constant availability.

SDGs Referred to in this Section



ICT Scavenger Hunt

Description

The ICT Scavenger Hunt is a fun, interactive activity designed to help learners explore the everyday impacts of modern technology on communication, learning, and work life.

In line with the learning outcome of this section, it gives learners hands-on experience using digital tools and asks them to reflect on how these technologies shape everyday life.

The activity focuses on teamwork and problem-solving as learners search for hidden task cards, tackle real-world scenarios, and collaborate to find innovative solutions.

By engaging with ICT tools such as smartphones, online platforms, and communication apps, participants experience first-hand the benefits and challenges of technology in education, work, and social contexts.

Through discussions and reflections, learners consider questions like how ICT facilitates remote work, enhances learning opportunities, and maintains relationships across distances. This encourages them to critically assess the pros and cons of technology while sharing personal stories about its influence in their lives.

The ICT Scavenger Hunt brings the learning outcome to life by demonstrating the role of digital tools in solving communication challenges and encouraging learners to think about technology's impact on their daily experience.

ICT Scavenger Hunt

Step-by-Step Guide

Overview

An exercise where learners use ICT tools to solve everyday communications challenges and reflect on the effects of these technologies on work, education, and social lives.

Objective

Demonstrate how modern ICT technologies impact our lives.

Duration

50–60 minutes

Materials

1. Smartphones or tablets (if available).
2. A projector or screen.
3. Whiteboard / Blackboard & markers/chalk.
4. Internet access (if available).
5. Printed / handwritten task cards.

1. Hide or distribute the task cards around the classroom or facility.

2. Divide learners into small teams and give them a set amount of time to complete the exercise.

3. Task Hunt.

- a. Teams look for task cards.
- b. Each team needs to find just one.

4. Identify the Problem.

- a. Read the task card.
- b. Discuss what the problem is and how the team might solve it.
- c. Decide who will do what.

5. Work the Problem.

Use an approach that suits the dynamics and facilities of the classroom.

- a. Online: Search online for tools to solve the problem.
- b. In-Class: Brainstorm between the team to identify possible solutions.
- c. Ask outside: Call a friend, go to the canteen or find learners from another class to ask for suggestions.

6. Assess Solutions.

- a. Identify suitable online discussion forums and reviews to find out what others thought of the tools you are thinking of using.
- b. Compare product features, prices, or exchange stories of learner's own experiences using different solutions.
- c. Ask others from outside the class what they think of the potential solutions.

7. Present the Problem and Solution.

Each team briefly shares the task they were given, the solution they suggest, and how they decided on it.

8. Class Discussion and Reflection.

Facilitated discussion on questions arising from the exercise, like:

- a. Work: How do ICT tools make remote work possible? What are the challenges?
- b. Learning: How can technology make learning experiences better? Are there any negative effects?
- c. Social Life: How has ICT changed the way we form and maintain our relationships? Are there risks or benefits?
- d. Experience: Make space for learners to share personal stories of how they have used technology for work, learning, or socialising.

9. Wrap-Up and Debrief.

- a. Summarise some key impacts of ICT, e.g.:
 1. Efficiency & connectivity in work.
 2. Access to global learning resources.
 3. Strengthened relationships, despite physical distances.
- b. Ask students to write one sentence about the most surprising thing they learned from the activity.



Activity 1.

Sample Task Cards**Social Life**

3 GOOD HEALTH AND WELL-BEING

Scenario

1. Your classmate has just been granted International Protection.
2. She was separated from her daughter & grandchildren while fleeing war.
3. After nearly 5 years she has heard from her daughter by phone.
4. Her daughter is being supported by a French charity in a refugee camp.
5. The charity has offered to facilitate a video call between the two so they can reconnect.
6. Your classmate has a smartphone and her work has loaned her a basic laptop but she has never used video chat and does not know where to start. You must try to help her.

Task

1. Find a video calling platform she can use on both her phone and laptop.
2. Write a short list of steps she must take to sign up for and download the software.
3. Consider what training she might need to use this software and make a short list.
4. Identify any extra equipment she might need (wifi, headphones, etc)?
5. Keep costs low, e.g. check if she can access any of this in her local library?

Education**Scenario**

1. A classmate left their job as a chef 15 years ago to be a stay-at-home parent.
2. Now their children are older your classmate is returning to education.
3. Their college course starts soon and they will have to use computers for assignments.
4. Your classmate is nervous because they have never done this before.
5. Help them to find online learning resources to prepare.

Task

1. Find, test, and recommend resources to help your classmate learn:
 - Internet-based research (i.e. using search engines & websites)
 - Wordprocessing (e.g. Google Sheets, Microsoft Word)
 - Making presentations (e.g. Canva, Microsoft PowerPoint)
 - Typing Skills (e.g. Mavis Beacon)
 - Taking part in Webinars, Online Calls, etc.

4 QUALITY EDUCATION

Work**Scenario**

1. You work for an Irish charity on an international development project.
2. This involves linking overseas development partners with Irish agri-food experts.
3. You do this by hosting webinars and online workshops to link the two groups.
4. The next workshop will involve a webinar and breakout sessions for participants.
5. You must find the online tools you need, set up the meeting, test everything and prepare your colleagues for the meeting.

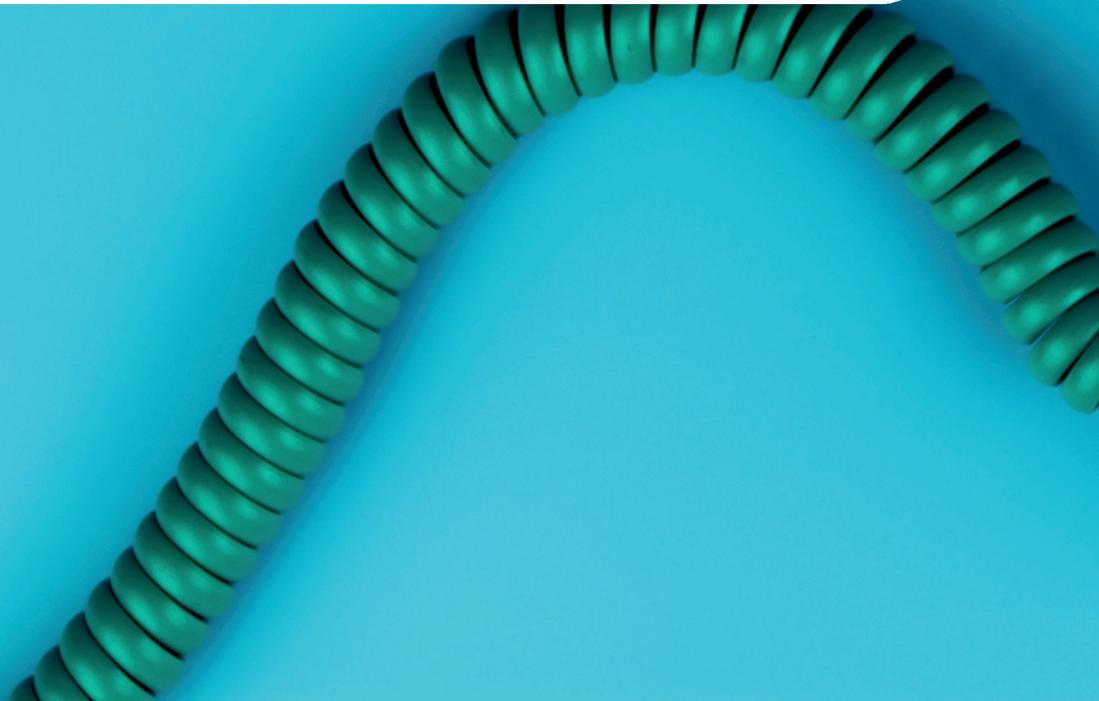
Task

1. Find a video calling platform with 'breakout rooms'.
2. Identify other interactive tools like in-meeting polls or idea boards.
3. Set up the meeting for a time that suits people in two timezones.
4. Test the video calling app and interactive tools to see what works.
5. Make a list of the equipment and software participants need to join.
6. Consider what training participants might need to take part.

8 DECENT WORK AND ECONOMIC GROWTH

Relevant Resources for this Section

Type	Relevance	Source	Weblink
Workshop Outline, Framework, & Materials	How Tech Shapes Our Future is a workshop to explore, reflect on and react to pre-defined tech-related topic. Suggested Topics: Artificial Intelligence (AI), Gaming, or Influencing. Within this outline we focus on the topic of AI.	The Glass Room	https://theglassroom.org/what-the-future-wants/exhibits/how-tech-shapes-our-future/
Session guide with role play, exercises, information sheets, & video links	What USE is my Mobile Phone? begins with the question: 'Can we use our phones to change how we see the world?' and takes participants on a journey from personal use of the phone to asking how it is made and what are the conditions like for the workers?; then onto different uses of the phone globally (walking in someone else's shoes with a mobile) and finally the participants experience having to flee their homes due to conflict, relying on the smartphone as an essential tool.	Youth Work Ireland Tipperary	https://developmenteducation.ie/resource/what-use-is-my-mobile-phone-a-toolkit/
Online Video	This resource shows how the GOAL Global Youth Programme was developed across borders using remote technology. It demonstrates the powerful impact of ICT on education.	Goal	https://youtu.be/IY7svS39D20





2

Legislation in Personal and Work Contexts

Learning Outcome 2

Outline elements of legislation that must be observed in a personal and/or work context, to include health, safety and welfare at work and communications-related legislation.

About this Section

This learning outcome focuses on building awareness of the key laws that must be followed at work and in personal life, including those related to health, safety, welfare, and communication.

Learners explore legislation such as:

1. Safety, Health & Welfare at Work Act: Laws to ensure safe and healthy workplaces.
2. Sale of Goods & Supply of Services Act: Rules protecting consumers and ensuring fair trade.
3. Data Protection Act: Guidelines on safeguarding personal information.
4. Freedom of Information Act: Rights to access certain public information.

The goal is to understand how these laws apply in daily life and work settings.

Learners will also develop skills to critically read and evaluate various texts. They will use techniques like skimming, scanning, and extracting key points to identify important ideas, analyse issues, and understand different opinions.

These skills are applied to a range of materials, including vocational and media texts, to make informed decisions and navigate legal requirements effectively.



SDGs Referred to in this Section



Workplace Equality Bingo



Description

Workplace Equality Bingo is an interactive and engaging way to help learners explore their rights and understand their relevance in work and social settings. It connects directly to the learning outcome by encouraging participants to discuss legal concepts like equality and fairness in the workplace.

In this activity, learners work in pairs and small groups to answer quiz questions about workplace rights. By sharing knowledge and experiences, they gain a better understanding of key principles such as equal treatment, anti-discrimination laws, and how these apply to daily life.

The aim is to fill their bingo cards with answers, using a new partner for each question, fostering collaboration and diverse perspectives.

After completing the bingo, the class discusses the answers together, allowing participants to deepen their understanding of workplace equality and clarify any uncertainties.

This fun, participatory approach makes complex legal concepts accessible and relevant to everyone.

By tying the activity to practical scenarios, learners are empowered to recognize and advocate for their rights, both at work and in their personal lives.

Workplace Equality Bingo

Step-by-Step Guide

Overview

This is a simple quiz and variation of the game, Bingo! Working in pairs, learners share their knowledge and experiences of basic workplace rights.

Objective

Learn about rights and their relevance for the work and social lives of learners.

Duration

60 minutes

Materials

1. One quiz sheet & pencil/pen per learner.
2. Whiteboard/Blackboard & markers/chalk.

Preparation

1. Make a copy of the quiz sheet on a large sheet of paper or flipchart paper or do a mock-up on the Whiteboard/Blackboard.
2. Look through the answer resources to help learners if guidance is needed during the activity.

1. **Hand out the quiz sheets and pencils/pens.**
2. **Learners Divide into Pairs.**
 - a. Each learner asks their partner one of the questions on the sheet.
 - b. Learners note down key words from their partner's answer in the relevant box.
 - c. Then they move on to form a new pair with another learner.
 - d. Repeat.
3. **Aim of the Game**
 - a. Get an answer in enough boxes for the learner's card to read BINGO, and
 - b. Get a different person to answer each question.
4. **Whoever Gets Enough Answers Across their Card to Spell "Bingo!" Wins!**
5. **Group Discussion.**
 - a. Take the question in the first box and ask learners in turn to share the answers they got.
 - b. List the key words on the Whiteboard/Blackboard.
 - c. Allow short comments at this stage.
6. **When the chart is complete, go back and discuss the answers in each box more fully.**

Answers can be found at the links below.

Equality at Work in Ireland:

<https://www.citizensinformation.ie/en/employment/equality-in-work/equality-in-the-workplace/>

Health & Safety at Work in Ireland:

<https://www.citizensinformation.ie/en/employment/employment-rights-and-conditions/health-and-safety/health-safety-work/>

Equal Pay in Ireland:

<https://www.citizensinformation.ie/en/employment/equality-in-work/equal-pay/>

Sustainable Development Goal on Decent Work & Economic Growth:

<https://www.globalgoals.org/goals/8-decent-work-and-economic-growth/>

Decent Work Video:

<https://youtu.be/mZpyJwevPqc>

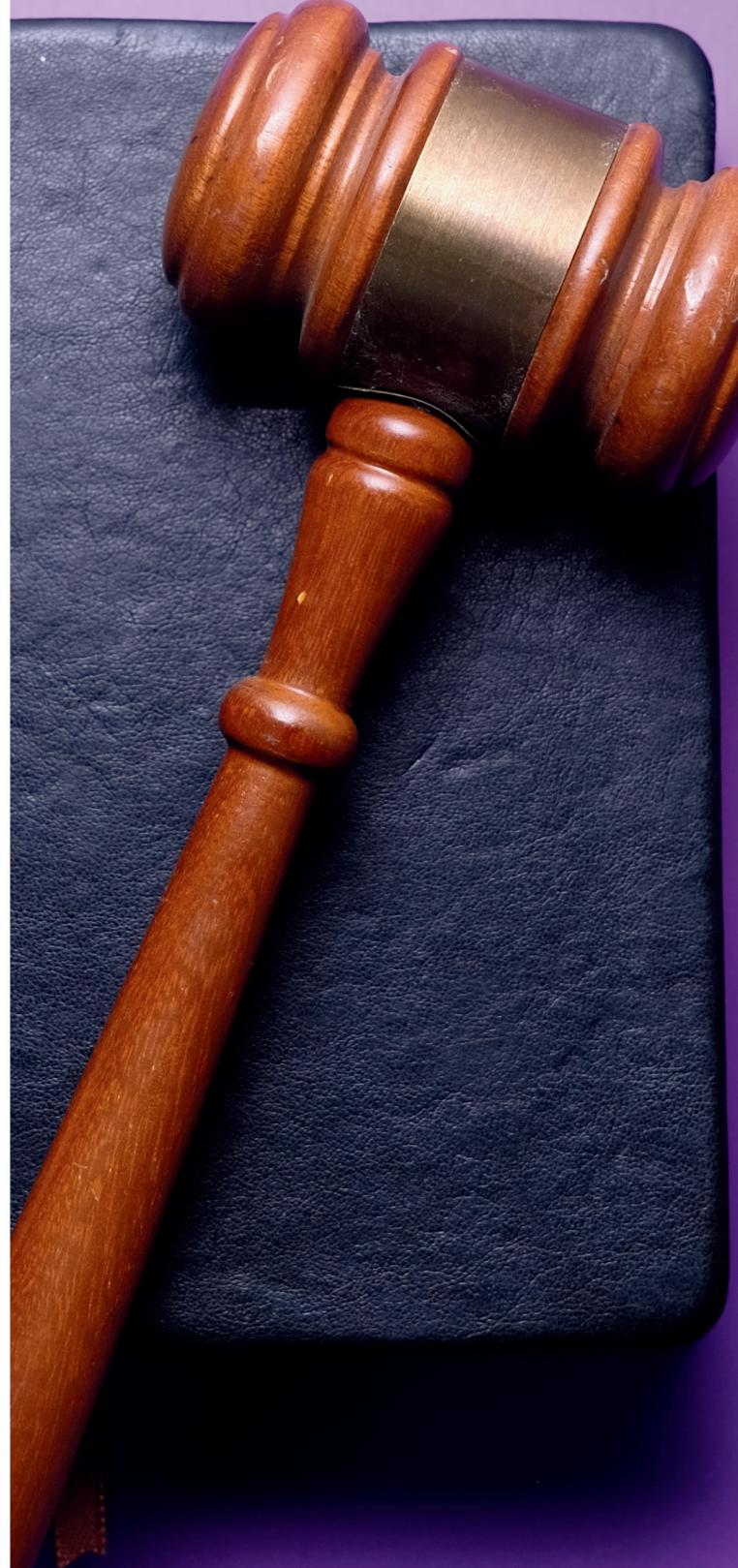


WORKPLACE EQUALITY BINGO

B	I	N	G	O
What does discrimination mean?	How many 'protected grounds' are there for claiming workplace discrimination?	Which Sustainable Development Goal relates to Decent Work and Economic Growth?	What are employers responsible for to ensure health and safety at work?	Why is equal pay important?
True or False: Health and Safety Law is the responsibility of Employers AND Employees?	What kind of 'reasonable accommodations' must employers make for employees with disabilities?	What is equal pay?	What is Decent Work?	What is bullying?
What does harassment mean?	What are employees responsible for to ensure health and safety at work?	FREE SPACE	True or False: Discrimination can be direct or indirect.	Who benefits from decent work?
What is victimisation?	Give an example of direct discrimination in the workplace.	Why is Decent Work Important?	Why should workplace accidents be reported?	Give an example of discrimination at work you have experienced or seen.
Name the Irish laws that protect against workplace discrimination.	How does decent work make society better?	What kind of pregnancy discrimination is protected against in law?	Name one place you can go to a government body that handles discrimination claims.	Name 3 'protected grounds' relating to workplace discrimination.

Relevant Resources for this Section

Type	Relevance	Source	Weblink
Online video	This is a short video introduces the Equal Status Acts 2000 to 2018 in Ireland.	Irish Human Rights and Equality Commission	https://www.ihrec.ie/guides-and-tools/human-rights-and-equality-in-the-provision-of-good-and-services/what-does-the-law-say/equal-status-acts/
Website	Summary of the law that protects equality in the workplace. More detail can be found by linking through to topics summarised in this page.	Citizens Information Service	https://www.citizensinformation.ie/en/employment/equality-in-work/equality-in-the-workplace/
Online video archive	This series of 5 short videos explains data protection across the European Union. Some of the language can be a little advanced, but the videos explain the subject well in short snippets.	European Data Protection Supervisor	https://youtu.be/Eq_Wn06nWaQ https://youtu.be/6gteQEZ-IZY https://youtu.be/6tUefosFYWk https://youtu.be/uQeKVE05IgU https://youtu.be/mQDTzrXL9k
Online FAQ	This is a question-and-answer guide for schools in Ireland on data protection.	Irish National Teachers' Organisation	https://www.into.ie/app/uploads/2019/10/GDPR_FAQ.pdf
Information Sheet	This Vulnerable Workers Information Sheet gives information to learner on the duty of care employers owe to workers through the lens of vulnerable workers like pregnant women, older workers, workers with disabilities etc.	Health & Safety Authority	https://www.hsa.ie/eng/publications_and_forms/publications/safety_and_health_management/vulnerable_workers_information_sheet_2024.pdf
Set of teaching and learning exercises	Compass brings human rights education into the lives of young people in Europe and across the world. Translated into 31 languages, it has a large and varied set of resources on human rights law.	Council of Europe	https://www.coe.int/en/web/compass/list-of-activities



3

Visual Communication

Learning Outcome 3

Communicate a range of messages effectively using visual aids and non-verbal communication tools and strategies, to include images, signs, non-verbal aspects of speech, appearance, colour and the surrounding environment.

About this Section

This learning outcome focuses on using visual aids and non-verbal communication effectively to convey different messages in work and everyday settings.

Learners explore how tools like images, signs, and non-verbal aspects of speech (e.g., tone and body language) can enhance communication. Other elements, such as appearance, colour, and environment also play a role in shaping how messages are received.

The section is intended to focus on:

1. **Interpreting Visuals:** Understanding the role of visuals in work-related materials like photos, charts, and diagrams.
2. **Choosing the Right Visuals:** Learning the importance of selecting appropriate visuals to complement tasks, such as designing posters or notices.
3. **Creating Visual Aids:** Planning, developing, and evaluating visuals like logos to effectively communicate specific messages.

By examining and creating visuals, learners gain hands-on experience in improving communication through thoughtful design and non-verbal strategies. This approach helps them recognize how visual and environmental elements impact how messages are understood and acted upon.



SDGs Referred to in this Section



A Poster Tells the Story

Description

A Poster Tells the Story is a creative way for learners to express themselves visually, aligning with the learning outcome of using visual aids to communicate messages effectively.

It encourages participants to explore themes like personal connections, global challenges, and diversity through art, photos, and visual design. This activity empowers learners to communicate their ideas without relying on words, fostering an appreciation for non-verbal communication tools like images, colour, and layout. By choosing one of five meaningful

topics, such as the environment, diversity, or building a better future, learners reflect on important values while developing their visual storytelling skills.

The process culminates in a class presentation, where each participant explains their poster, promoting discussion and enhancing understanding of how visuals can convey powerful messages.

This activity not only strengthens creative expression but also deepens learners' awareness of key global and personal themes.



A Poster Tells the Story

Step-by-Step Guide

Overview

Learners make a poster to communicate something about themselves through visual means rather than words. This can be an individual or group-based task.

Objectives

Empower learners to express themselves in different ways.

Duration

30-60 minutes

Preparation

1. Lay out the art supplies and provide each

learner with an A3 sheet.

2. Display the 5 topics to be considered on the Whiteboard/Blackboard.

Materials

1. 1x plain A3 sheet for each learner (plus spares in case of mishaps).
2. One or more photograph per learner: E.g. pictures of the learner, their family, friends, lives, a place or thing that is important to them, etc.
3. Glue/Tape or other adhesives.
4. Art materials (markers, paints, scissors, images/magazines for collage, etc).

1. Assign learners one of the following topics.

- a. *My Connection to the Environment.*
 - i. Show how individual choices impact the planet.
 - ii. Tie this into personal actions or local environmental issues like:
 1. Planting a tree.
 2. Reducing plastic use.
 3. Buying second-hand.
 4. Enhancing green spaces.
 5. Joining a litter pick or local Tidy Towns group.
- b. *Diversity & Inclusion.*
 - i. Celebrate local cultural diversity and inclusion.
 1. Interacting with people from different cultures.
 2. Speaking different languages.
 3. Celebrating cultural events.
- c. *Small Actions, Global Impact.*
 - i. Show the global impact of local actions like saving energy, buying local, sustainable or fair-trade products, or volunteering.
 - ii. Link to related hobbies, activities, or contributions to local or global communities.
- d. *My Connection to the Environment.*
 - i. Emphasise how education creates chances and helps address global challenges like poverty or inequality.
 - ii. Learners can reflect on their personal learning journey, the subjects they are passionate about, or how access to education has influenced their life or family.
- e. *Building a Better Future.*
 - i. Explore how global challenges like climate change, inequality, or health crises need collaboration & connection.
 - ii. Explore connections with others (e.g., family overseas, helping neighbours, joining online communities) and how those relationships inspire positive change.

2. Once the posters are complete, go around the room and ask each learner or team to explain what their poster represents.



Relevant Resources for this Section

Type	Relevance	Source	Weblink
Online Podcast / Video	This short podcast talks about how to build cultural competency to have positive inter-cultural conversations.	Mrs Edmunds' Cultural Corner	https://youtu.be/F01ETiWYUfY
Online Video	<p>This video shows secondary aged school students from Northern Ireland. In it the students show the impact of living in a segregated city.</p> <p>Watch for their reaction to each other's use of language and to switching school uniforms. Though very subtle to the outside viewer, these reactions show just how important things like clothing, phrases, accents and subtle cues can be in communicating sameness and difference.</p>	Nerve Centre	https://youtu.be/RQF3oz6L8PQ
Online Video	Lost in translation: How to communicate across cultures. This video is an introduction to effective intercultural communication.	Stanford Business Graduate School	https://youtu.be/QjEDxlzZnlo
Visual art activities	This publication is a step-by-step guide to a range of activities exploring the themes of Creativity, Resilience & Global Citizenship through a wide range of workshops, sharing creative methods and tools. It includes various activities, including visual art like poster making.	CIT Crawford College of Art & Design	https://developmenteducation.ie/resource/creativity-resilience-global-citizenship-activity-toolkit/
Information Sheet	Compass brings human rights education into the lives of young people in Europe and across the world. Translated into 31 languages, it has a large and varied set of resources on human rights law.	Health & Safety Authority	https://www.hsa.ie/eng/publications_and_forms/publications/safety_and_health_management/vulnerable_workers_information_sheet_2024.pdf
Set of teaching and learning exercises	Compass brings human rights education into the lives of young people in Europe and across the world. Translated into 31 languages, it is a large and varied set of resources.	Council of Europe	https://www.coe.int/en/web/compass/list-of-activities

4

Interpreting Images & Visual Media

Learning Outcome 4

Interpret images, to include work-related photos and diagrams, charts, maps, graphics, advertisements, pop videos, logos, statistical information.

About this Section

This section focuses on interpreting images and visual materials, showing their importance in work, learning, and social contexts. Learners explore how to analyse and understand work-related photos, diagrams, charts, maps, graphics, and logos, as well as advertisements, pop videos, and statistical information.

By examining these visuals, learners develop critical thinking skills and the ability to extract meaningful insights from visual data. They learn to recognise how images convey messages, influence perceptions, and support communication. This is particularly the case in professional environments.

The skills gained will empower learners to use visuals effectively in their own communication. They will also improve the ability to assess and respond to visual information in real-world scenarios.

SDGs Referred to in this Section





The World of Pop

Description

In this engaging activity, learners explore the powerful connections between pop culture, the world of work, and global issues. They begin by watching a short piece of visual media—such as a music video, movie clip, or examining a campaign poster—that spotlights themes like climate action, diversity, or social justice.

Using a set of guiding questions, learners analyse the visuals, discussing which global issues are highlighted, the emotions and ideas conveyed through colours and movement, and the overall effectiveness of the message.

Working in pairs, students share their interpretations and reflect on how the themes resonate with their own experiences.

In a follow-up group discussion, these insights are connected to real-world examples, revealing how artists use music and visual storytelling to inspire social change.

This activity builds confidence in interpreting visual formats and deepens understanding of how pop culture can raise awareness about global challenges.

Step-by-Step Guide

Overview

Interpret a music video, movie clip, or campaign poster to explore global citizenship themes.

Objective

Gain confidence in interpreting visual formats.

Duration

30-60 minutes

Materials

Visual aids like: UN campaign posters, music

videos addressing global issues like climate action or diversity.

Preparation

1. Choose a short pop video, film extract, or other type of visual media (e.g., UN campaign posters, music videos addressing global issues like climate action or diversity).
2. Give learners a set of questions to guide how they view the media.

1. Show the clip or image to the class.

2. In pairs, learners discuss:

- a. What global issue does this media highlight?
- b. What emotions or ideas are conveyed through visuals (e.g., colours, movement, people)?
- c. What do you think worked well in communicating the message?
- d. What didn't work so well?
- e. How does this connect to their own lives?

3. Groups share insights and connect the themes to real-world examples.

Examples of Music Videos

Taylor Swift, The Man

<https://youtu.be/AqAJLh9wuZO>

Band Aid, Do They Know its Christmas

<https://youtu.be/j3fSknbR7Y4>

U.S.A. For Africa, We Are the World

<https://youtu.be/9AjkUyXOrVw>

The Cranberries, Zombie

<https://youtu.be/6Ejga4kJUts>

Residente, War

(Trigger Warning: this video is quite a graphic depiction of the reality of modern war)

https://youtu.be/Zl_GIPquEII?list=PLxuwp_b8zZ4WG0104UiCZ9bgFTXlijui

Analog Players Society, Home in America

<https://youtu.be/uFJOe1KxZzE?list=PLk6n90VAXJUa4uPIAP6xs5zBaxWC6C16D>

Relevant Resources for this Section

Type	Relevance	Source	Weblink
Web resource with presentation and activity	This branch of the Trócaire 'Water Justice Tree' has a presentation and activity sheet. They look at access to water in Palestine. The presentation uses photos, diagrams, charts, maps, graphics and statistics to explain the conflict in Palestine and challenges it has created in accessing water. The exercise lets learners explore what they have learned.	Trócaire	https://www.trocaire.org/journey/the-water-justice-tree/#post-primary_palestine
Interactive Web-based Climate Change Impact Map	This website shows an interactive Climate Change Impact Map. Learners can switch between views to see the changing impact of climate change.	Impact Lab	https://impactlab.org/map/#usmeas=absolute&usyear=2040-2059&gyear=1986-2005&tab=global
Website	This webpage shows a small sample of charity advertising campaigns. It shows campaign graphics and a description of the focus and impact of each campaign.	Don't Panic London	https://www.dontpaniclondon.com/getting-the-most-out-of-your-charity-advertising-campaign-2/
Online Video	This video is on the basics of circular economy. It is an interview format, with an interviewer and subject but images and footage is used to help explain the key messages being spoken about.	Ellen MacArthur Foundation	https://youtu.be/NBEJwTxs4w, part of a microsite on circular economy - https://www.ellenmacarthurfoundation.org/topics/circular-economy-introduction/overview
Report	This report shows the findings of research about representation in advertising. It features charts, graphs, basic statistical information, and maps.	Unstereotype Alliance	https://www.unstereotypealliance.org/en/resources/research-and-tools/unstereotype-metric-2023-key-findings
Photography Archive	The United Nations online photographic archive groups images into thematic collections.	Council of Europe	https://media.un.org/photo/en/collection/s/global-issues

5

Learning to Listen, Listening to Learn

Learning Outcome 5

Demonstrate listening skills for a range of purposes, to include use of eye contact, seeking clarification, note-taking, summarising and paraphrasing.

About this Section

This section helps learners to build strong listening skills, allowing them to interact effectively in situations like one-on-one conversations, group discussions, debates, and formal interviews.

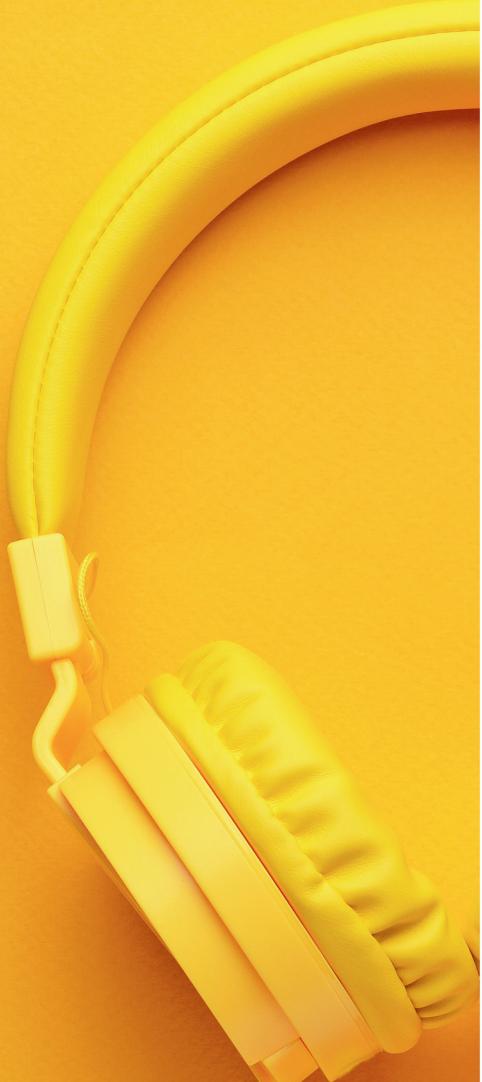
Learners practice key techniques like making eye contact, seeking clarification, taking notes, summarising, and paraphrasing to ensure they understand and respond appropriately to what others say.

Activities like role-play for example help learners to experience scenarios like talking with peers, presenting ideas, or having formal discussions with professionals like teachers or doctors. This type of exercise can build confidence and skills to help learners adapt their listening and speaking styles to suit different contexts, from casual chats to professional settings.

By practicing active listening and interpreting facts and opinions from formal and informal sources, learners gain confidence in their ability to communicate clearly.

This includes recognising when to ask for clarification, using appropriate language, and ensuring conversations are meaningful and productive.

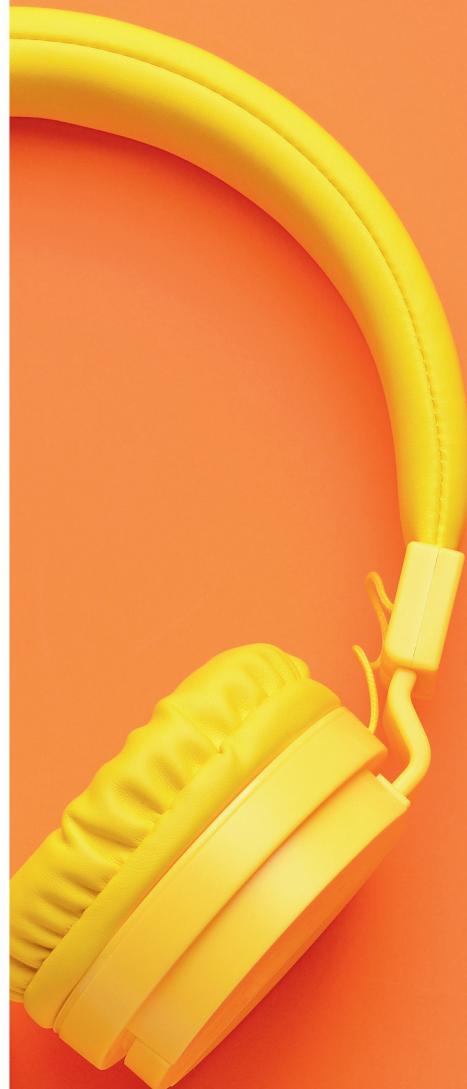
These skills are essential for effective communication in personal, academic, and professional environments, particularly in intercultural situations.



SDGs Referred to in this Section



Global Citizen Detectives



Description

Global Citizen Detectives is a dynamic and engaging game designed to teach learners the value of active listening, observation, and understanding the subtext behind words. The exercise emphasises critical communication skills, such as summarising, clarifying, and interpreting non-verbal cues like body language and tone to evaluate whether they can trust the statements being made.

Learners are asked to critically evaluate statements being made to them in relation to climate justice, fair trade, sustainability, and equality initiatives. They must look beyond the narrative being spun and ask whether vested interests are at play and what the full truth may be.

To achieve this, learners are divided into teams of 'Storytellers' and 'Detectives.' The Storytellers present a scenario, all the while trying to hide certain key details. The Detectives listen carefully, ask probing questions, and analyse subtle clues to uncover the hidden agenda. This interactive format encourages learners to practice focused listening, collaborate, and think critically under time constraints.

A reflective discussion follows, where learners explore how listening skills helped them succeed and consider how these strategies apply to global challenges, such as promoting transparency, ethical practices, and collaboration. This activity not only builds essential communication skills but also connects learners to real-world contexts.

Global Citizen Detectives

Step-by-Step Guide

Overview

To demonstrate the importance of active listening, observing, and the importance of subtext in interactions.

The game can either be played by dividing the group into 2 teams, several smaller teams, or into pairs.

Objective

Learners practice active listening and learn the

importance of looking deeper than the words being said.

Duration

30-60 minutes

Materials

Scenarios for learners to act out.

Preparation

Print or write out a copy of the scenario(s) you wish learners to use.

1. Divide Learners into Two Teams: 'Storytellers' and 'Detectives'.

2. Assign a Scenario to Each Storyteller team.

- a. Brief them on the story they must tell.
- b. Make sure they know what they should try to keep secret, what they are allowed to tell Detectives under questioning, and what they should include in the initial story.

3. Brief the Detective Team.

Tell learners to:

- a. Listen to the initial account given by the Storytellers.
- b. Observe non-verbal cues like body language, eye contact etc.
- c. Ask probing questions to learn more about the story.

4. Set a Time Limit or Maximum Number of Questions for Detectives.

- a. When the time is up, or all the questions have been used, Detectives must guess what the hidden agenda is.
- b. They get only one try at this.

5. How it Ends.

- a. The Storytellers win if the Detectives do not guess the hidden agenda.
- b. The Detectives win if they discover the hidden agenda.

6. Debrief and Discussion.

- a. After each round, facilitate a class discussion.

- b. What listening skills (e.g., summarising, clarifying, note-taking) helped the detectives uncover the hidden agenda?
- c. How do these scenarios reflect real-world challenges in global citizenship (e.g., transparency, resource allocation, ethical practices)?
- d. How can these listening skills help us address global issues collaboratively?



Scenarios

1. Fair Trade Debate



Storyline

Tell this Story to the Detectives

You work for a big supermarket chain and are promoting a new line of "fair trade" products. You are telling customers that buying these products will improve the lives of local producers in developing countries.

Hidden Agenda

Hide this From the Detectives but DO NOT LIE

Only 5% of the profits go to the local producers. Most money goes to your company. You don't want customers to know this because you think you won't sell as much. You are also worried people won't trust you any longer if they find out.

3. Local Sustainability Project



Storyline

Tell this Story to the Detectives

You work for a big international company that just bought a big piece of land beside your head office. You have announced plans to work with the local community to make a park out of one of the fields you have bought. You are promoting this, saying you are doing it as part of your commitment to sustainability.

Hidden Agenda

Hide this From the Detectives but DO NOT LIE

You bought the land because you want to double the size of your head office. Before you bought the land there was a lot of talk in the community about it being used for more houses and green spaces. You know the local community would be against your plans to expand your offices.

2. Climate Action Fundraiser



Storyline

Tell this Story to the Detectives

You held a fundraiser to support climate action projects. It was a big success; you raised a lot of money. During the event you told everyone you would give every penny raised to good causes. The local newspaper wrote an article saying your company was great for letting you do this during work hours.

Hidden Agenda

Hide this From the Detectives but DO NOT LIE

You only gave 70% of the funds raised to good causes. Your company told you after the fundraiser they wouldn't pay you for planning and holding the fundraiser. You had to use the rest of the money to pay your wages because you can't afford to work for free.

4. Education Equality Campaign



Storyline

Tell this Story to the Detectives

You represent an organisation raising awareness about global education inequality. You promote scholarships and education access for marginalised groups worldwide.

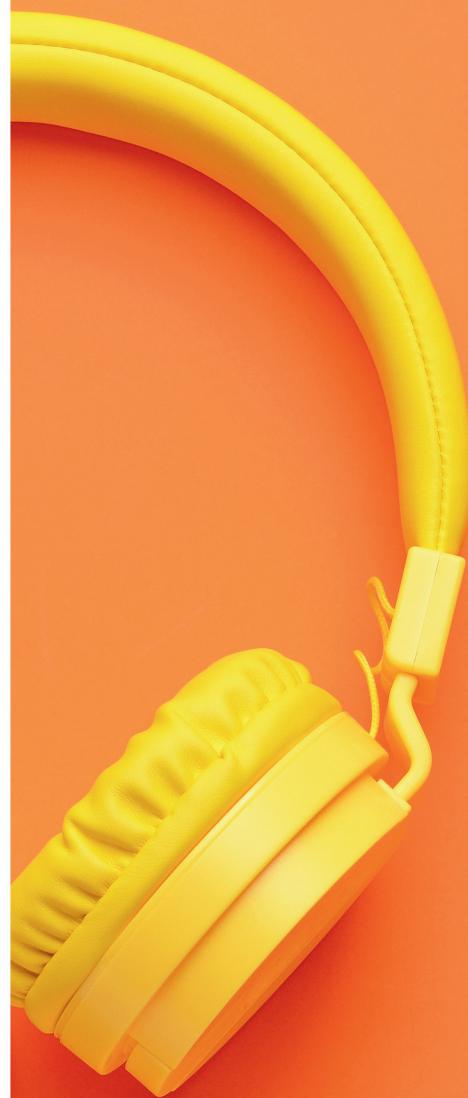
Hidden Agenda

Hide this From the Detectives but DO NOT LIE

Your scholarships have strict eligibility criteria that exclude some of the most disadvantaged groups. You don't want people to know this because it would make people trust you less.

Relevant Resources for this Section

Type	Relevance	Source	Weblink
Activity Guide	By working in groups learners are asked to demonstrate active listening skills while focusing on the sustainable development goals.	Trócaire	https://www.trocaire.org/sites/default/files/resources/edu/education_youth_resources_2018_web_lent_2020.pdf
Activity Pack	This 44-page pack aims to raise awareness of the reality behind images and messages. It looks at the power relations and stories behind the images we receive about the world we live in. It challenges stereotypes to find a more balanced, just approach to global justice.	National Youth Council of Ireland (NYCI)	https://developmenteducation.ie/resource/frames our-world-a-youth-work-resource-on-the-use-of-images-and-messages-in-development/
Online Talk	Cultural Intelligence – Bridging the Gap Between Cultures	TED X Alleyns School Youth by Faith Locken	https://youtu.be/vbQHxjZyKHs?si=Wr1my667Vck-hHMc
Online Talk	The surprising paradox of intercultural communication. A TedTalk about the subtle importance of intercultural communication.	TED X Nelson by Helena Merschdorff	https://youtu.be/JzJNA-3b6NA?si=56iYBYkGhV1gUEZp
Online Talk	TED Talk: 5 Ways to Listen Better. In our louder and louder world.	TED X Global by Julian Treasure	https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better?subtitle=en
Online Micro Tutorial	Listening skills for conflict resolution. Short video showing examples of how to listen effectively for conflict resolution.	NSW Volunteering	https://youtu.be/_Of Y00-B4k?si=V7_A8SHUBhyl08i
Online Micro Tutorial	Framing a Conversation for conflict resolution. Short video examining how framing a conversation can impact how we hear what others say.	NSW Volunteering	https://youtu.be/3Jt05Mvq4n8?si=PwFoHUE1MScyZ2pQ



6

Reading Techniques and Skills

Learning Outcome 6

Demonstrate a range of reading techniques, to include skimming, scanning, in-depth study, identifying key points, extracting information, evaluating bias and purpose.

About this Section

This section is about different reading techniques that help learners effectively gather and analyse information from different texts and contexts.

The goal is to equip learners with the skills needed to use a variety of sources, including written and spoken material, in both personal and work contexts.

Key techniques include:

1. Skimming: Quickly getting the general idea of a text.
2. Scanning: Searching for specific details or facts.
3. In-Depth Study: Fully understanding complex material.
4. Identifying Key Points: Picking out the most important information.
5. Extracting Information: Pulling useful data from the text.
6. Evaluating bias and purpose: Assessing the reliability and intent of the source.

Learners should practice these techniques by exploring materials like media texts, vocational resources, and discussions. They should also learn to distinguish between facts, opinions, and fiction while gathering and recording specific information from references.

By applying these approaches, learners gain the confidence to analyse and critically evaluate information, preparing them to navigate and interpret a wide range of content in both personal and professional situations.



SDGs Referred to in this Section



Your Version, My Version, and The Truth!

Description

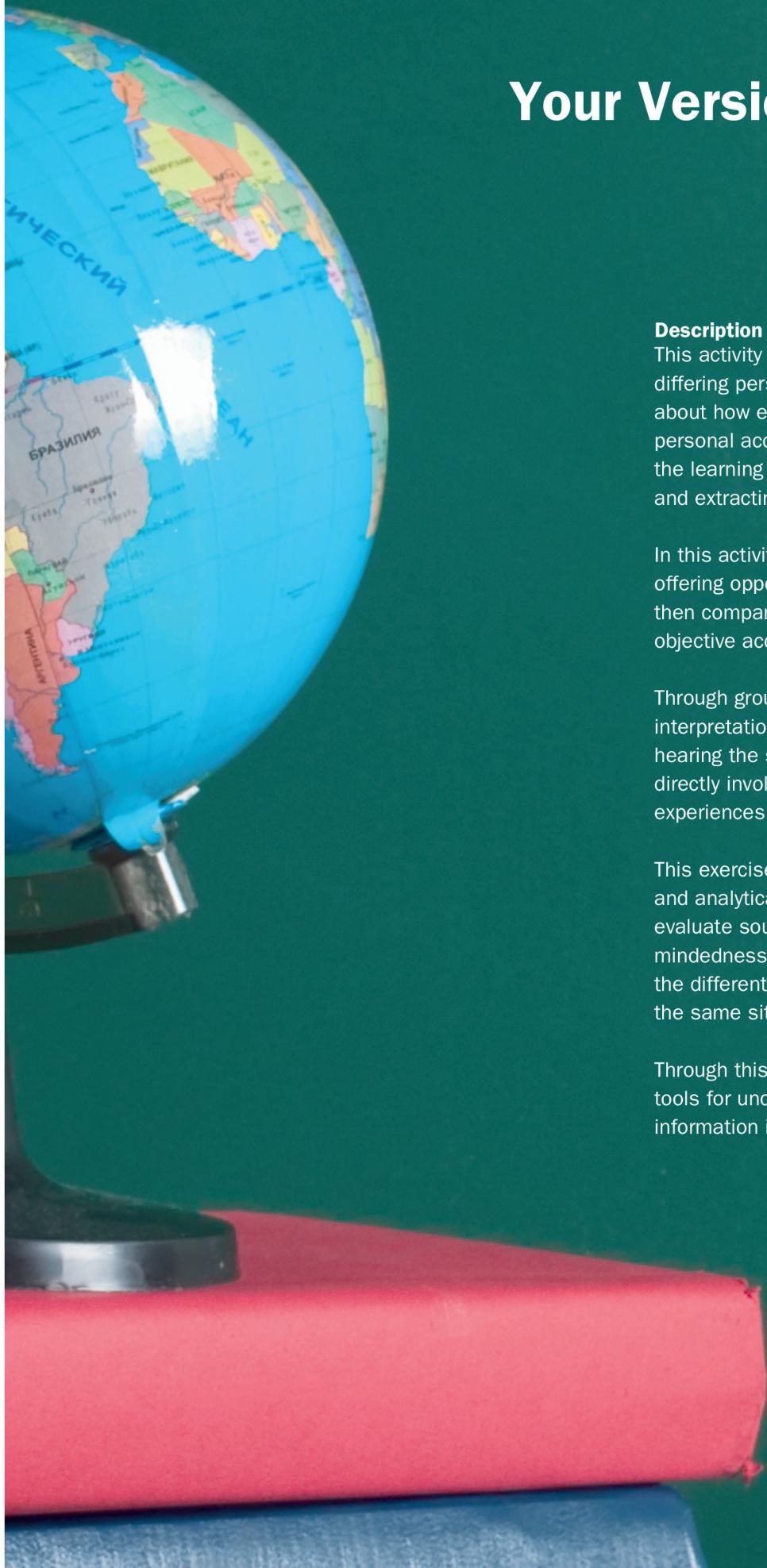
This activity introduces learners to the idea of differing perspectives. It encourages critical thinking about how events are portrayed in media and in personal accounts. This activity directly connects to the learning outcome of evaluating bias, purpose, and extracting key information.

In this activity, learners read and discuss articles offering opposing viewpoints about the same event, then compare their insights to a first-hand or objective account.

Through group discussions, they analyse how bias, interpretation, and intent shape narratives. By hearing the story from the perspective of someone directly involved, learners reflect on how personal experiences can differ from public perception.

This exercise helps learners sharpen their reading and analytical skills, teaching them to question and evaluate sources critically. It also fosters open-mindedness and empathy, as participants explore the different ways people interpret and respond to the same situation.

Through this engaging activity, learners gain practical tools for understanding and navigating complex information in real-world contexts.



Your Version, My Version, and The Truth!

Step-by-Step Guide

Overview

A chance for learners to learn about and debate the differing perspectives people can have about the same event.

Objectives

Help learners to develop a variety of reading skills to support critical engagement with reading materials.

Duration

1 hour

Materials

1. 2x Articles each covering an event from an opposing viewpoint, 1x (or more) First Hand / or Objective Accounts of the same Event. Sample articles below.

2. Blackboard/Whiteboard chalk & markers.

Preparation

Make enough copies of the 2x articles and 1x personal account for each team/learner to receive a copy of each.

1. **Divide learners into two groups, A & B.**
2. **Give learners Materials to Read.**
 - a. Group A: Article entitled Disrespect in the Name of Protest.
 - b. Group B: Article entitled Standing for Peace in Washington.
3. **Give learners time to read the article they were given and discuss it within their groups.**
4. **Ask each group to summarise what their article was about.**
5. **After each group gives its summary.**
 - a. Show learners that they were all describing the events around the same picture.
 - b. Discuss,
 1. Which account was more accurate / correct.
 2. What the woman was doing / what she meant to do.
 3. How the woman felt about the soldiers.
 4. What the photograph means.
6. **Now, hear the story from the woman's perspective.**
 - a. Read the woman's account (Copy Provided).
 - b. Watch this short video (Features only photos & text).

7. Discuss.

- a. Does the woman's account change how you think about the picture/events.
- b. Was either article completely right?
- c. What might the soldiers have been thinking that day?



Activity 6.

First Hand Account

15/11/2024, 12:47

That's me in the picture: Jan Rose Kasmir at an anti-Vietnam war rally at the Pentagon, in 1967 | Photography | The Guardian



That's me in the picture

• This article is more than 10 years old

That's me in the picture: Jan Rose Kasmir at an anti-Vietnam war rally at the Pentagon, in 1967

'None of the guardsmen made eye contact. I think they were afraid they were going to be told to fire at us'

Fri 7 Nov 2014 17.00 CET

I was 17 when this picture was taken, and by that point I was already dedicated to the anti-war movement. I felt that the war in [Vietnam](#) was a horrible expression of American imperialism and we had no business being there.

I went by myself to the march on the Pentagon, and when I arrived, everyone gathered around the Lincoln Memorial Reflecting Pool. As we walked to the Pentagon I fell in with a crowd who were chanting "Viva Che, Viva Che" - I didn't even know what a Che was! I had never heard of Che Guevara.

As we approached the Pentagon, the National Guard lined up to form a barrier to keep us from encroaching. Somebody was handing out flowers, which is how I came to have a chrysanthemum in my hand. I was going back and forth, beckoning the soldiers to join us. It never dawned on me that I was in any danger. This was before [Kent State](#), so who would ever think that they would kill me?

None of them made eye contact. They stonewalled me. But the photographer later told me he noticed them shaking. I think they were afraid they were going to be told to fire at us.

If you look at my face, I am extremely sad: at that moment I realised how young these boys were. They were just as much a victim of the war machine as anyone else. When I saw the picture exhibited for the first time, many years later, I teared up; it took me back to that overwhelming sadness.

I had no idea somebody had taken my photograph that day. I stayed at the protest until it got dark, and then took the bus home. To me, it was not a particularly eventful day.

It wasn't until the 1980s that I discovered the photograph. My father had gone to Scotland and he bought a photography magazine, and he opened it to find his daughter in it. I wrote to [Marc Riboud](#), the photographer, via Magnum, saying, "I'm the girl in the photo. I am not sure you care, but here is my address." I didn't hear back, and it wasn't until I was in my 40s that people started getting interested in who I was, and news agencies started to contact me.

Looking back, it was a mind-blowing time - I was just 17. There were communists, [White Panthers](#), [Black Panthers](#), and many other factions. I didn't know what to think. I led a major student strike on my campus at Montgomery College, in Maryland, but it all fizzled out.

I ended up dropping out of college because I couldn't make sense of it all. I was a pre-med student, and I honestly think I would have been a doctor today if I hadn't been involved in that movement. I am now a massage therapist and training to be a rabbi, as part of my quest to be a voice for peace. I threw away my college education because I took a stand.

It wasn't until I saw the impact of this photograph that I realised it wasn't only momentary folly - I was standing for something important.

Interview: Abigail Radnor

Are you in a famous photograph? Email weekend@theguardian.com

Articles



Pictured: Protestor Jan Rose Kasmir and unnamed soldiers, Washington DC, 21 October 1967. By Marc Riboud

Standing for Peace in Washington

22 October 1967

Martha Scott Walker | Columbus City Herald

The power of peaceful protest in the face of military might.

Yesterday in Washington, D.C., a young woman faced a line of armed soldiers with nothing but a flower in her hand. The photo, now widely shared, shows the bravery of people standing up to violence—both in Vietnam and here at home.

Thousands gathered to peacefully protest the U.S. government's war in Vietnam. Instead of dialogue, they were met with soldiers carrying rifles and bayonets.

These soldiers weren't protecting citizens; they were there to silence dissent. This show of force was a reminder of how far the government will go

to avoid accountability. The woman in the photo stands as a symbol of peaceful resistance. Her flower wasn't just an offer of peace—it was a challenge to see the humanity in every person.

Instead of responding with reflection, the government chose to intimidate. The presence of armed guards at a peaceful protest shows just how insecure those in power have become. If this war is so righteous, why do they need guns to defend it against their own people?

The war in Vietnam is unjust. It isn't about freedom or democracy—it's about power and profit. Those who marched yesterday, armed only with their voices and beliefs, are doing a public service.

They are making America face its actions, both abroad and at home. It is the courage of people like this woman that will bring real change.

Articles



Pictured: Protestor Jan Rose Kasmir and unnamed soldiers, Washington DC, 21 October 1967. By Marc Riboud

Disrespect in the Name of Protest

22 October 1967

Dowdal C Frayne | Washington Enquirer

Chaos and disorder on the streets of Washington DC

A protester showed clear disregard for the men protecting them during yesterday's anti-war demonstration in Washington, D.C. A widely shared photo shows a young woman holding a flower while standing face-to-face with disciplined National Guardsmen. These soldiers were there to maintain order as unrest grew in the streets.

This image, praised by some as symbolic, actually reveals a troubling reality. It is a direct challenge to the authority of the military and shows disrespect for those risking their lives in Vietnam to secure peace and freedom. Many of these soldiers are barely out of training, yet they must endure this dangerous rhetoric from protesters intent on undermining America's mission overseas.

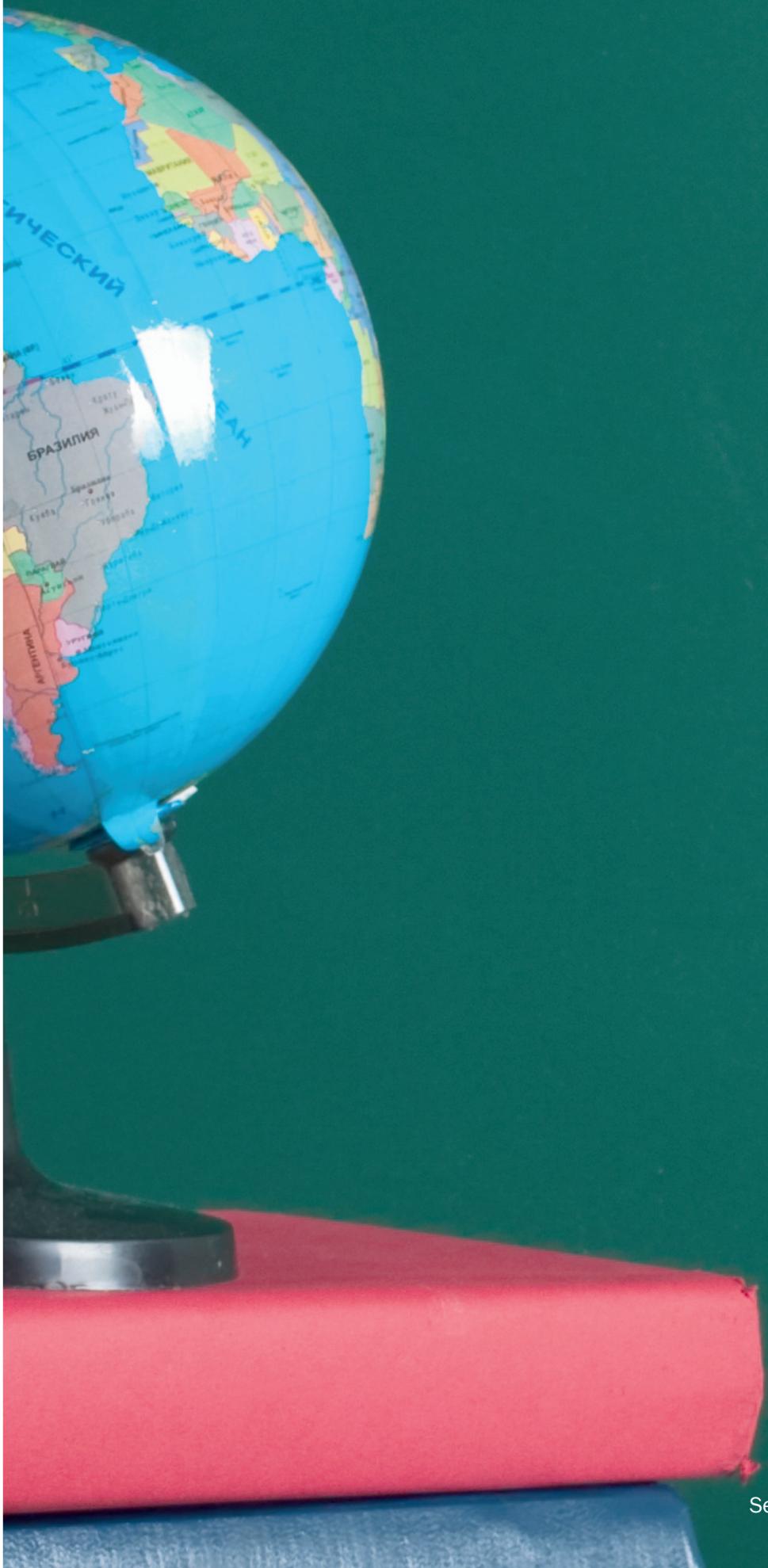
These protests are becoming more chaotic, often starting with chants and banners but quickly escalating into tense confrontations. Authorities are forced to walk a fine line between protecting free expression and keeping the peace. Acts like this young woman's, which some call "nonviolent," only show the protest movement's disregard for the military uniform and the values it represents.

America's involvement in Vietnam is not born of malice but necessity. The goal is to stop the spread of communism and protect global stability. Actions like these protests, even when framed as peaceful, send a harmful message: that Americans do not support the brave men and women risking everything for the greater good.

It is time for reason to prevail. Americans must remember who is truly looking out for their safety and future. Gestures like these, hiding behind flowers and smiles, are not solutions. They insult the values and sacrifices that make this country strong.

Relevant Resources for this Section

Type	Relevance	Source	Weblink
Online Resources	Facts Matter: A Guide to Building Critical Media Literacy in Today's World. Includes: 10 lessons, 30 activities, 19 handouts and 14 worksheets, 6 reasons why becoming media savvy and reading the world are essential today.	80:20:00	https://8020.ie/facts-matter/
Classroom learning activates	The activities in this lesson plan prepare students for a global learning experience, as well as working with primary source materials and evaluating their accuracy.	Waterford One World Centre	https://developmenteducation.ie/resource/global-south-resources-south-africa-lesson-plan/
Resource Pack	Organised into 14 activities that cover a wide range of learning levels on topics related to climate change, climate justice and reflecting on taking collective action).	National Youth Council of Ireland	https://developmenteducation.ie/resource/climate-revolution-one-world-week-development-education-and-global-citizenship-education-resource-pack/
Learning resource	Speak Act Do: Research Guide for students giving a simple explanation of different source types and how to use them.	Concern Worldwide	https://www.concern.net/schools-and-youth/secondary-education-programmes/speak-act-do



7

Extracting Information from Aural and Written Sources

Learning Outcome 7

Extract the main facts, ideas, issues and opinions from a variety of aural and written sources, to include spoken and written media texts and material relevant to a vocational area.

About this Section

This module section focuses on developing the skills needed to identify and extract important facts, ideas, issues, and opinions from various sources.

Learners explore both spoken and written materials, such as media texts and vocational resources, to build critical analysis skills that are useful in personal, educational, and professional contexts.

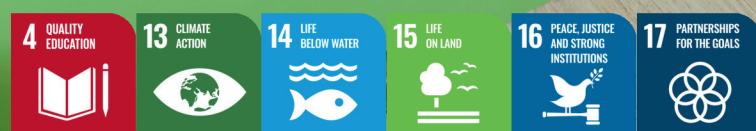
Through practical activities, learners practice techniques like:

1. Listening actively to spoken content, such as interviews, presentations, and discussions.
2. Reading a range of written materials, including articles, reports, and vocational texts, to identify key information.
3. Summarizing and paraphrasing ideas to ensure understanding.
4. Distinguishing between facts, opinions, and issues to form a balanced perspective.

The module also emphasizes evaluating bias and intent in sources to improve decision-making and communication skills.

By applying these techniques, learners gain the confidence to navigate and interpret complex information, making them better equipped for success in their vocational areas and beyond.

SDGs Referred to in this Section



Global Citizenship Quest

Description

The Global Citizenship Quest is an engaging and interactive activity designed to help learners extract key facts, ideas, issues, and opinions from a combination of written and aural media sources. It aligns with the learning outcome by teaching participants how to effectively analyse and evaluate information while connecting global issues to their vocational areas.

In this activity, learners work in teams and take on specific roles, such as Reader, Recorder, Presenter, and Timekeeper, to encourage active participation and collaboration.

Through three fun challenges—Fact Finder Frenzy, Aural Adventures, and Issue Investigator—they identify important facts, main ideas, and global issues from articles, videos, or podcasts. Teams earn points based on their findings, fostering a competitive yet educational environment.

This game builds critical thinking, teamwork, and communication skills, while helping learners understand how global citizenship themes intersect with their professional and personal lives.

By the end, participants are better equipped to analyse media, form well-informed opinions, and engage thoughtfully with global challenges.



Global Citizenship Quest

Step-by-Step Guide

Overview

Fun, interactive game to extract facts, ideas, issues, and opinions from written and aural media sources.

Objective

Facilitate collaboration, critical thinking, and linking global issues to vocational areas.

Duration

60 minutes

Materials

1. Short news article or opinion piece.

2. 2-3-minute video clip or podcast related to the same issue.
3. A "Global Citizenship Scoreboard" for points.
4. Tokens or stickers to reward task completions.

Preparation

1. Print the articles / opinion pieces.
2. Que up the video clip/podcast.
3. Create the Global Citizenship Scoreboard (on a whiteboard/blackboard/flipchart).
4. Set out the room for group work.

1. Divide learners into teams of 3 or 4.

2. Assign roles to team members.

- a. Reader/Listener: Reads the text or listens to the media.
- b. Recorder: Writes down findings during challenges.
- c. Presenter: Shares findings with the class.
- d. Timekeeper: Keeps the group on task.

3. Playing the Game.

Fact Finder Frenzy (10 Minutes).

- a. Give teams the written article.
- b. Each team must find 5 key facts in the text (Who? What? When? Where? How?).

Scoring: 2x points for each accurate fact & 1x bonus point for any surprising facts.

Aural Adventures (10 Minutes).

- a. Teams listen to the video or podcast clip.
- b. Each team must find 3 facts and 1 key idea in the media source.

Scoring: 2x points for each accurate fact; 3x point for finding the main idea.

Issue Investigator (10 Minutes).

- a. Teams look back at the article & media source from rounds 1 & 2.
- b. Each team must find at least 2 global issues touched on in what they have read/heard.

Scoring: 3x points per issue identified.

4. Winning the Game: The team with the highest score wins.

Examples of Media

UN SDG 2024 Report

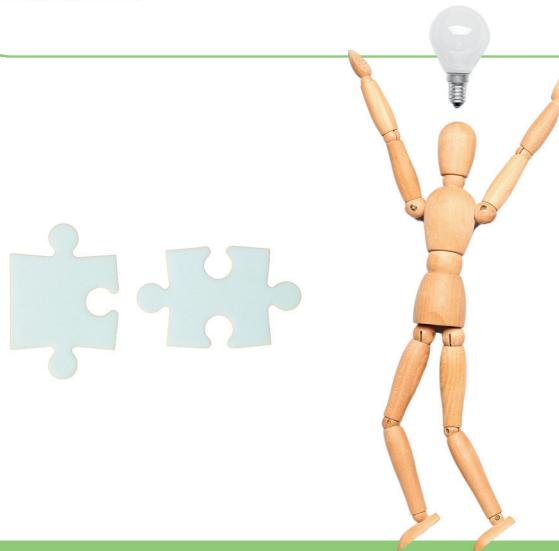
[Press Release](#) | [Video Summary of the Report](#)

Climate Change Speech by David Attenborough

[BBC News Article](#) | [Full Speech](#)

Voter information

[Electoral Commission Article](#) | [Explaining the Irish Voting System](#)



Relevant Resources for this Section

Type	Relevance	Source	Weblink
Online Podcast / Video	An online library of podcasts on topics related to GCE.	Irish Development Education Association	https://www.ideaonline.ie/webinars-podcasts
Online Video	This podcast asks two experts questions like: What is meant exactly by the term global citizenship? What does the Global Citizenship Observatory do? Are there any specific goals or aspirations linked to this field for the future?	European Association for International Education	https://www.eaie.org/resource/podcast-maarten-vink-jelena-dzankic-unpacking-global-citizenship.html
Online Video	This section of the Euronews website features segments on Climate Change.	Euronews	https://www.euronews.com/tag/climate-change
Visual art activities	This is an online archive of newspaper articles on Climate Change.	ClimateChange.ie	https://www.climatechange.ie/media-archive/

8

Writing & Refining: Drafting, Editing, and Proofreading Skills

Learning Outcome 8

Use drafting, editing and proof-reading skills to write routine documents with accurate punctuation, spelling and sentence structure, to include creative material and work-related reports, electronic correspondence, forms, letters, memos and minutes.

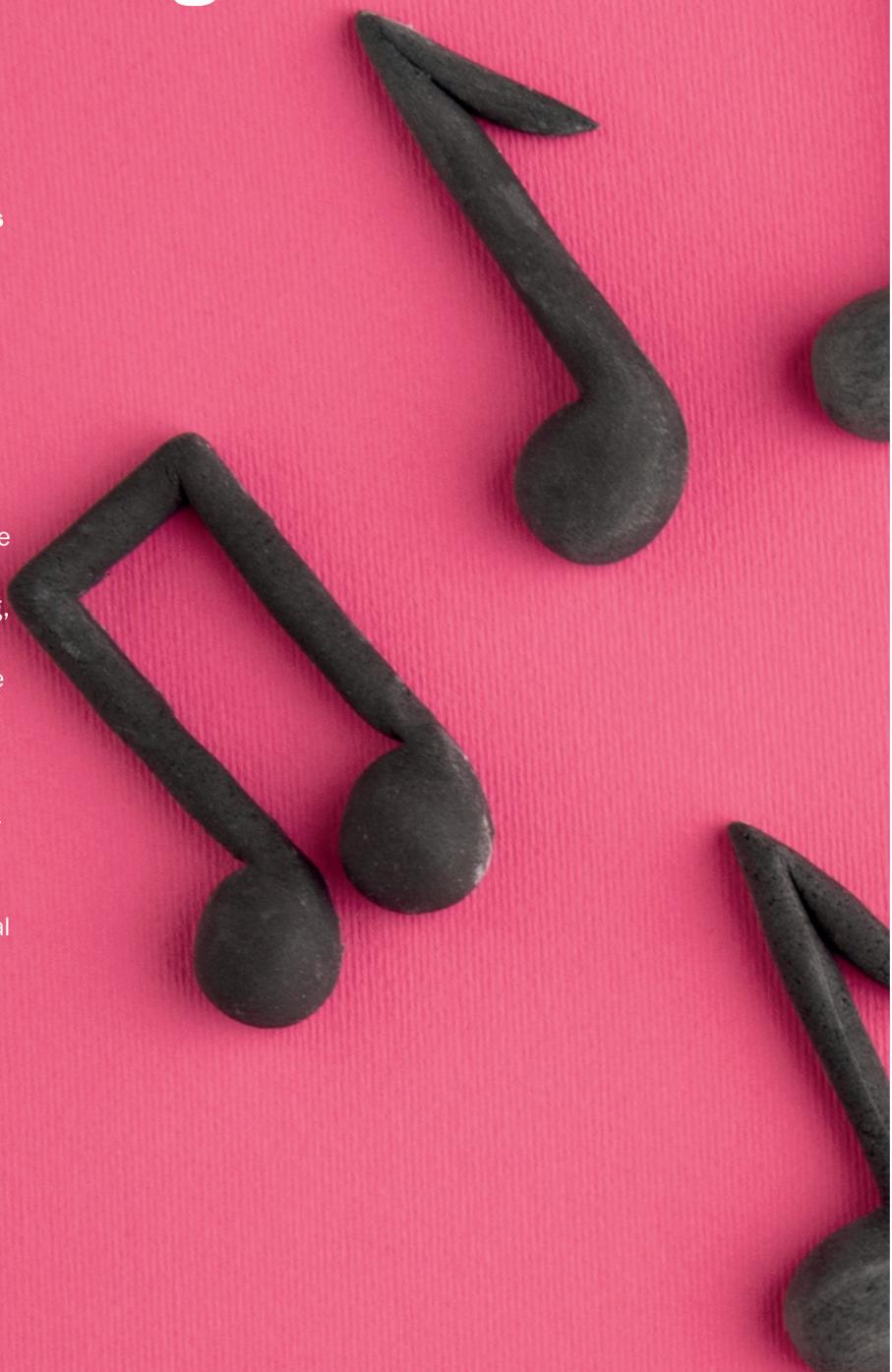
About this Section

This section focuses on helping learners write clear, accurate, and well-crafted materials. The goal is to develop strong drafting, editing, and proofreading skills to ensure proper punctuation, spelling, and sentence structure in all types of writing.

Learners should practice writing a variety of documents, including creative material, work-related reports, emails, forms, letters, memos, and meeting minutes. They can also gain confidence by using electronic and social networking technologies for communication.

Through hands-on exercises, learners enhance their ability to express ideas effectively, adapting their writing to suit different purposes and audiences.

This section emphasises the importance of reviewing and refining written work to ensure accuracy and clarity, skills essential for success in both creative and professional environments.



SDGs Referred to in this Section



Worldview Song Relay

Description

The Worldview Song Relay is a creative activity where learners write, edit, and refine poems or songs to explore global citizenship themes like climate action, equality, migration, peace, and sustainability.

It directly connects to the learning outcome by teaching drafting, editing, and proofreading skills while encouraging reflection on global challenges.

Working in teams or individually, participants draft short creative pieces using an editorial checklist to ensure clarity, engagement, and accuracy. Drafts are then passed around for peer editing, promoting teamwork and collaboration.

Each learner revises their work based on constructive feedback, culminating in a polished final piece.

The activity can conclude with learners performing or showing their finished songs or poems, followed by a group reflection on the creative and editorial processes.

This hands-on exercise combines creative expression with critical thinking and teamwork, helping learners develop both their writing skills and their understanding of global citizenship themes.

Worldview Song Relay

Step-by-Step Guide

Overview

Creatively exploring global citizenship themes by writing and editing poems or songs in teams.

Objective

Learners use creative expression, teamwork, and critical editing skills to reflect on the impact of global challenges.

Duration

50 minutes

Materials

1. Something to write with.
2. Editing checklist for each learner / group.

Preparation

1. Print copies of the writing prompts & editing checklist or display them using a blackboard/whiteboard/projector.

1. Either divide learners into at 3 teams or allow learners to work alone.

2. Pick a Theme to Write About.

Learners/teams pick a theme, e.g.:

- a. Climate: An ode to second hand clothes.
- b. Equality: Making space so someone has a place.
- c. Migration: Having the courage to leap into the wild blue yonder.
- d. Peace: We're more alike than we think we are.

Sustainability: Finding a way to live alongside the natural world.

3. Draft 1.

- a. Write the first draft of a short poem or song (4–8 lines minimum).
- b. Keep it simple, try to tell a story or make a point, use the editorial checklist as a tool to help:

1. Is the message clear?
2. Is it interesting or fun to read?
3. Do the lines connect smoothly?
4. Are words meaningful?
5. Check spelling & punctuation.

- c. When finished, pass the song/poem to the learner/team on your left.

4. Edit 1.

- a. Write out a fresh copy.
- b. Give the original song/poem back to the learner that wrote it.
- c. Review the song/poem using the editorial checklist.
- d. Mark in any changes you suggest.
- e. When finished, pass it to the learner/team on the left.

5. Edit 2.

- a. Review the song/poem using the editorial checklist.
- b. Mark in any changes you suggest.
- c. When finished, pass the song/poem to the original writer.

6. Final Draft.

- a. Review the suggested changes.
- b. Keep what you like, ignore the rest.
- c. Write out the song/poem again, this time incorporating the changes you are keeping – no need to highlight these, it should be a clean version.

7. Performance.

Learners/Teams read out their finished song/poem.

8. Reflection.

Learners discuss and reflect on what they learned from the editorial process.

Relevant Resources for this Section

Type	Relevance	Source	Weblink
Creative writing and songwriting	Step-by-step guide to a variety of activities on the themes of Creativity, Resilience & Global Citizenship.	CIT Crawford College of Art & Design	https://development.education.ie/resource/creativity-resilience-global-citizenship-activity-toolkit/
Letter writing toolkit	The Writing for Rights letter writing toolkit is a practical guide to writing letters advocating for human rights.	Amnesty International	https://www.amnesty.org/en/get-involved/write-for-rights/
Online co-creation and collaboration forum	U-Report is UNICEF's digital community for young people, where young people are empowered to become involved in report writing.	UNICEF	https://www.voicesofyouth.org/aboutureport
Letter writing exercise	Write a kind and thoughtful letter to residents of nursing or care homes in Ireland.	An Post	https://www.anpost.com/AnPost/media/PDFs/An_Post-Post_Primary-Write_a_Letter_(A4)_V08-1.pdf

9

Interpersonal Skills



Learning Outcome 9

Interact effectively with others in different contexts, including discussion with peers, one-to-one, in a group/team, working under supervision, oral presentation, formal interview and for the purposes of informing and persuading.

About this Section

This section focuses on developing the skills needed to communicate clearly and confidently in different situations.

Learners should be facilitated in interacting with others in different contexts, like group discussions, one-on-one conversations, teamwork, supervised tasks, oral presentations, and formal interviews.

The aim is to communicate effectively, whether to inform, persuade, or collaborate. To achieve this, learners plan their communication by considering factors like social context, physical setting, relationships, and the type of interaction (e.g., formal or informal).

They also practice key listening skills, including making eye contact, seeking clarification, note-taking, summarising, and paraphrasing.

Evidence of these skills can be demonstrated through written, oral, or multimedia formats, such as worksheets, diagrams, presentations, or audio/video recordings.

Activities ensure learners are equipped to engage meaningfully and professionally in diverse scenarios, enhancing both their personal and workplace communication abilities.

The Persuasion Game

Description

The Persuasion Game is a dynamic activity designed to enhance learners' communication skills across different contexts.

It connects directly to the learning outcome by engaging participants in team discussions, one-on-one persuasion, and group presentations, fostering critical thinking and adaptability in real-life scenarios.

In this game, learners collaborate in teams to craft persuasive strategies for scenarios like convincing a shop to adopt fair trade products or pitching an idea for workplace improvements. They consider their audience, adapt their tone and language, and assign team roles to ensure a well-rounded approach.

Through one-on-one persuasion rounds and group presentations, learners practice key communication skills such as tailoring arguments, active listening, and structuring persuasive messages.

Feedback and reflection at each stage helps participants improve their approach and adapt for different contexts, such as conversations with managers, peers, or groups.

The activity concludes with a class vote on the most convincing team, a group discussion on challenges faced and lessons learned, and a reflection on the difference between persuasion versus informing.

This fun and interactive exercise equips learners with the skills needed to inform and persuade effectively in personal, academic, and professional settings.

The Persuasion Game

Step-by-Step Guide

Overview

A game that involves team discussions, one-on-one persuasion, group presentations, and critical thinking.

Objective

To practice effective communication in different contexts by engaging in different types of persuasion.

Duration

30 minutes

Materials

1. Stopwatch or timer.
2. Scoring chart to evaluate performance (optional).
3. Cards, paper, or other writing materials for learners.

Preparation

1. Set up the scoring chart on the board.
2. Distribute cards / paper / slates etc for learners to write out scenarios.
3. Scenario cards with different real-life or workplace situations.

1. Divide learners into small teams (3-5 members).

Each team is given a different cultural context to guide how they communicate:

- a. High context – communication is less about words and more about implied meaning from gestures, tone, behaviour, etc.
- b. Mid-context – a mix of importance is placed on both words and things like tone, mannerisms, etc.
- c. Low context – communication is very direct and is all about the exact words being used. Tone & gestures are mostly ignored.

2. Time Allocation 10-10-10.

- a. Scenario discussion and strategy.
- b. One-on-one persuasion.
- c. Group presentation and debrief.

3. Playing the Game.

Scenario and Strategy.

- a. Teams write out a scenario where they inform or persuade someone.
- b. Examples include:
 1. Convince a local shop to adopt fair trade products.
 2. Persuade a colleague to reduce single-use plastics at work.
 3. Tell a group about the benefits of workplace diversity.
 4. Explain to a manager why the company should invest in solar panels and renewable heat.
 5. Pitch an idea for a community litter picking event.

Teams Decide.

- a. Key points to present or argue.
- b. How to adapt tone and language for the audience (e.g., manager vs. peer, different cultural context, etc).
- c. Roles for each member (e.g., lead speaker, note-taker, time-keeper).

One-to-One Persuasion.

- a. Learners pair up with learners from other teams.
- b. Learners make their case to one another & give each other feedback.
- c. Rotate pairs after 5 minutes for one more round of one-to-one persuasion.

Group Presentation.

- a. Teams get back together.
- b. Discuss the feedback.
- c. Refine the group pitch.
- d. Present to the class (2-3 mins).

Deciding on a Winner.

- a. Learners decide by show of hands which team was most convincing.
- b. Follow with a quick discussion:
 1. Why did learners vote that way?
 2. What challenges did learners face when persuading others?
 3. How can learners adapt their communication skills for different contexts in future?

4. Reflection.

Facilitate a reflection session or ask learners to write a brief follow-up reflection on what they have learned about the difference between persuasion and informing.



Relevant Resources for this Section

Type	Relevance	Source	Weblink
Group-based Exercises	This 44-page pack aims to raise awareness of the reality	National Youth Council of Ireland (NYCI)	https://development.education.ie/resource/framing-our-world-a-youth-work-resource-on-the-use-of-images-and-messages-in-development/
Classroom Activity Plans	SPEAK ACT DO: Eight Lesson Example including suggestions for facilitated debates and group exercises focused on key issues in global development.	Concern Worldwide	https://www.concern.net/schools-and-youth/secondary-education-programmes/speak-act-do
Presentation	TED TALKS: This personal talk is an effective presentation.	TED Talks	https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world?subtitle=en
Online Resource Pack	This page contains resources for tutors to help learners build their skills and confidence on debating. It is part of the Concern Debates resource pack for learners.	Concern Worldwide	https://www.concern.net/schools-and-youth/debates/materials

10

Planning for Clear Communication

Learning Outcome 10

Plan for clear communication including contextual factors such as social, physical, relational, genre.

About this Section

This section helps learners to plan their communication effectively by considering key contextual factors.

These factors include the social context (e.g., audience relationship), physical setting (e.g., location or medium), relational dynamics (e.g., tone and trust), and the type of communication (e.g., formal or informal genre).

Learners explore strategies to tailor their message to suit different situations, such as speaking with a peer, addressing a group, or presenting to a manager.

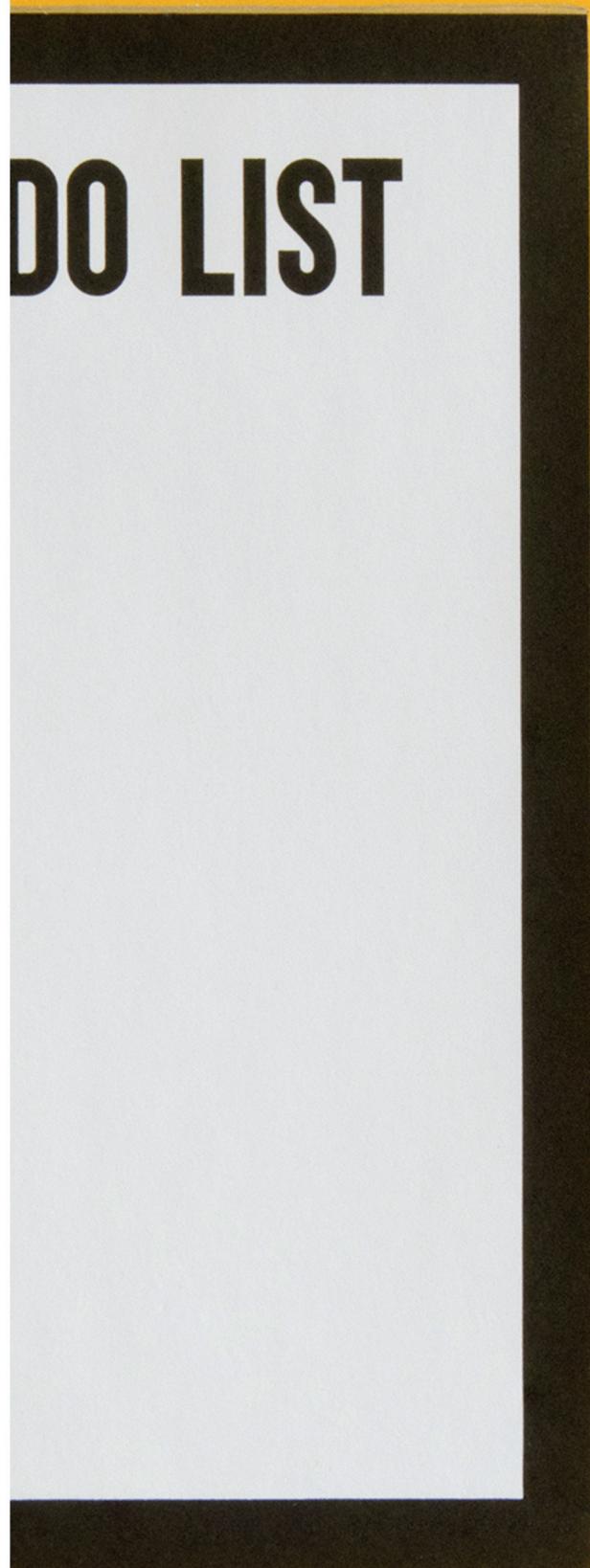
By planning for clarity and relevance, learners improve their ability to inform, persuade, or collaborate effectively. Activities may include role-playing, scenario-based discussions, and reflecting on how tone, language, and structure change in various contexts.

This section equips learners with the tools to communicate confidently and purposefully, ensuring their message is clear and impactful in both professional and personal interactions.

SDGs Referred to in this Section



A Plan for Change



Description

A Plan for Change is designed to help learners create a campaign addressing a global issue while focusing on clear communication and practical steps. This hands-on exercise aligns with the learning outcome by encouraging learners to plan and tailor their message to different contexts and audiences. In this activity, learners work in teams to select a global issue, such as reducing plastic waste or promoting inclusion.

They brainstorm ideas and define simple, actionable steps their audience can take, such as using reusable bags or inviting migrants to join community groups. Teams consider their target audience, choosing the most effective materials, tone, and communication strategies to engage them.

Learners then design a campaign poster or visual output featuring a slogan, logo, calls to action, and audience-specific messaging. The activity concludes with a presentation, where teams share their campaigns and receive feedback, fostering collaboration, creativity, and critical thinking.

This engaging activity equips learners with practical skills for designing clear, impactful communication, linking global issues to everyday actions, and inspiring positive change in their communities.

A Plan for Change

Step-by-Step Guide

Overview

Learners plan a campaign to tackle a global issue, focusing on clear communication and practical steps.

Objective

Learners design a visual campaign poster or other visual output to encourage others to take simple, everyday actions to help solve a global problem.

Duration

45 minutes

Materials

1. Paper, markers, pens, coloured pencils, or digital design tools (such as Canva etc.)
2. A4/A3 paper for posters, or a simple digital platform.
3. Campaign brainstorming sheets.

Preparation

Distribute art supplies to learners or, if using digital design tools, ensure access for each team.

1. Divide learners into teams of 3-5 or have the whole class work together.

2. Brainstorming and Planning.

- a. Learners select one global issue they want to tackle.
- b. Examples include:
 1. Tackling food insecurity.
 2. Promoting renewable energy.
 3. Protecting the earth's oceans.
 4. Equality for women and girls.
 5. Right to clean water and sanitation.

3. Define the Call to Action.

- a. Learners decide on 1 to 3 simple actions people can take. E.g.:
 1. Plastic Waste: Keep a reusable bag on you.
 2. Fair Trade: Use the Good Shopping Guide.
 3. Recycling/Sustainable Eating: Grow your own.
 4. Welcoming & Including: Invite migrants to join your community group.

4. Find Your Audience & Define Your Approach.

- a. Who is the audience (age, gender, urban/rural etc.)
- b. What materials/ actions would be best for that audience (social media, posters, events etc.)
- c. What tone/ language will work best.

5. Slogan and Logo.

- a. Brainstorm a short, memorable slogan to grab attention (e.g. Think Global, Act Local).
- b. Create a simple logo or find a symbol that represents the campaign (e.g., a recycling bin for waste reduction or a globe for global citizenship).

6. Make the Poster.

- a. Feature the Global Issue, Calls to Action, Logo/Symbol, Slogan.
- b. Describe or show who your target audience is (e.g. learners could use pictures or graphics or just write the key demographic details), the type of materials and actions to be used, the tone and language of the campaign.

7. Presentation and Feedback.

- a. Display the posters & have each team walk the class through the campaign.
- b. Learners can ask questions or give constructive feedback to other groups.



Relevant Resources for this Section

Type	Relevance	Source	Weblink
Podcast/ Video	This short podcast talks about how to build cultural competency to have positive inter-cultural conversations.	Mrs Edmunds' Cultural Corner	https://youtu.be/F01ETiWYUfY
Interactive video	“Brothers Across Borders” is an interactive film based on the true stories of Syrian refugees in Turkey.	15 Red Cross and Red Crescent societies	https://brothersacrossborders.com/en/
Game	Majorians Minorians is a simulation game that explores colonisation, differences and problem solving.	Treaty Resource Centre	https://www.trc.org.nz/digital-library/instructions-for-the-simulation-game-majorians-minorians/

11

Communicate Using ICT

Learning Outcome 4

Interpret images, to include work-related photos and diagrams, charts, maps, graphics, advertisements, pop videos, logos, statistical information.

About this Section

This section teaches learners to effectively share information with others using ICT (Information and Communications Technology). By exploring tools, such as email, messaging apps, or collaborative platforms, learners can gain practical experience in exchanging information in personal, academic, and professional settings.

Learners can practice choosing the right communication medium for their needs, considering factors like the purpose of the message, the audience, and the context. Activities may include sending professional emails, using shared online documents, or participating in virtual discussions. Learners also explore the pros and cons of different technologies to ensure their communication is clear, efficient, and appropriate.

By the end of this section, learners will confidently use at least one communication tool to connect with others, enhancing their ability to share ideas, collaborate, and engage in meaningful exchanges in a digital world.



SDGs Referred to in this Section



Pass It On!

Description

Pass It On! uses a digital communication tool to demonstrate how messages can change as they pass through different people.

It highlights the importance of clarity and accuracy in digital communication, connecting directly to the learning outcome of effectively using technology to exchange information.

In this activity, learners work in groups and send a starting message through a digital chain (e.g., email, WhatsApp, or Slack). Each participant rewrites the message in their own words before passing it on.

By the end, the final learner shares the message with the entire group, revealing how the original meaning evolved or changed (or didn't!).

The activity ends with a reflection and discussion on any changes observed, the reasons behind lost or distorted details, and the importance of clear communication in digital contexts.

This interactive exercise emphasizes practical skills for using digital tools effectively and builds awareness of how miscommunication can occur, even with simple messages.



Pass it On!

Step-by-Step Guide

Overview

Learners use a digital communication tool to relay a message through a "chain" of participants, observing how details can evolve or change.

Objective

Highlight the importance of clarity and accuracy in digital communication.

Duration

60 minutes

Materials

1. Access to a digital communication platform (like email, chat, messaging etc.)

2. A "Starting Message" that describes a global citizenship scenario or call to action.

Preparation

1. Write the 'Starting Message' out so it can be referred to at the end of the exercise.
2. Make an ordered list of learner names and give this to learners to they know who they will send the message to.
3. Consult with learners to agree a platform for use in this exercise.

Note: If a learner does not have a user account or device to access the platform, help them to resolve this.

1. Divide into groups of 5-6 learners (smaller classes can work as a group).

- a. Put learner names into an ordered list (e.g. alphabetical).
- b. Set up a group chat, channel, or have learners exchange email addresses.

2. The Starting Message.

- a. The instructor explains or shows the starting message to the first learner on the list.
- b. The learner writes the message in their own words and expands on it a little.
- c. When the message is ready the first learner sends it by private message / email to the second learner on the list.
- d. The second learner rewrites the message in their own words (they cannot use any of the same words from the message they received). The second learner sends the message by private message / email to the third learner on the list.
- e. The third learner does the same, and the chain continues until it gets to the final learner.
- f. The final learner rewrites the message like the others have, but this time they send it to all learners either using group email or group chat.

3. Reflection and Discussion.

- a. Did the message change as it moved through the chain?
- b. Were there any key details lost or distorted? Why?

Sample of Starting Messages

Climate Action

"Every reusable bag saves thousands of plastic bags from polluting the ocean. Start small, make a big impact!"

Sustainability

"Eating locally grown food reduces your carbon footprint and supports farmers in your community."

Peace and Inclusion

"Take time to learn about others' cultures. A little understanding goes a long way toward building peace."

Relevant Resources for this Section

Type	Relevance	Source	Weblink
Online petition & campaign platform	Uplift is an independent community working for a more progressive Ireland through people powered action.	Uplift.ie	https://my.uplift.ie/categories
Online collaboration tool	Engage your participants with live polls, Q&A, quizzes and word clouds.	Slido	https://www.slido.com/
Meeting collaboration tool	Turn presentations into conversations with interactive polls that engage meetings and classrooms.	Mentimeter	https://www.mentimeter.com/



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- MACEDONIA
- ALBANIA
- MOLDOVA
- LITHUANIA
- PALESTINE
- JORDAN
- TURKEY AND GREECE

El extraño vicio de escribir

56 *Ensayos de literatura contemporánea*



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*Empowerment for a better world through
Adult and Community Education.*

A World of Communication

Saolta

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Saolta

The Mall, North Quay,

Drogheda, A92PY68

www.saolta.com

info@saolta.com

+353 (0) 419 801 005

Written, Edited & Designed by: Yvonne Murphy

Saolta Project Leads: Quynh Thuy Do and Nick Doran

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Naas Tuaithi na hÉireann
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Prepared on behalf of Saolta By
Yvonne Murphy, Lacuna Consulting

Contact Saolta
Saolta, The Mall, North Quay,
Drogheda, Co. Louth, Ireland, A92PY68
info@saolta.com | + 353 (0)41 9801005