

Global teaching award – UCC and NUI Galway one world project.

Due February 2021.

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The following lesson plans and reflections were classes done with a group of transition years in the term before the Christmas break. I had intended to use the work done with this group to inspire a new group of students after the Christmas break and expand further. I was truly hoping to explore and discuss topics raised by this group with another to see their responses and the work we could create together, However, due to lockdown restrictions and lack of school access and materials this plan has been put on hold until the foreseeable future. However this being said I feel the work done by this group in a short period of time was very well thought through and beautifully executed, as can be seen in the few examples attached.

	<p>others. Students should build communication skills when sharing their ideas and help influence each other. In this class students should also begin thinking of ideas for the stencils they must make for the next class.</p>
<p>Resources Health & Safety</p>	<p>Students will be given a powerpoint presentation – detailing the task asset to them</p> <p>Students will be given paper, black sugar paper and or card – if requested</p> <p>They will also be provided scissors after a reminder of the health and safety regulations in the room – reminding them to treat the classroom as a workshop.</p> <p>In this class students will also be expected to abide by the Covid guidelines put in place by the HSE.</p>
<p>Literacy / Numeracy</p>	<p>This is a new process for these students so there will be numerous new words for them to take in. They will be expected to understand these and take note of these keywords. Students will also be openly discussing their thoughts and ideas publicly in the class , developing their public speaking as well as literacy skills. Keywords will also be written on the board. - on the laminated sheet key words of the week*</p> <p>This is a double class and students will be given tasks for first and second class, therefore they must be aware of their time management.</p>
<p>Differentiation</p>	<p>As this is a new process, this class all students will be starting on the same level to start, however I expect students will progress at different levels, this is why I have decided to have the group discussion of the theme at hand to get students to motivate and help each other. Peer assisted learning seems to work well with this group in the past but was not explored further. At this learning stage of the project – students needing extension tasks will be encouraged to</p>

	<p>explore their areas of interest to more detail, and find appropriate imagery to match this.</p>
Method	
Introduction	<p>This class will start with a power-point explaining the new process of cyanotype printing. They will be told of the health and safety rules around this process. They will later be given a demonstration.</p>
Development	<p>This group will be given a very broad theme of ‘the World around me’ – this is in collaboration with UCC’s Global teacher award- in an attempt to see and hear what world issues are important to students today. They will be encouraged to have a group discussion after they brainstormed alone first, this theme is also up to imaginative interpretation – leaving it up to the student what design idea they come up with.</p> <p>In this discussion I will be asking student ‘What was the first thing that came into their head when they heard the theme?’</p> <p>‘Why do you think that came into your mind first?’ ‘what other issues does this relate to?’ ‘How does this make you feel?’ ‘Is there something you would like to change about this?’ ‘Do you think you can influence a change?’</p> <p>Students will then be expected to work by themselves to further their decided spin-off theme and explored design ideas. They will be expected to explore this theme to detail and show why they are invested in this theme. Students will also be asked to research an artist for this project – this artist must be related by theme/concept. And or the print process.</p> <p>Students will be expected to do a small test cyanotype as well as a larger print. If time in the second-class students can begin working on their stencils for their prints.</p>

		<p>Students will be learning a new print and broadening their skills and understanding of the variety of art available to them.</p> <p>They will be exploring a theme based on current world events as well as creativity, they will be expanding their critical thinking. They will be developing their public speaking in the class discussion.</p>
<p>Summary, Revision, Recapitulation and Conclusion</p>		<p>This class will end with a little recap, asking questions of the key words, checking students' understanding of the process ahead of them. Also, students will be asked how they felt about the group discussion and if it made any of them change their mind/thinking.</p>

The classes in between these lessons were practical classes – as cyanotype-printing is an often-confusing discipline in theory. I thought it best to allow the students to play with the process itself before committing to theme-based imagery, as doing the process, and physically making the print first gave these students a better understanding and then allowed them to focus more and what kind of imagery they could create.

Lesson plan for Global teaching project -

<p>Class Level & Name: Fourth Years, Form 4, Class 4E</p> <p>Time and Duration of Lesson: single period, 40 minutes</p>	<p>Date: 13th November 2020</p> <p>Discipline: Development education – conceptual thinking</p>
<p>Content</p>	
<p>Learning Outcomes/</p> <p>Learning Intentions/</p> <p>Success Criteria</p>	<p><i>Students will be able to:</i></p> <p>Further developed concepts</p> <p>Better understanding of bringing world issues into a discipline</p> <p>learning to expand a discipline (print to photography)</p> <p>students will be made more aware of the world around them</p> <p>Students will learn to work in groups (while socially distant)</p> <p>those ready will be learning to upscale from a5-a4 for printing</p> <p>Some will begin to understand the process of using negatives to develop photography (through print)</p> <p>learning to bring a concept cross - discipline</p> <p>Successful students will have actively participated in group quiz</p> <p>Will have expanded their ideas</p> <p>will have begun design for A4 prints</p>

	<p>May have considered moving onto experimental photography **extension tasks for next lessons**</p>
<p>Resources Health & Safety</p>	<p>Quiz will be displayed on a powerpoint via projector</p> <p>students will be provided paper and pens. They will have all other materials in their art packs</p> <p>Students who provided homework will receive some feedback.</p> <p>this class will be run in accordance to HSE covid guidelines - even though students are working in groups they will be socially distant.</p> <p>Those students ready to move on with their A4 cyanotypes will be given the coated paper and means to expose and develop (ie. UV light and water basin)</p>
<p>Literacy / Numeracy</p>	<p>This is a quiz - Students will be reading questions and discussing in a group their answers to a set time frame – as this is a single class timing in a necessity.</p> <p>Students will be tested on their knowledge of the world through questions that involve literacy as well as numeracy</p> <p>(eg - looking at percentages of women in parliament - to encourage those looking at equal rights as a concept.)</p>
<p>Differentiation</p>	<p>This lesson is on the expansion of conceptual thinking as well as raising awareness to students about the world around them as citizens, however there are few students in this group who may not take this on board for their project as they have committed to an idea already. However i believe all students in this group are able for this lesson - i will allow for SEN students to stay at the conceptual level they have already reached. in previous lessons i found these student got a bit frustrated when questions about the reasons for their ideas, but this quiz is a fun way of getting everyone involved and i believe they will all enjoy it and contribute - but in regards to inclusion, i will not push these students if i am not sure they are capable of it without being stressed.</p>
<p>Method</p>	

<p>Introduction</p>	<p>Pupils will be given a quiz in relation to the Global teaching award – UCC ID EST project</p> <p>They be working in groups (for the sake of Covid regulations these groups were done by seating arrangement – as this is a boarding school most classes are already divided up into pods – these were used for the division of teams)</p> <p>They will be given paper to answer – one person elected to write</p> <p>Before they start the quiz they will be told it's in reflection to how their Cyanotype started, going back to look at the theme they were given 'The world around me' – Just to emphasize that the world around them is a lot bigger <u>or</u> smaller than they might think.</p>
<p>Development</p>	<p>This class is based around students developing their awareness of global citizenship , as well as getting them to expand their thinking in relation to concepts , and how they would bring global issues into an art practice.</p> <p>After they have completed the quiz they will be given their art packs and given the time and opportunity to go back over their brainstorming. They will be encouraged to think about their designs again - to take influence from what they have just learnt. They will be allowed to continue to talk in their group but only to bounce ideas off each other and motivate each other.</p> <p>Those students who began looking at experimental photography as an expansion of Cyanotyping will be able to begin exposing these images/negatives in this class - after the quiz.</p>
<p>Summary, Revision, Recapitulation and Conclusion</p>	<p><i>This class will end with asking the student how they felt about the quiz - did it change the way they were looking at their concept, did it influence them to change anything about their project, did it make them feel anything ?</i></p> <p><i>This group was asked to send in homework and the majority did not submit by the deadline, this conclusion will be to remind students that it is vital for assessment that they hand things up for assessment on time as in future it could be used against them.</i></p>

Global teaching award – Reflections for teaching portfolio

Week starting 2nd November

Form 4

Double period

Tuesday 3rd of November.

First class after midterm break

I decided to start the class off to a fresh start as the lino print discipline was causing large gaps in differentiation in levels. This class started with a powerpoint presentation introducing students to a new style of print: Cyanotypes. The first class I explained the process and asked students to have they ever heard of it and what they thought of it. At the end of the powerpoint I gave the students a very broad theme of 'The world around me' – asking students to write down what that meant to them. After 5 minutes I asked students to share their ideas with the class and then would ask students to comment on other opinions – agreeing or asking if they had something to add. (This theme is in relation to the UCC Global teacher award, seeing student's knowledge of the world around them). Students became very engaged with this conversation and were quick to bounce ideas off each other. I then asked students to think of imagery and asked them to work off their ideas for possible stencils for the cyanotypes. I was shocked by the conversations to see how passionate these students were about issues in relation to Covid and Climate change and the current American election – however these students had little to No knowledge of certain issues happening around them right now in their own country – I brought up a few of these issues saying if I was to do this project that these would be my concerns- asked students how they felt about this. Most of the class was shocked and in disbelief that they didn't know of current local events.

For the remainder of the second class, I asked students to continue working on possible images to make into stencils for cyanotypes. Some students began making some small stencils for test pieces.

Week starting 2nd November

Form 4

Single period

Friday 6th November

Today there were some students who had missed the class previously due to being absent. To bring the other students up to date I asked the other students to discuss what they understood from the last class. Once the process was discussed I brought up the

powerpoint from the class before to solidify ideas. So, for the rest of this class students were asked to work further on their themes and start making stencils for their test cyanotypes. 2 students were successful in completing a test piece. There were some disciplinary issues in this class as a group of girls were very chatty, disruptive and unwilling to do the work asked of them- they were given a warning and if this continues, they will be moved in the next class. But other than these 2 girls there wasn't an issue with this class, the students were very well behaved.

The classes in between these lessons were practical classes – as cyanotype-printing is an often-confusing discipline in theory. I thought it best to allow the students to play with the process itself before committing to theme-based imagery, as doing the process, and physically making the print first gave these students a better understanding and then allowed them to focus more and what kind of imagery they could create.

Week starting 9th November

Form 4

Single period

Friday 13th November

Every Friday there are school assemblies, today's assembly was longer than usual and cut into class time.

The class was to start with Reviewing students homework / case studies .However, Most students did not submit their homework on time, those who did were praised those who didn't were given an extension till Monday and told this makes up their marks for assessment for Christmas.

For this class I started off with telling the students we were doing a quiz of their general knowledge of the world around them - this is in collaboration with the global teaching award in UCC and Galway one world ID EST Project. This quiz was designed to shock students and raise awareness to some issues they may not have realised surrounding them. This is to tie into the theme they are looking at in class 'the world around me'. For this they worked in socially distant groups - so they could discuss their views together .

This took up the majority of class time- as i feel the topics talked about in class were quite heavy i let students just think conceptually and look at the work they had done for the remainder of the class.

This led to a class discussion about the issues raised in the school - e.g. equality for LGBTQI+ and the schools new agreement for equality/alliance and the raising of the pride flag on school campus last month. I asked students what points from the quiz struck a chord with them a most - this led to the entire class listening to each others well as all taking a turn to voice their opinions and feelings.

I then asked if any of these issues that we talked about would now come into their work and research - most students raised their hands and said that they would be doing more research into their topics of choice and further developing their conceptual thinking in relation to world issues - looking at the full world around them, not just the issues concerning them personally.

One student however did manage to get an A4 print done by the end of the class, as she had prepped for it the night before ahead of the class - this is because she will be missing next week for work experience and didn't want to fall behind the group.

Global teaching award – Extract and reflection from my student teaching Blog (a requirement of the Crawford College of Art and Design PME Course)

<https://thinkingartbylana.blogspot.com/search/label/Developmental%20education%20-%20Global%20Teaching%20Project> - Link to the Art Blog if you are interested

Looking at themes in the classroom - in Collaboration with UCC and Galway One World Global teaching development project.

In the subject of art and design we look at many themes over the years through students CBAs (Class based assessments)

Global Citizenship Education needs to be part of the global conversation which necessitates its engagement with young people.

Development can be regression - take the climate crisis, for example

Interesting: How do you identify as a teacher? As a math teacher? As an English teacher? As any other 'subject discipline' teacher? Or are we primarily teachers of children? And are we concerned primarily with nurturing good, global, active citizens - with our 'subjects' playing a part in this primary goal? Development Education then is about identity - as well as knowledge - co-construction....

also co construction which is framed or has a justice/equality/ diversity/basic needs/ human rights lens. We could co create all sorts of knowledge.

<https://www.worldwiseschools.ie/training-and-events> - Great Resource to look at!

So how do you bring these conversations into a subject?

A theme I have given my transition year students in relations to the Global teaching project is 'The World around me' - from this we had a class discussion taking the time to hear every student's ideas and point of view on this topic. This was guided by the teacher to help steer them towards self realization of the issues in the world around them. Calling on issues such as Climate change, pollution , wars , refugee crisis and more local issues like homelessness in Cork, water pollution, littering in their school and town, The Repeal the Seal movement in Ireland about the woman and children's homes. This led to extremely interesting conversations and students began to brainstorm ideas for their print project based off of this theme.

However I did not feel this conversation was eye opening enough for the students. After a talk from Vicky Donnelly I felt inspired to bring more of these issues to light to my students. They had only touched the surface of looking at the world around them, so I presented them with a powerpoint quiz in their following class. This quiz was designed by Vicky Donnelly to shock them awake and raise some awareness to some issues they may shy away from because they feel it does not affect them. (As a part of the project she gave me this presentation to present to my students and is aware of it being used here on this blog also, she is happy to share this as long as it serves its purpose, to raise awareness)

As humans we tend to only concern ourselves with what is on our front door, thinking if something is happening far away it is not our problem, which is in fact false as we are all in the same world together and should work together to project it.

Here are the examples of the slides, questions given to the students:

Maybe take the time to ponder this quiz yourself and see what answers you come up with. How aware are you of the world around you?

Question 1:
Representation

Which country has the lowest representation for women in parliament – and which has the highest?

- (a) Rwanda
- (b) Ireland
- (c) Afghanistan
- (d) Ethiopia



Question 2:
Voting Rights

Women in this country only got full voting rights in 1990

[Hint: the country begins with the letter S...]

S _____



Question 3:
Health

What is life expectancy in Ireland?



Question 4:
Refuge and Migration

People seeking asylum make up what percentage of the overall population of Ireland?



Question 5:
Food

True or False:

There is enough food thrown out every day in 'Developed' countries to feed every hungry person in the world.



Question 6:
Water

According to the World Bank, it would cost \$150 billion to provide clean water for everyone who needs it.

Globally, how much do we spend on bottled water every year?



Question 7:
Education

Adult Literacy:

**What percentage of adults*
in Ireland struggle with
basic reading and writing?**

[* 16 - 65 year-olds]



Question 8:
Trade

**What was the
most valuable
traded item in
15th Century
Timbuktu?**

The students were actively engaged with the quiz and there was an atmosphere of excitement around the room as most students were convinced they had gotten all the answers right. However this was not the point of the quiz. I told the students after all the questions had been called out and they had finished writing that I in fact did not want them to get the answers right, I was more curious to the wrong answers and why they thought that. Together as a class we were through the questions and again following by the answers

The slides went as follows: I took the time to repeat the questions and ask students what they had written for the answer themselves before presenting the next slide with an answer for them.

Hope you enjoyed these questions.

Would you like to take a look at the answers?

Remember, the point of the quiz isn't to get the most correct answers. It actually doesn't matter if *none* of the answers were correct.

The point is to think about what these questions, and our answers to them, say to us about our picture of the world.



Question 1:
Representation

Which country has the lowest representation for women in parliament – and which has the highest?

- (a) Rwanda
- (b) Ireland
- (c) Afghanistan
- (d) Ethiopia



1. Lowest Level of Representation for Women in Parliament:
(d) Ireland

Ireland (24%) has the lowest representation for women in parliament of these five countries. Rwanda (67.5%) has the highest, followed by Ethiopia (39%) and Afghanistan (28%).

Sources:

<http://data.worldbank.org/indicator/NS.IREN.PA.RV.ZS>

<https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en>

Question 2:
Voting Rights

Women in this country only
got full voting rights in
1990

[Hint: the country begins
with the letter S...]



S _____



2. In which country
did women get full
voting rights in
1990?

Switzerland

Women in Switzerland only got full voting rights throughout the country in 1990.

Following a referendum, women gained the right to vote in general elections in 1971. 34% of the all-male electorate voted *against* equality. It was the second referendum on the question.

However, some districts held out and did not allow women to vote in regional elections until a legal challenge in 1989. Finally, following a legal challenge, full suffrage was achieved in 1990.

Question 3:
Health

What is life expectancy in Ireland?



3. Life expectancy in Ireland?

Answer: Depends whose lives we're talking about.

Average life expectancy in Ireland is **80.5 years**. But whose lives are we talking about?

For **Traveller** men it is **61**, and **70** for Traveller women. The suicide rate for Travellers is 6 times the national average. Traveller infants aged under two are 10 times more likely to die from SIDS (Sudden Infant Death Syndrome) or congenital diseases than in the settled community.

In Ireland the mean age of death for a **homeless** woman is **38**, and **44** for men. People who are homeless have an average life span of 42.

Sierra Leone has the lowest life expectancy in the world, at **52.7** (2019)

Question 4:
Refuge and Migration

**People seeking
asylum make up
what percentage of
the overall
population of
Ireland?**



**4. People seeking
asylum make up
approximately
0.15% of the
overall population
of Ireland.**

As of May 2020 there were about 7,700 people living in Direct Provision = 0.15% of the overall population.

Direct Provision is the controversial system of accommodation for people seeking asylum in Ireland, providing for basic needs and a small allowance. There are numerous restrictions placed on people (including the right to work, to study, to drive and to make decisions about everyday life). People are sometimes forced to live in DP for many years while waiting for a decision on their application for International Protection.

Question 5:
Food

True or False:

There is enough food
thrown out every day in
'Developed' countries
to feed every hungry
person in the world.



5: Food Waste

**True – three
times over.**

The 'Developed World' throws out three times enough food every day to feed every hungry person in the world.

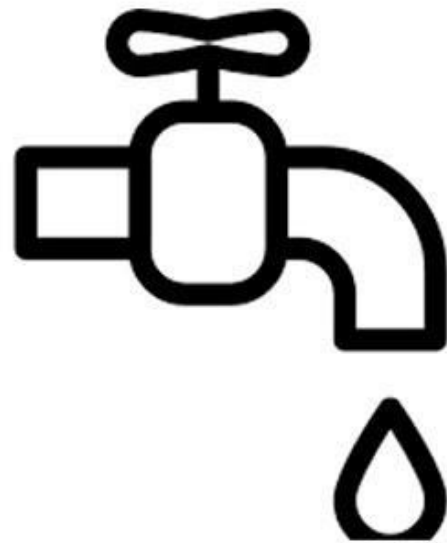
Consumers in 'Developed' countries throw away 222 metric tonnes of food a year – the equivalent of the entire production of Sub Saharan Africa.

www.irishtimes.com/news/environment/the-battle-against-food-waste-1.3425288

Question 6:
Water

According to the World Bank, it would cost \$150 billion to provide clean water for everyone who needs it.

Globally, how much do we spend on bottled water every year?



6. Global spending on bottled water every year? \$300 billion.

World Bank estimate of providing clean water for all: \$150 billion.

Annual global revenue from bottle water: over \$300 billion.

The UN also estimates that 1,800 children under the age of 5 die every day for lack of access to clean water.

Question 7: Education

Adult Literacy:

What percentage of adults*
in Ireland struggle with
basic reading and writing?

[* 16 - 65 year-olds]



Question 7:
18% of adults
struggle with basic
reading and writing.

The global average literacy level is 86%.

In Ireland 18% of 16-65 year olds are at Level 1 or below in a 5-Level Literacy scale. That's 521,550 people. Only 65,000 are getting support.

25% of adults in Ireland struggle with basic numeracy, and 55% have low digital skills.

(NALA 2020)

www.thejournal.ie/irish-adults-literacy-5156484-Jul2020/



Question 8:
Trade

What was the most valuable traded item in 15th Century Timbuktu?

8. The most valuable traded item in 15th century Timbuktu:

Books

Timbuktu was founded in the 5th century. By the 15th and 16th centuries Timbuktu was an important centre for Islamic culture.

One of the earliest Universities in the world was founded in Sankore, Timbuktu. At its height, the universities had over 25,000 students (in a city with a population of 100,000) and a library holding between 400,000 - 700,000 manuscripts



As you can imagine there were some shocked faces around the classroom , There was some outburst of 'That cant be right miss,' 'Are you sure miss?' I just nodded and let the room settle to silence. I knew that this quiz can be a little upsetting to sensitive students , so I made a point of breaking the silence.

I then asked the class

Hands up who learnt something new

Hands up who was shocked by some of those answers

Hands up who thought they knew more of the world then they did. who thinks they got all the right answers

Hands up who is upset or uncomfortable by some of the real answers

Hands up who wants to make a change, to anything they just witness in the slides or other.

Hands up who can make a change.

None at first, but slowly the class all raised their hands. I ended the quiz by encouraging them that they have a part to play in the world regardless how big or far away a problem may seem. That small actions can have big reactions , even sharing information and raising awareness can help.

I then asked students to look at their brainstorming sheets , and asked them to start again.

Examples of students work from this time (Only a few permitted pictures during this time – so only these are here for viewing for obvious GDPR reasons).

Student A - was looking at the idea of equality and the LGBTQI+ community, the school i am fortunete enough to be doing my place,ent has a strong support for the LGBTQI+ Community, and at the start of the school year the school had a virtual ceremony (because of Covid regulations) Where a Transgender student rose the Pride flag on school campus - where it still hangs proudly, next to the schools green flags amongst others. This virtual ceremony was only shared to the school community when we returned after the Halloween break and this helped spark conversation with the group. This girl was especially interested in social media and keeping up with celebrities, leading us to look at breaking gender norms and Harry Styles. She put some incredible thought into her process and did a lot of research into the artist himself and what he believed in and stood for, how he uses fashion to break gender norms and fight against stereotypes . She used some phrasing from LGBTQI+ Slogan as well on her development

sheets and brainstorming , leading her to the following print:

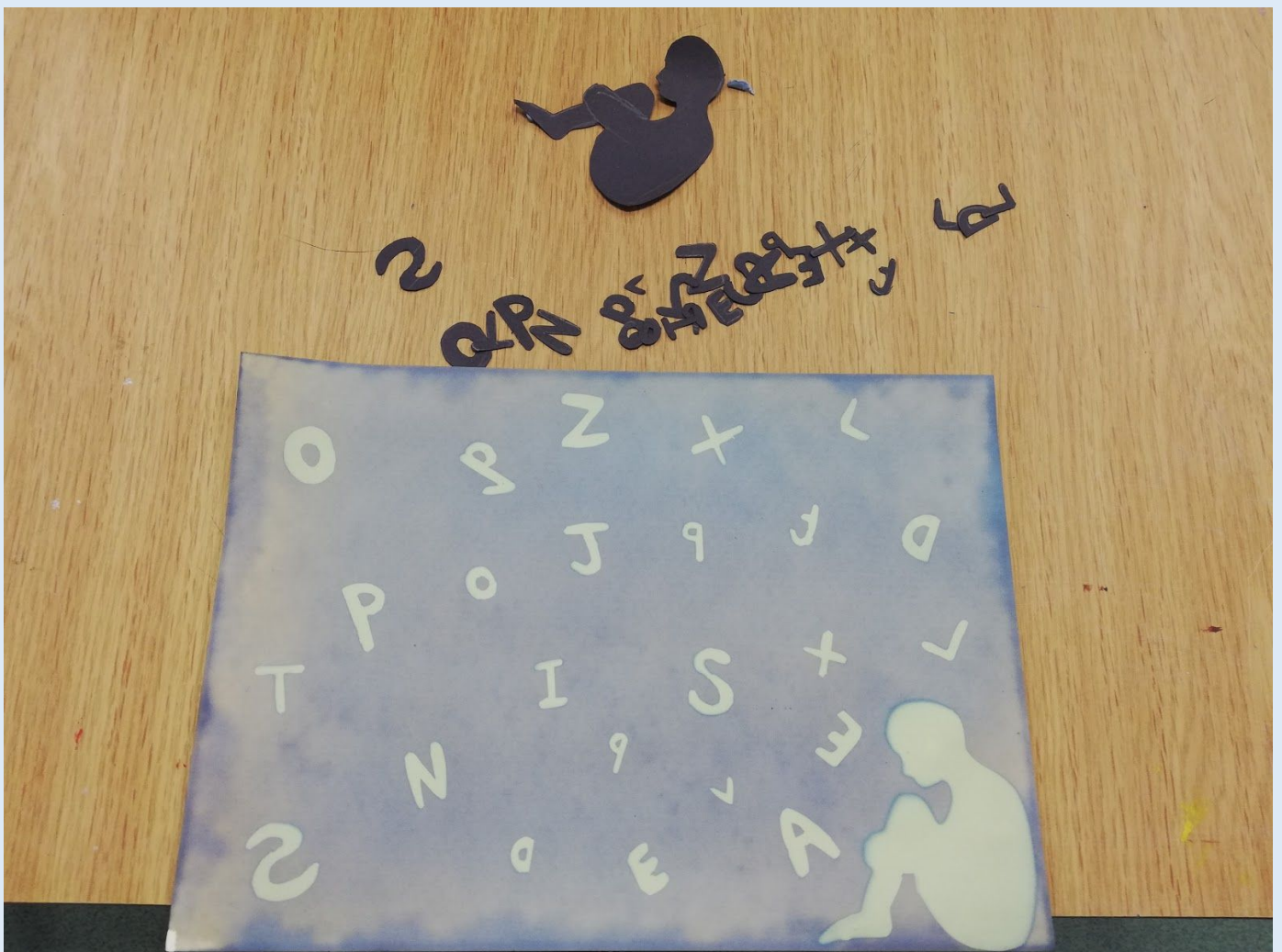
This is the print after the exposure phase - before it has been developed. I took these photos as a metaphor for the students also - as an idea takes effort before it is action. And with action comes change.

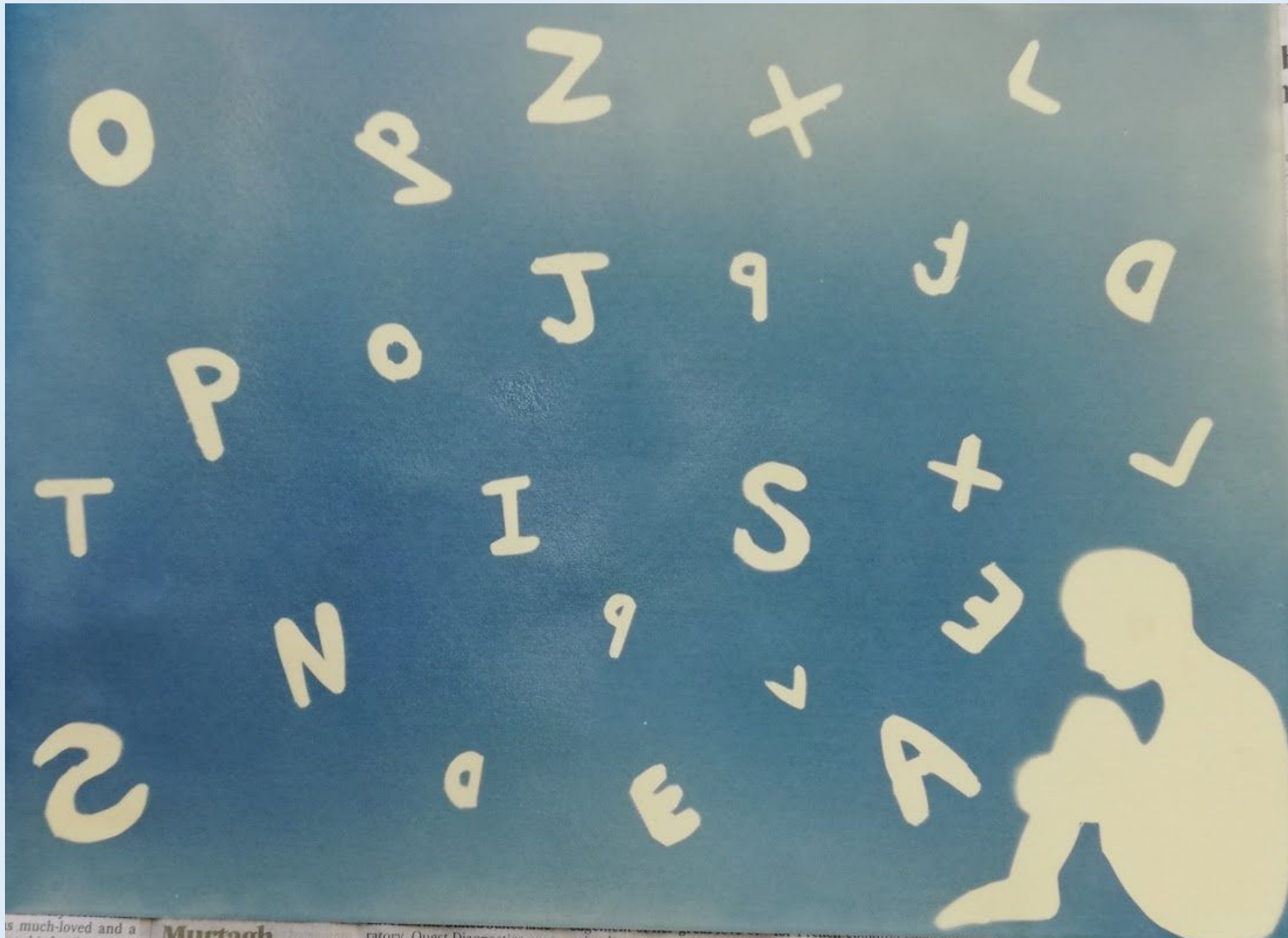




This is the finalised image - once the print is fully developed. This print practise requires patience and Trust. Students learnt to trust the process.

Student B: This student was looking more close to home at the world around him. Looking at the world through the eyes of a student with learning difficulties. Having been in this position myself I took a great interest in how this would develop. This student looked through being labeled as 'disabled' by state and school and the daily struggles faced. the constant feeling that you are not good enough and that the world around you is actually a world against you. After discussions with this student referencing my own art practice - as this is a subject matter I work with constantly- I managed to persuade this student to stick to this subject and simply ask them - How would you make the world around you understand how they make you feel? Can you make the world around you see what you see, put everyone else in your shoes, enlighten the world into not only acceptance but support. I later ended up telling this student that I myself also have Dyslexia and visual stress - like they do , but I do not have the severity they suffer from, so I asked them to show me through their art what the world can't see. Resulted in some incredible moving art (However I may be biased, as I already had a connection to the subject at hand). Below you can see the processed but not yet developed print - accompanied by the stencils they used to create it.





Here is the fully developed print. Showing the students anxieties and the feeling of isolation due to their learning disability. This piece struck home for me most, as I feel these topics should be spoken about more. It should not be a taboo and students shouldn't feel they should have to hide in order to fit in. They should not have to settle in fear they are found out, afraid to challenge themselves in case they fail. Because they always feel like they have failed for being born different.

This was a print done by one of the students from this transition year group in an after school art club - this was done in the brainstorming prior to the quiz -



She did a little chine collé lino print (A topic and discipline we had covered before the halloween break). This print was looking into the idea of racism and the want for equality but also looking at her idea of the world being a more balanced place if racism did not exist - this was such a beautiful idea and concept and imagery. However this student did not get to finish this project due to going on work experience for a week and later being absent due to illness.