

Qatar 2022

Fair or Foul?



A cross-curricular human rights
resource for 5th and 6th class

This resource is dedicated to the memory of Brian Ruane, who believed passionately in the transformative power of education and who influenced each of us as human rights educators through his determination, eternal optimism and enthusiasm for bringing human rights to 'the small places'.

Acknowledgements

Amnesty International Ireland wishes to convey its deep appreciation to all of the people who contributed to the development of 'Qatar 2022: Fair or Foul?'. It wishes to acknowledge in particular the dedication of those educators who worked tirelessly in a voluntary capacity over the past two years to produce this human rights education resource.

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A very special word of gratitude is extended to the renowned scholar and writer, an t-Ollamh, Alan Titley who composed the poem *Méara Beaga* specifically for this resource.

Sincere gratitude also goes to the team behind the documentary *The Workers Cup*, who so generously shared clips of their film for use in the resource. Their work brings the lived experiences of workers directly into the classroom. Thank you to Rosie Garthwaite (Producer), Ramzy Haddad (Producer) and Adam Sobel (Director).

Amnesty gratefully acknowledges the contribution of children and teachers from Balbriggan ETNS, Dalkey School Project NS and Our Lady Queen of Apostles NS for their role in piloting material and contributions towards cover art. In particular, appreciation is extended to Lucy Maxwell Guinan from Balbriggan ETNS for her beautiful design on the front cover.

In addition, we wish to thank Katrine Vanpee and Pallav Ranjan for use of their translated texts, Barry Egan for his photographs and advice and the ICTU Global Solidarity Committee for the conversations that inspired the development of this resource. Further thanks are due to Irish Aid for the development education funding which brought this group together.

Finally, a heartfelt thank you goes out to Mary Diskin who conceived the concept of the resource and whose passion and enthusiasm convinced others to join her in the journey.

From tiny acorns, mighty oaks indeed do grow.

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Foreword from Colm O’Gorman

Human Rights belong to everyone, regardless of where they live, where they come from, their religion, colour or the language they speak. All of us are born free and equal in dignity and rights.

But sometimes in the world there are situations and places where the rights of people are not upheld or respected. In these instances, Amnesty International, our members and activists across the world, step in to take action to create human rights change wherever we can. We work with people whose rights are being violated, and with governments to convince them to change laws, policies and practices to ensure the human rights of all people under their rule are protected.

One such place where human rights have been gravely violated has been in the construction of the many stadiums and road works as Qatar prepares to host the World Cup 2022. While the Government of Qatar and FIFA (Fédération Internationale de Football Association) have made commitments to ensure human rights will be respected, Amnesty International has documented continuing violations. This is why this resource is so critical. Not only will this cross-curricular resource enable teachers across Ireland to integrate human rights and development issues into their everyday lessons, it will also help us educate the coming generations about human rights through a real-life example they can follow and learn about as it happens.

Amnesty International Ireland has a long and very positive history of human rights education and this resource is yet another example of such. It has been developed by a working group of teachers who, following their engagement and leadership in our ‘Rights Sparks’ programme, decided to take on this project in their own time and in a voluntary capacity. More than two years of hard work has gone into this and you will see from the contents just what an excellent resource it is. I would like to extend my personal thanks to the teaching professionals involved in the development of ‘Fair or Foul’. Their leadership and professional excellence have delivered a truly amazing resource.

Human rights are at the core of a sustainable future here in Ireland and across the globe. Having educated citizens to advocate in support of human rights is critical to create such a future. I invite all teachers to use the lessons from this resource and to join Amnesty’s efforts in educating our children to claim their own human rights and to stand up for the human rights of others. The actions taken to date, by people just like you, have resulted in announcements by the Government of Qatar of their intent to improve the situation for its workers. There is still a long way to go but you can help to hold Qatar to their promises.

We can make this world a better place beginning in one classroom, your classroom, now.

Sincerely,

Colm O’Gorman
Executive Director



Introduction for Teachers

Welcome to Amnesty International Ireland's new cross curricular resource for 5th and 6th class! Based around the upcoming World Cup in Qatar in 2022, the resource encourages pupils to engage in deep and reflective learning about an issue that is relevant to their lives, to think critically about the subject through a human rights lens and to build a sense of interconnectedness between their lives and the lives of people in other countries. This section will give teachers some background on the significance of the World Cup in Qatar, some information about how to approach the lessons, as well as other ways of contextualising the resource as a meaningful programme of work within the primary classroom.

Background and context

In December 2010 Qatar became successful in their bid to host the FIFA World Cup in 2022. Since this announcement was made, the country has been undergoing major infrastructural upgrades and amidst controversies involving corruption and human rights abuses, has rarely been out of the spotlight. Despite the time frame of twelve years to plan and prepare for this event, the challenge to deliver the necessary changes to existing facilities, as well as building state of the art stadia from scratch was always going to be enormous. From inception, concerns began to emerge about the ambitions of these plans. For example, at the time of writing, there are still significant problems in relation to the extensive transport system being built. Inevitably such a challenging time frame has resulted in excessive pressure on African and Asian migrant workers.

Hosting such a mega-event is undeniably an exciting opportunity for the country in question. In recent years we have seen the benefit to countries of hosting major sporting tournaments such as the Euros, the Olympics or the World Championships of Athletics.

Closer to home, we can see first-hand what an honour and privilege such events can be as Ireland hosted the Women's Rugby World Cup in August 2017! However, often with such great occasions come significant challenges. As we leave the World Cup in Russia behind us and look forward to 2022, we see our future hosts in the midst of a serious crisis. In June 2017 many of the neighbouring countries cut diplomatic ties with Qatar, thus making the wider political situation more complex and adding considerably to the challenge of hosting such a mega event. In addition, as soon as construction started, there were immediate concerns about the widespread human rights abuses of migrant workers, many of whom were, and continue to be, in vulnerable positions in relation to the terms and conditions of their labour.

Supporting the learning of pupils in a real world context is essential. This resource presents us with a timely opportunity to look ahead to the World Cup in 2022. While it may seem like 2022 is a long time in the future, or that Qatar is a country that is very far away, interdependence is a fact of life in our new globalised world. Human rights education should not take place in a vacuum and it is hoped that teachers and pupils will be able to use this resource to scaffold solidarity and explore our connections to others by learning about, for and through human rights.

"In a real sense all life is inter-related. All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly."

Martin Luther King

A human rights approach

Human rights education is more than just lessons about what human rights are. Human rights education enables young people to become active local and global citizens through learning about what it means to participate in and be responsible within society. As human rights educators, we strongly believe that a human rights perspective and a human rights-based approach should be infused throughout all curricular areas in order to create meaningful learning experiences for pupils. This resource is framed using this approach, underpinned by the concepts of equality, justice and fairness and based on the premise that all children are active participants in the learning process.

Central to the notion of human rights is the concept of human dignity. Humans have the right to live their lives with dignity and self-respect. Some of the rights that are currently being denied to migrant workers in Qatar include freedom of speech, freedom of movement, the right to family, freedom from discrimination, right to leisure, right to access of information and the right to life and development. Migrant workers in Qatar need their human rights to be protected in order to live in dignity. This resource aims to explore these rights by scaffolding the skills of critical thinking, critical literacy and critical numeracy among pupils.

Overview of resource

Through this resource, pupils will be introduced to further learning about human rights, why they are important, what it looks like when they are denied and how they can be safeguarded. Through a variety of curricular areas and strand units, this publication provides creative, holistic, physical, social and intellectual approaches to the topic, designed to support all pupils in engaging with human rights education. The resource uses active and reflective approaches to teaching and learning through participative methodologies, and a range of differentiation and assessment techniques. It is hoped that this learner-centred approach will foster cooperative and collaborative skills and pupils will enjoy working together in a community of enquiry. This resource is designed as a full programme of work. It is recommended that classes follow the modules and related activities from beginning to end. While there are some supplemental activities and optional ICT components, the resource builds on prior learning from earlier modules and pupils will engage more fully with it when it is followed sequentially.

'Thinking Time' and 'Taking Action'

Sometimes immersing ourselves in the information about an event such as the World Cup in Qatar can change the way we look at it and change the way we view the wider world. We are aware that undertaking such a comprehensive programme of work such as this may throw up a lot of questions for primary school pupils. As a result, we have included additional activities throughout the resource which may act as a stimulus for further conversations or actions. For some of the pupils in your class, this may be the first time they will have heard about this level of injustice. It is essential that learning about global or social issues is not simply confined to the classroom and that in the process of learning about human rights abuses, children will also learn how to take action. This is at the heart of human rights education.

The 'Thinking Time' boxes provide teachers and pupils with some questions to which there are no easy answers. These could be suitable for follow up Circle Time or Philosophy with Children sessions. We can become inspired to do more or to keep trying to do more. As a result, there is a 'Taking Action' section which provides a variety of individual and collective actions which can scaffold a sense of solidarity among the children. It is hoped that this combination of reflection and action will lead to an increase both in pupils' knowledge about fairness, justice and rights, but also potential changes in their attitudes and values.

Get started!

This resource aims to:

- introduce pupils to core concepts and principles underpinning a human rights approach to teaching and learning
- develop pupil awareness of key justice issues in the run up to a country hosting a 'mega-event' and to develop a balanced view of complex processes
- support schools in being critically reflective about our own complicity in global injustice and to empower pupils to take meaningful action for solidarity

We hope that you enjoy this new resource put together by primary teachers on behalf of Amnesty International Ireland. While some of the issues covered by this resource are undeniably complex, we believe that in order to be successful human rights advocates, pupils must also learn the skills to apply human rights in their daily lives. To borrow a phrase from Professor Audrey Osler, children are not 'Citizens in Waiting'. Children are fully actualised citizens. We believe primary children can play a crucial part in promoting and defending human rights for themselves and their fellow citizens. We hope that this resource marks the beginning of many important conversations in the primary classroom.

Aoife Titley

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September 2018.

MODULE 1: Learning about Qatar and Nepal (Geography)

METHOD A:

Note: This lesson uses the methodology of pupil research on laptops or computers. If this is not suited to your class, the same content can be covered through the methodologies used in Method B.

Time: 2 x 1 hour sessions

Curriculum Links:



Subject: Geography

Strand: Human Environments

Strand Unit: People and other lands

- study some aspects of the environments and lives of people in one location in another part of the world
- develop an increasing awareness of the interdependence of people in these places and people in Ireland
- learn to value and respect the diversity of peoples and their lifestyles in these areas and other parts of the world
- become aware of various ethnic, religious and linguistic groups of people in the wider world
- develop a sense of belonging to international communities

Strand: Environmental awareness and care

Strand Unit: Environmental awareness

- explore some examples of the interrelationship of climate, natural features, flora, fauna and human life in some of the main climatic regions of the world
- recognise and investigate aspects of human activities which may have positive or adverse effects on environments
- become aware of the importance of the Earth's renewable and non-renewable resources
- foster an appreciation of the ways in which people use the Earth's resources
- come to appreciate the need to conserve the Earth's resources



Resources

- Webquest (Available through www.qatar2022fairorfoul.com. Click on 'Pupil Resources'.)
- Laptops/computers for pupil use
- Webquest worksheets (pages 10-23)
- Pencils/pens
- Markers/crayons/colouring pencils
- A1 sheets

Note: While this resource focuses on Nepal, it is important to remember that migrant workers in Qatar come from many countries across Asia and Africa.



Differentiation

- Pupils should be placed in mixed ability groupings.
- Early finishers can be asked to engage in further research on aspects of the lesson that interested them.
- Pupils who require additional support with independent research can be supported by the teacher or peers as appropriate.

Lesson 1: Researching about Qatar and Nepal

Note: This lesson uses the 'jigsaw approach' to project work. This means that children of differing abilities are valued in their project teams as every child will be an 'expert' in some area. It is therefore important to ensure that the groups are mixed ability. An exemplar of how to organise this is included on page 6.

Learning Objectives

The child will be enabled to:

- become familiar with the physical geography, culture, animal life as well as environmental, development and human rights issues in Qatar and Nepal
- read and answer both literal and inferential comprehension questions and express their own feelings and thoughts in writing

Introduction

- Explain to the class that they are going to be learning about Qatar and Nepal because both countries are playing an important role in the preparations for the World Cup in 2022.
- Divide the class into 'Project Teams' – a mixed ability group of 4 people.
- Allow the children to 'Think-Pair-Square-Share' the key questions in their project teams (i.e. firstly think themselves, then share their thoughts with a partner, then share their thoughts together as a team and finally share some ideas with the class).

Key Questions:

- Do you know anything about Qatar already?
- What would you like to learn about Qatar?
- Do you know anything about Nepal already?
- What would you like to learn about Nepal?

Development

- Each member is then assigned a particular area to research:
 - Topic 1: Qatar (Geography, People, Sport, Animals)
 - Topic 2: Qatar (Environmental Issues, Development, Human Rights)
 - Topic 3: Nepal (Geography, People, Sport, Animals)
 - Topic 4: Nepal (Environmental Issues, Development, Human Rights).
- Divide the children up into their 'Working Groups'. Again these should be mixed ability groups so as to scaffold peer learning. These will be the groups in which the children work to research their topic.
- Familiarise the students with the website <http://qatar2022fairorfoul.weebly.com> and how to find the answers to their questions in the sections that correspond to the worksheet.
- In their working groups, the children use the laptops/computers to research the questions on their worksheet. Children can work two to a laptop/computer if necessary.
- As the children work, the teacher circulates around the room to assess the children's progress and help where necessary.

Closure

- Ask the pupils to share 'Two Stars and a Wish' (Two things they learned and one thing they'd still like to find out).
- Children can research the things they'd still like to find out at home.

Key Questions:

- Can you tell the group two things you learned today?
- Tell everyone one more thing that you would still like to find out.
- Was there anything you learned today that surprised you?



Assessment of Learning

- Teacher observation of each student's progress in completing their worksheet

Assessment for Learning

- Two Stars and a Wish (Two things they learned and one thing they'd still like to find out)

How to organise Jigsaw Grouping

An example using a class of 28 children.

A = Child with above average reading comprehension

B = Child with slightly above average reading comprehension

C = Child with slightly below average reading comprehension

D = Child with below average reading comprehension

Project Team 1	Project Team 2	Project Team 3	Project Team 4	Project Team 5	Project Team 6	Project Team 7
A	A	A	A	A	A	A
B	B	B	B	B	B	B
C	C	C	C	C	C	C
D	D	D	D	D	D	D

Working Group A	Working Group B	Working Group C	Working Group D	Working Group E	Working Group F	Working Group G	Working Group H
Topic 1	Topic 2	Topic 3	Topic 4	Topic 1	Topic 2	Topic 3	Topic 4
A1	B1	C1	D1	A5	B5	C5	D5
B2	C2	D2	A2	B6	C6	D6	A6
C3	D3	A3	B3	C7	D7	A7	B7
D4	A4	B4	C4				

Lesson 2: Sharing our Learning about Qatar and Nepal

Learning Objectives

The child will be enabled to:

- become familiar with information that others researched in the previous lesson related to the physical geography, culture, animal life as well as environmental, development and human rights issues in Qatar and Nepal
- work with others in groups of four to create a poster presentation about the two countries
- make connections between Qatar, Nepal and Ireland

Introduction

- Remind the class of what they did in the previous lesson.

Key Questions:

- What can you remember from our last lesson?
- Did anyone research extra information to answer the questions they had? What did you find out?
- Bring each 'Project Team' back together with their completed sheets from the previous lesson. As each student was working on a different topic, everyone is an expert in some area!

Development

- Give each 'Project Team' an A1 piece of paper. The children work together to create a poster presentation of what they learned. Each topic must be represented on the poster.
- As the children work, the teacher circulates around the room to assess the children's progress and help where necessary.

Closure

- Ask the pupils to present their poster and share 'Two Stars and a Wish' (Two things they like and one thing they'd change if they were to do it again).

Key Questions:

- What is your favourite thing about this group's poster?
 - What is the most interesting thing you learned about Qatar or Nepal?
 - Can you think of any connections between Qatar and Ireland?
 - Can you think of any connections between Nepal and Ireland?
- If possible, each 'Project Team' could present their information to another class in the school which is not familiar with Qatar and Nepal.



Assessment of Learning

- Final project completed by each 'Project Team'

Assessment for Learning

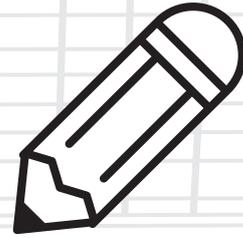
- Reflect on learning by using phrases from Bloom's Taxonomy e.g.
 - I was able to recall information about Qatar
 - I was able to classify information into different categories
 - I was able to combine information together from different sources
 - We were able to discuss as a group about how to present our information

THINKING TIME

Is it better to thrive in the short-term or survive in the long-term?

Webquest Worksheets

GEOGRAPHY OF QATAR



1. Where is Qatar? _____

2. What is a peninsula? _____

3. What country does Qatar border? _____

4. What body of water borders Qatar? _____

5. Ireland has a land area of 84,421 square kilometres.

What is the land area of Qatar? _____

How many times bigger is Ireland? _____

6. Describe the landscape in Qatar. _____

Three things you noticed about Qatar from the video.

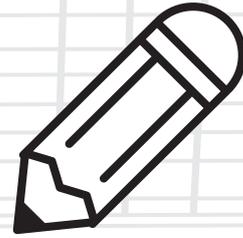
1. _____

2. _____

3. _____



PEOPLE OF QATAR



1. Over 90% of the people in Qatar live in the capital city.

What is it called? _____

2. What are the colours of the Qatari flag?



Sketch it here.

3. A lot of people in Qatar can speak English for business purposes but what is the official language? _____

4. What is the majority religion in Qatar? _____

5. What is the currency of Qatar? _____

6. When did Qatar gain independence from Britain? _____

Scroll down to the section 'Qatari - Qatar People'

7. What percentage of people in Qatar are originally from Qatar? _____

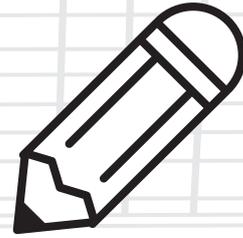
8. Calculate what percentage of people come from other countries. _____

9. People who work in another country for some years are called 'guest workers'.

What countries do the guest workers in Qatar come from? _____



PEOPLE OF QATAR



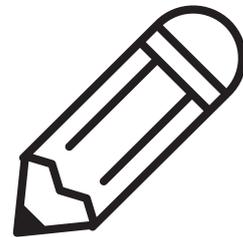
10. Most of the money in Qatar comes from selling petroleum (petrol).

What percentage of Qataris are millionaires? _____

11. Write down three words to describe the Qatari national anthem. _____

12. What do you think the lyrics mean? _____

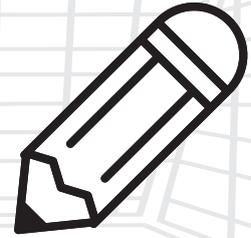
SPORT IN QATAR



Fill in the blanks!

The most popular sport in Qatar is _____. Cricket is also very popular. The men's national football team is ranked _____ in the world and the women's team is ranked _____. The Asian Cup football competition was held in Qatar in _____. Qatar also hosted the WTA Tour _____ Championship between 2008 and 2010. Qatar will host the FIFA World Cup in _____.

ENVIRONMENTAL ISSUES IN QATAR



1. Qatar has one of the world's lowest levels of rainfall in the world (only about 8 centimetres per year). Where do they get their water? _____
2. What percentage of the water in Qatar is desalinated water? _____
3. How long would Qatar's water supply last if there was an emergency?

4. True or False? Qatar's water consumption is one of the lowest in the world.

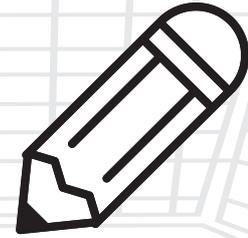
5. On average, how much water do Qatari nationals use per day?

6. On average, how much water do guest workers (expats) use per day?

7. Why is subsidised water a problem in Qatar?

8. What are the negative effects for the environment of using desalinated water?

DEVELOPMENT IN QATAR



GROSS NATIONAL INCOME - PURCHASING POWER PARITY (GNI PPP)

1. What position was Qatar in 2013? _____
2. What position was Ireland in 2013? _____

HUMAN DEVELOPMENT INDEX (HDI)

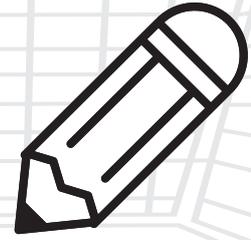
3. What position was Qatar? _____
4. What position was Ireland? _____
5. What do you think the difference in the two ratings tells you about these two countries? _____

HAPPY PLANET INDEX (HPI)

6. Life expectancy for: Qatar _____ Ireland _____
7. How happy the people said they were by using the 'Experienced Wellbeing' score:
Qatar _____ Ireland _____
8. Ecological Footprint score for:
Qatar _____ Ireland _____
9. What does this tell you? _____



HUMAN RIGHTS IN QATAR



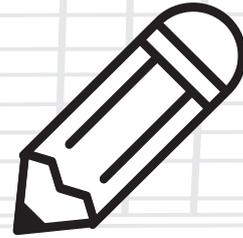
1. In which area did Qatar act as a leader for human rights in the Persian Gulf?

2. In which areas does Qatar need to improve its commitment to human rights?

3. If you were in charge in Qatar and could change just one thing, which area would you change first? _____

4. What person or groups of people do you think are denied human rights in Ireland?

GEOGRAPHY OF NEPAL



1. What are the three types of regions in Nepal? _____

2. Where do most people live? _____

3. What percentage of the population live in urban areas? _____

4. In what year did Nepal become a republic? _____

5. Why is the geography of Nepal challenging? _____

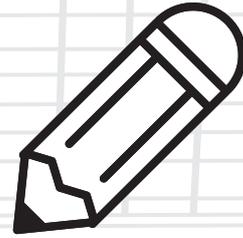
Three other things you learned about Nepal from the video.

1. _____

2. _____

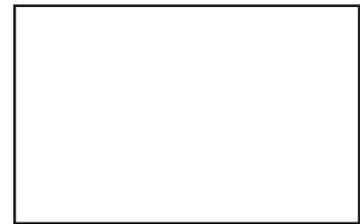
3. _____

PEOPLE OF NEPAL



1. 2 million Nepalis live in the capital city of Nepal. What is it called?

2. What are the colours of the Nepalese flag?



Sketch it here.

3. A lot of people in Nepal can speak English and Hindi but what is the official language? _____

4. Nepal is now a secular country (i.e. it doesn't have an official religion). At one point though, it was the only _____ nation in the world.

5. What is the majority religion of Nepal? _____

6. What is the currency of Nepal? _____

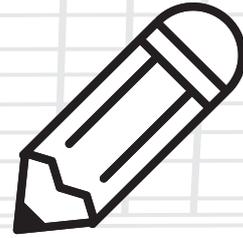
7. How many people are 'absentee' Nepalis? _____

8. What do most people in Nepal work at? _____

9. Which products grown in Nepal surprise you? _____

10. True or False? Nepal's political system has been the same for the past 30 years.

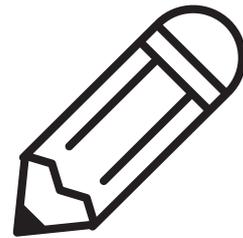
PEOPLE OF NEPAL



1. Write down three words to describe the Nepalese national anthem.

2. What do you think the lyrics mean? _____

SPORT IN NEPAL



Fill in the blanks!

The most popular sport in Nepal is _____. It was first played in 1921.

There is only one international stadium in the country called the _____

where the Nepalese national team play their matches. The men's national football

team is ranked _____ in the world and the women's team is ranked

_____. _____ is also very popular. It is played by many

people throughout the country due to the country being close to _____.

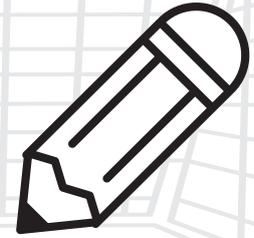
The National Cricket Academy was opened in January 2013. The Nepal National

Cricket Team won World Cricket League Division Four in 2012 and the Division Three in

2013 and 2014 and finished fourth in Division Two for 2015.



ENVIRONMENTAL ISSUES IN NEPAL



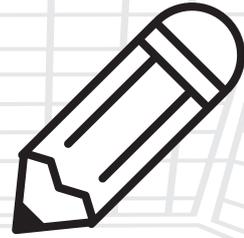
1. What is deforestation? (In your own words) _____

2. Why does deforestation happen? _____

3. What area of trees is cleared every minute? _____
4. True or False? Deforestation improves biodiversity. _____
5. What percentage of greenhouse gas emissions is caused by deforestation? _____
6. What effect does deforestation have on the local climate? _____

7. True or False? Deforestation makes soil erosion happen faster. _____
8. List three ways to help prevent deforestation.
 1. _____
 2. _____
 3. _____
9. Where is the illegally felled timber in Nepal sold? _____
10. What are the negative effects of deforestation in Nepal? _____

DEVELOPMENT IN NEPAL



GROSS NATIONAL INCOME - PURCHASING POWER PARITY (GNI PPP)

1. What position was Nepal in 2013? _____
2. What position was Ireland in 2013? _____

HUMAN DEVELOPMENT INDEX (HDI)

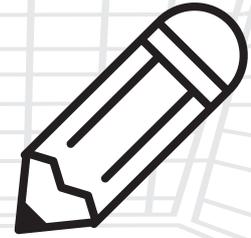
3. What position was Nepal? _____
4. What position was Ireland? _____
5. What do you think the difference in the two ratings tells you about these two countries? _____

HAPPY PLANET INDEX (HPI)

6. Life expectancy for: Nepal _____ Ireland _____
7. How happy the people said they were by using the 'Experienced Wellbeing' score:
Nepal _____ Ireland _____
8. Ecological Footprint score for:
Nepal _____ Ireland _____
9. What does this tell you? _____



HUMAN RIGHTS IN NEPAL



1. In which areas is Nepal doing well with regard to human rights?

2. In which areas does Nepal need to improve in terms of human rights?

3. If you were in charge in Nepal and could change just one thing, what would that be?

4. What person or groups of people do you think are denied human rights in Ireland?

METHOD B:

Note: This lesson uses the methodology of pupils looking at and responding to two PowerPoint presentations; one on Qatar and one on Nepal. The pupils are encouraged to organise what they've learned about both countries into mind maps. These mind maps should then be used to complete a Venn Diagram which highlights ways in which both countries differ, as well as any similarities or commonalities they have.

Time: Lesson 1 (45 minutes), Lesson 2 (45 minutes), Lesson 3 (30 minutes)

Curriculum Links:



Subject: Geography

Strand: Human Environments

Strand Unit: People and other lands

- study some aspects of the environments and lives of people in one location in another part of the world
- develop an increasing awareness of the interdependence of people in these places and people in Ireland
- learn to value and respect the diversity of peoples and their lifestyles in these areas and other parts of the world
- become aware of various ethnic, religious and linguistic groups of people in the wider world
- develop a sense of belonging to international communities

Strand: Environmental awareness and care

Strand Unit: Environmental awareness

- explore some examples of the interrelationship of climate, natural features, flora, fauna and human life in some of the main climatic regions of the world
- recognise and investigate aspects of human activities which may have positive or adverse effects on environments
- become aware of the importance of the Earth's renewable and non-renewable resources
- foster an appreciation of the ways in which people use the Earth's resources
- come to appreciate the need to conserve the Earth's resources

Subject: SPHE

Strand: Myself and the wider world

Strand Unit: Developing citizenship (National, European and wider communities)

- become aware of some of the cultures, lifestyles and languages of some countries in the wider world
- realise and begin to understand the unequal distribution of the world's resources

Subject: English

Strand: Reading

Strand Unit: Developing cognitive abilities through language

- develop study skills such as skimming, scanning, note-taking and summarising
- retrieve and interpret information presented in a variety of ways

Resources

- Let's Learn About Qatar PowerPoint (available at <https://www.qatar2022fairorfoul.com/teacher-resources.html>)
- Let's Learn about Nepal PowerPoint (available at <https://www.qatar2022fairorfoul.com/teacher-resources.html>)
- Sample mind map based on the geography of Ireland (available at <https://www.qatar2022fairorfoul.com/teacher-resources.html>)
- A3 white paper for mind maps
- Venn Diagram worksheet to compare and contrast Qatar and Nepal
- Chart paper to collate questions or 'wishes' as identified by the children after each lesson
- Pencils/pens/markers/crayons/colouring pencils



Differentiation

- Mixed ability pairings should be used for this activity.

Lesson 1: Guided Mind Mapping on Qatar

Learning Objectives

The child will be enabled to:

- become familiar with the physical geography, culture, animal life as well as environmental, development and human rights issues in Qatar
- prioritise key facts and information about Qatar and organise it in a mind map under the headings above (guided by the teacher)

Introduction

- Explain to the class that they are going to be learning about Qatar and Nepal because both countries are playing an important role in the preparations for the World Cup in 2022.
- Inform the class that they will be using a study skill called mind maps in this activity. Introduce the WALT for the lesson by writing it on the interactive whiteboard.

WALT: *We are learning to create a mind map on Qatar.*

- Then, introduce the WILF for the lesson, explaining that the children should record only facts, rather than opinions, on their mind maps.

WILF: *What I'm looking for is **all facts** and **no opinions**.*

Key Questions:

- How is the information on this map organised?
 - Why do you think the information is organised in this way?
 - What other uses could a mind map have?
- Give the children some time to plan their mind maps. Assist children who find planning and presentation of work challenging. Ensure that all children have the following subheadings included on their mind maps: Location (this could be written as 'Where' for some children if necessary), Physical Geography (What it looks like), People, Sport, Flora and Fauna, Environmental Issues, Development, Human Rights.

Development

- Teaching commences using the PowerPoint presentation on Qatar.
- After the first slide on Geography, the teacher should 'Think Aloud' to show the children how to prioritise information for inclusion on the mind map there e.g. "I learned that Qatar is in the Middle East. I'm going to write 'Middle East' beside the 'Location' subheading."
- The teacher should then explicitly model how to write and organise information on their mind map.
- As the lesson progresses, the teacher should invite the children to begin identifying the priority information themselves and writing it on their maps independently. Those who find planning and presentation of work challenging may still need support with this.
- Once teaching on Qatar has taken place, the children should be given a few minutes to review and complete their mind maps.

Closure

- The teacher puts the children into pairs, with one child as 'A' and another child as 'B'. Child A and child B should swap their mind maps. Child A should ask child B closed questions based on his/her mind map to encourage the idea that mind maps should be easily read by anyone. Child B should then ask child A closed questions on his/her mind map.
- Ask the children to reflect on how well they achieved their 'WALT' and 'WILF' objectives from the beginning of the lesson.
- Ask the pairs to identify 'Two Stars and a Wish' (Two things they learned and one thing they'd still like to find out). Key questions or 'wishes' identified by the pairs should be compiled on chart paper or on the interactive whiteboard.

Key Questions:

- Can you tell the group two things you learned today?
- Tell everyone one more thing that you would still like to find out.
- Was there anything you learned today that surprised you?



Assessment of Learning

- Teacher observation of mind map on Qatar

Assessment for Learning

- A WALT (*We are learning to create a mind map on Qatar*) at the start of the lesson.
- A WILF (*What I'm looking for is all facts and no opinions*) at the start of the lesson

Lesson 2: Independent Mind Mapping on Nepal

Learning Objectives

The child will be enabled to:

- become familiar with the physical geography, culture, animal life as well as environmental, development and human rights issues in Nepal
- prioritise key facts and information about Nepal and organise it in a mind map under the headings above (independently)

Introduction

- Explain to the class that they are going to be learning about Nepal, using the same approach they've used to learn about Qatar. Specify that this time they will complete the mind mapping activity independently.
- Display a sample of the children's work from the previous lesson on the interactive whiteboard. Briefly review how the information was organised and displayed on the mind map using the following questions:

Key Questions:

- How is the information on this map organised?
- Why was the information organised in this way?
- What facts about Qatar can you share, just by reading the mind map?

Development

- The children should plan their mind maps independently, using the same subheadings as the mind map on Qatar.
- The teacher should stop briefly after every slide, to allow children an opportunity to select and record priority information on their mind map.
- Once teaching on Nepal has taken place, the children should be given a few minutes to review and complete their mind maps.

Closure

- The teacher should put the children into mixed ability pairs as before. They should be given five minutes to examine both mind maps (on Qatar and Nepal) and identify two similarities and three differences between Qatar and Nepal. Please note that the children could find identifying differences easier, as they may zone in on countries' statistics like population and size.

Key Questions:

- What are the similarities you can see between Qatar and Nepal?
- What differences do you notice between the two countries?
- How could we show some of these differences and similarities in a more creative way?

Note: Please note the above key questions are for a short discussion only, as the content will be covered in more depth in the next lesson. The next lesson uses a Venn diagram as a suggested method for this. However, if the children come up with alternative ways of presenting the information, the teacher should explore these as well. Please also be aware that the similarities and differences identified by the children may occasionally be based on assumption/opinion, rather than fact. This section of the lesson will provide opportunities to encouraging the children to focus only on fact, as it has been presented to them in their mind maps.



Assessment of Learning

- Teacher observation of mind map on Nepal
- Similarities and differences between Qatar and Nepal, reported orally by the children in pairs

Assessment for Learning

- A WALT (*We are learning to create a mind map on Nepal*) at the start of the lesson
- A WILF (*What I'm looking for is all facts and no opinions*) at the start of the lesson

Lesson 3: Compare and Contrast Qatar and Nepal

Learning Objectives

The child will be enabled to:

- compare and contrast the physical geography, culture, animal life and environmental, development and human rights issues in Qatar as well as Nepal, recording their responses on a Venn Diagram
- differentiate between fact and opinion when completing the Venn Diagram

Introduction

- Ensure that each child has both of their mind maps in front of them. Children who have been absent for any of the previous activities should work in a pair. Revise some of the key questions from the closure of the previous lesson.

Key Questions:

- How are Qatar and Nepal different?
 - What are the similarities between Qatar and Nepal?
 - How could we organise these differences and similarities in a way that is clearer?
- Explain to the class that they will organise the similarities and differences onto a Venn Diagram. The teacher should then proceed to draw a Venn Diagram on the whiteboard.
 - One set should be labelled 'dogs' and the other should be labelled 'cats'. Specify that facts which relate only to dogs should go into the set titled 'dogs' and facts which relate only to cats should go into the set titled 'cats'. Emphasise that anything which dogs and cats have in common should be written in the intersection between both sets or 'where the circles overlap'.
 - Explicit modelling of how to complete the Venn Diagram should then take place, by inviting the children to identify similarities and differences between dogs and cats.

Development

- The children should then be put into the same pairs as in the previous two lessons. Children should label the Venn Diagrams, using the titles 'Qatar' and 'Nepal'.
- Using their mind maps on Qatar and Nepal, they should complete a Venn Diagram between them.
- The teacher should check in with each pair, to ensure they are completing the Venn Diagram correctly and that they are prioritising important information.

Closure

- The teacher encourages each pair to concentrate on the intersection in the Venn Diagram i.e. the similarities between Qatar and Nepal. The children should be given a few minutes to identify three main differences and two similarities between Qatar and Nepal.
- The teacher draws a Venn Diagram on the whiteboard, to collate responses from each pair.
- Other creative options which the children might have suggested can also be explored (infographics etc.)
- Children should reflect on how well they met their WALT and WILF objectives from the beginning of the lesson.



Assessment of Learning

- Teacher observation of Venn Diagrams on Qatar and Nepal

Assessment for Learning

- A WALT (*We are learning to complete a Venn Diagram on Qatar and Nepal*) at the start of the lesson
- A WILF (*What I'm looking for is all facts and no opinions*) at the start of the lesson



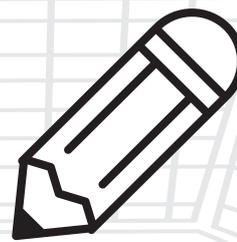
Differentiation

- For those that find the above methodology challenging, an alternative is that of Alphabox (template on page 32).
 - With this method of recording, pupils work in pairs to find words for each box that relate to what they have learned about the two countries.
 - Pupils are encouraged not to use small, simple words. They are encouraged to get the best word they can. The word itself does not have to occur in the text and pupils must justify why they chose a word if asked.
 - At a whole class level, teacher can call out a letter and ask for words for some letters which might not have been completed. (Adapted from King, 2006, Special Education in Irish Classrooms).

THINKING TIME

Is it better to thrive in the short-term or survive in the long-term?

ALPHABOX



A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

MODULE 2:

Going Behind the Scenes (Language)

READING COMPREHENSION

Module 2A: Let's Go Behind the Scenes!

Note: This lesson can be taught over two 1 hour sessions or divided into shorter sessions. The texts, 'Qatar Prepares for World Cup 2022' and 'Migrant Workers and their Rights', are suitable for developing a range of the reading comprehension strategies outlined in the 'First Steps Reading Resource' book and the programme 'Building Bridges of Understanding'.

Time: 2 x 1 - 1 hour 30 mins session

Curriculum Links:



Subject: English

Strand: Oral Language

Strand Unit: Developing cognitive abilities through oral language

- use a discussion of the familiar as the basis of a more formal or objective grasp of a topic
- argue points of view from the perspective of agreement and disagreement through informal discussion
- justify and defend particular opinions or attitudes and try to persuade others to support a particular point of view

Strand Unit: Receptiveness to language

- listen to reactions, opinions and interpretations and retell or summarise them

Strand Unit: Emotional and imaginative development through language

- discuss / debate with others his/her reactions to world events

Strand Unit: Developing competence and confidence in using oral language

- converse freely and confidently on a range of topics
- give and take turns in an environment where tolerance for the views of others is fostered

Strand: Reading

Strand Unit: Receptiveness to language

- engage with an increasing range of narrative, expository and representational text

Strand Unit: Developing cognitive abilities through language

- develop study skills such as scanning and summarising
- use comprehension skills such as analysing, confirming, evaluating, synthesising and correlating to aid deduction, problem solving and prediction
- support arguments and opinions with evidence from the text
- explore appropriate non-fiction texts for various purposes

Subject: SPHE

Strand: Myself and the wider world

Strand Unit: Developing citizenship (National, European and wider communities)

- realise and begin to understand the unequal distribution of the world's resources and promote the values of a just and caring society
- explore how justice and peace can be promoted between people and groups, both nationally and internationally
- begin to explore the concepts of democracy and equal rights and become aware of some of the individual and community rights and responsibilities that come from living in a democracy

Subject: Geography

Strand: Human Environments

Strand Unit: People and other lands

- study some aspects of the environments and lives of people in a location in another part of the world
- develop a sense of belonging to international communities

Strand Unit: Trade and Development issues

- come to appreciate the inequalities between the developed and the developing world

Resources

Lesson 1

- Vocabulary match flashcards (pages 42-43)
- 'Qatar prepares for World Cup 2022' text (page 44), worksheet (page 45) and teacher answer sheet (page 46)
- 'Qatar Prepares for the World Cup 2022' Vocabulary Sheet (page 47) (optional)
- Valuing Vocabulary template (page 48) (optional)
- Video Clips: A FIFA World Cup in Qatar (<https://vimeo.com/266898302>) and Kenneth's Story (<https://vimeo.com/266898026>). Password for both clips: fairorfoul2022
- PowerPoint: What's the Link? (available at <https://www.qatar2022fairorfoul.com/teacher-resources.html>)

Lesson 2

- 'Migrant Workers and their Rights' text (page 52), worksheet (page 53) and teacher answer sheet (page 54)
- A1 sheet sugar paper, strips of paper and glue/post-its, pens/pencils
- 'Migrant Workers and their Rights' Synonyms Worksheet (page 55) (optional)
- Video Clip: Paul and Umesh in the Camp (<https://vimeo.com/266898322>). Password: fairorfoul2022



Differentiation

- Most of the activities in this module are based on pair work/groups of 2 or 3.
- It is suggested that teachers group the children on a mixed ability basis to provide for peer support.
- Reading activities – Some individual pupils and groups will have the opportunity to work independently while others will continue to be guided/supported by the teacher.

Lesson 1: Qatar Prepares for World Cup 2022

Note: The following approach to teaching the reading strategy 'Determining Importance' is not intended to be prescriptive but rather is an exemplar of one method that can help children learn how to determine the most important ideas in a piece of text. The methodology is underpinned by the 'Gradual Release of Responsibility' model as delineated in *First Steps* and *Building Bridges of Understanding*.

Learning Objectives

The child will be enabled to:

- understand and develop challenging vocabulary
- to identify and summarise in their own words the most important ideas in a piece of text
- reduce each paragraph to a statement of 10 words or less
- identify advantages and disadvantages for a country (including Ireland) when it hosts a mega-event
- become familiar with the level of preparation needed for a country to host a mega-event

Introduction

- Look at the 'What's the Link?' PowerPoint. Ask the children to try to guess what the link is between the photos – i.e. they are all major sporting events that countries volunteer to host.
- Tell the children that Ireland hosted the Women's Rugby World Cup in 2017 and entered a bid to host the Men's Rugby World Cup in 2023.
- Whole class discussion: Encourage the children to think about the advantages and disadvantages of hosting such an event. One half of the class could argue the case for Ireland hosting the event while the other half would argue against the proposal.

Possible Advantages and Disadvantages – Teacher notes		
It gives the country a chance to introduce its people, its arts and culture, its special physical features as well as its progress and development to people from around the world.	but...	It can cost a lot of money which the country may have to borrow or which it could spend on other projects such as houses for people who are homeless, hospitals etc. It can disrupt the lives of local people.
It presents an exciting opportunity to improve sporting facilities, transport systems, as well as housing and hotel accommodation.	but...	Sometimes there are issues around land for building e.g. poorer people living in the favelas in Rio de Janeiro were moved in order to erect stadia, hotels etc. Sometimes the stadia are so large and specialized that the facilities will seldom be used in the future which is a waste of money.
Most importantly, it creates jobs in construction projects and in the tourist industry. This is particularly important for countries that have high levels of unemployment.	but...	If the emphasis is on getting work completed quickly this can lead to poor working conditions, especially for migrant workers, including poor rates of pay, poor living accommodation, poor safety standards. In the lead up to the London Olympics some workers had to sleep under bridges as they couldn't afford London rates of accommodation.

- Explain to the children that in today's reading lesson they are going to learn about some of the preparations that are taking place in Qatar which has been chosen to host the World Cup in 2022.

Key Questions

- What can you remember learning about Qatar already?
- What kind of facilities will Qatar require to host an event like the World Cup? (If necessary, prompt with ideas like stadia, transport networks, hotels, airports etc.)

Pre-reading activity: Developing Vocabulary

- Point out to the children that the piece of text which they are going to engage with contains some challenging vocabulary. To familiarise themselves with some of those words they are first going to engage in a word game.
- Each child will receive a card containing a word or a picture or a word meaning (Vocabulary Match Cards, pages 42-43). The children will walk around the classroom and find the other two children who have the corresponding word, picture or word meaning card. The three children will then stand/sit together.
- When all the groups are formed, each group will be given an opportunity to call out the meaning of their word e.g. to hold an event or to entertain guests. The group which first shouts the correct answer (host) receives the card. If no group gets the answer the calling group keeps the card. The winners are the group with the most cards at the end of the game.

Development

Reading Strategy: Determining Importance

- Display the text of 'Qatar Prepares for World Cup 2022' (page 44) on the overhead screen. Alternatively, the children can each have a copy of the text.
- Explain to the children that today they are going to learn how to use a reading strategy that separates the important from the less important information in a piece of text. The best way to do this is to take each paragraph separately.
- The children pay attention while the teacher reads the first two paragraphs and models the process:



Modelling

- **Step 1:** Teacher reads paragraph 1 aloud.
- **Step 2:** Using the worksheet as a visual guide, the teacher thinks aloud and identifies the most important **'who'** or **'what'** e.g. *'The most important who or what in this paragraph is Qatar.'*
- **Step 3:** Thinking aloud, the teacher works out **the most important thing about the 'who' or 'what'** e.g. *'The most important thing about Qatar is that it is undergoing a major infrastructure upgrade to prepare for hosting the World Cup in 2022.'*
- **Step 4:** Still thinking aloud, the teacher tries to say the most important thing about the **Who'** or **'What'** in **ten words or less** e.g. *'Hmmm... How can I say this in ten words or less? How about 'There is a major infrastructure upgrade taking place in Qatar.'*
- **Step 5:** Having composed the sentence orally and repeated it several times, the teacher will then write it/type it on the screen.
- **Step 6:** Repeat the process with paragraph 2 (sample answers for each paragraph are provided on the Teacher Answer Sheet page 46)
- **Step 7:** The teacher continues to model with paragraphs 3 and 4, but at this stage invites the pupils to contribute ideas and information. The pupils practise reducing information to sentences of 10 words or less in whole-class situations and teacher records.

Sharing

- **Step 8:** The children are divided into groups of 2 or 3 and are given a copy of 'Qatar Prepares for World Cup 2022' text (page 44) and accompanying worksheet (page 45).

Guiding

- **Step 9:** The children try to use the modelled process to complete the worksheet from the beginning. They are encouraged not to copy the sentences modelled by the teacher directly but rather to create their own. Some groups may be able to attempt paragraph 5 on their own, other groups may have to work with the teacher.

Closure

- Allow the children to 'Think-Pair-Share' the key question (i.e. firstly think themselves, then share their thoughts with a partner, then share their thoughts together with another group).

Key Question:

- Do you have any special skills? (E.g. Are you a good organiser? Do you like photography? Do you like talking to new people?).
- If you lived in Qatar what part of the World Cup preparations would you like to be involved with?
- Explain to the children that to finish they are going to watch two short film clips ('A FIFA World Cup in Qatar' and 'Kenneth's Story') from a documentary called 'The Workers' Cup' about the people who are working to build the infrastructure needed for the 2022 World Cup.

Key Question:

- What did you see in the clip?
- Did it make you wonder about anything?
- Did you notice any differences between the first and the second clip?
- If necessary, watch the clips again and ask the pupils to especially pay attention to the change in background music, colour and mood between the two parts of the clip.
 - What did you notice about the background music?
 - What did you notice about the colours?
 - What did you notice about the mood?
 - Can you give reasons why the filmmaker did this?
- Explain that in the next lesson, we will be learning more about the lives of the migrant workers in Qatar. Perhaps they would like to come up with questions they would like to investigate based on what they have learned today.



Kenneth's Story

URL: <https://uimeo.com/266898026>
password: fairorfoul2022



A FIFA World Cup in Qatar

URL: <https://uimeo.com/266898302>
password: fairorfoul2022



Assessment of Learning

- Students respond to the following prompts
 - The most interesting thing about today's lesson was...
 - One thing I'd like to find out more about is...

Optional Assessment or Homework sheet

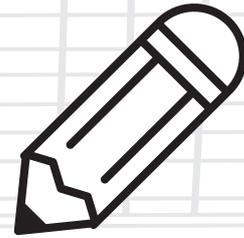
- 'Qatar Prepares for World Cup 2022' Vocabulary Sheet (page 47)



Differentiation

- Children who require extension activity can undertake a Valuing Vocabulary activity (template on page 48) (Adapted from First Steps, 2013).

VOCABULARY MATCH



infrastructure

buildings, roads,
railways, airports,
power supplies
etc.



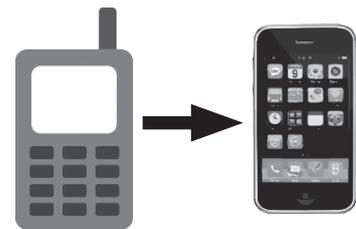
retail

a business that
sells things
to customers
e.g. clothes,
groceries, books
etc.



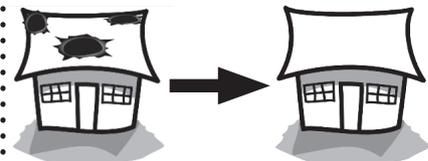
upgrade

to improve to a
higher standard



renovate

to repair or
restore

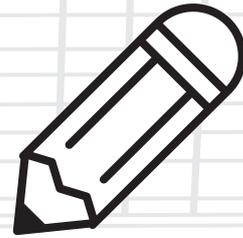


mall

a large, often
enclosed,
shopping area



VOCABULARY MATCH



annually

yearly

2015

2016

2017

construction

the process
of building
something



host

to hold an event
or to entertain
guests



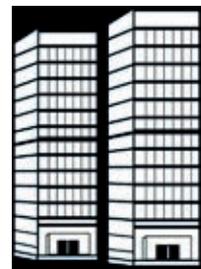
stadia

plural of stadium

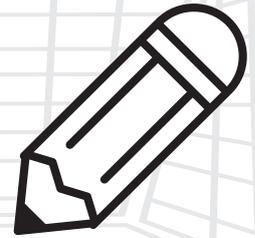


**ultra
(modern)**

extremely
(modern)



QATAR PREPARES FOR WORLD CUP 2022



In 2010, Qatar won the vote to host the World Cup in 2022. It had twelve years to prepare for the event. The country has been undergoing a major **infrastructure upgrade** since the decision was announced.

It is building nine new **stadia** and **renovating** three of the existing venues. All of the stadia will be of world-class standard. They will each have an individual, modern design and all will have air conditioning units.

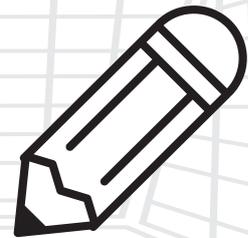
Qatar's transport plans include a metro system for the capital city of Doha and a long-distance railway network which will carry people and goods to neighbouring countries.

One of the country's biggest challenges is the plan to build a new city which will be completed in time for the World Cup. This **ultra-modern** city will be called **Lusail** and it is hoped to **host** the opening and final matches of the tournament in the new stadium which will be built there.

The **Mall** of Qatar is one of a number of shopping and entertainment malls under **construction** in preparation for the World Cup. When completed, it will feature four hundred top **retail** stores, international restaurants, hotels and entertainment venues. It is expected that twenty million visitors will be attracted to the centre **annually**.



QATAR PREPARES FOR WORLD CUP 2022



Can you summarise each paragraph into 10 words or fewer?

The most important
who or what?



The most important
thing about the
who or what?

Paragraph 1:

Paragraph 2:

Paragraph 3:

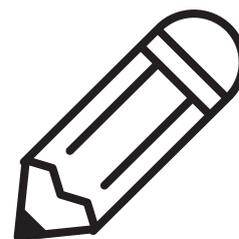
Paragraph 4:

Paragraph 5:



Teacher Answer Sheet

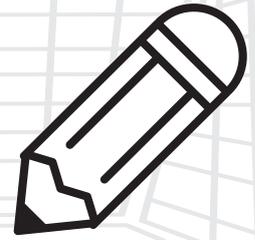
QATAR PREPARES FOR WORLD CUP 2022



	The most important who or what	The most important thing about the who or what?	The main idea in 10 words or less
Paragraph 1	Qatar	Qatar is undergoing a major infrastructure upgrade since it was announced that it is going to host the World Cup in 2022	There is a major infrastructure upgrade taking place in Qatar.
Paragraph 2	Newly built stadia	Newly built stadia will be of world class standard and each will have a different design	Each world class stadium will have a different design.
Paragraph 3	Transport plans	Transport plans include building a metro system in Doha and a long distance railway net to other countries	Transport plans include a metro system and long distance railway network.
Paragraph 4	A major challenge	A major challenge is to have the new city of Lusail completed in time for the World Cup	To complete Lusail city in time is a major challenge.
Paragraph 5	The Mall of Qatar	The Mall of Qatar is one of the shopping and entertainment malls being built that is expected to attract millions of visitors each year	The Mall of Qatar is expected to attract many visitors.



QATAR PREPARES FOR WORLD CUP 2022



VOCABULARY

Draw a line connecting the terms to their definitions.

infrastructure

plural for stadium

retail

every year

upgrade

to improve to a higher standard

renovate

extremely

mall

to hold an event or entertain guests

annually

buildings, roads, railways, airports etc

construction

a large, often enclosed, shopping area

host

building

stadia

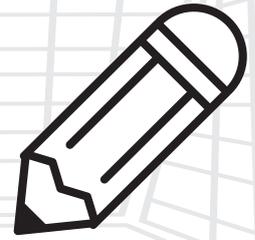
business that sells clothes, books etc

ultra

to repair or restore



QATAR PREPARES FOR WORLD CUP 2022



Look at the text again. Choose interesting words and fill out the table below.

Interesting word	Line number	What do I think it means?	Dictionary definition

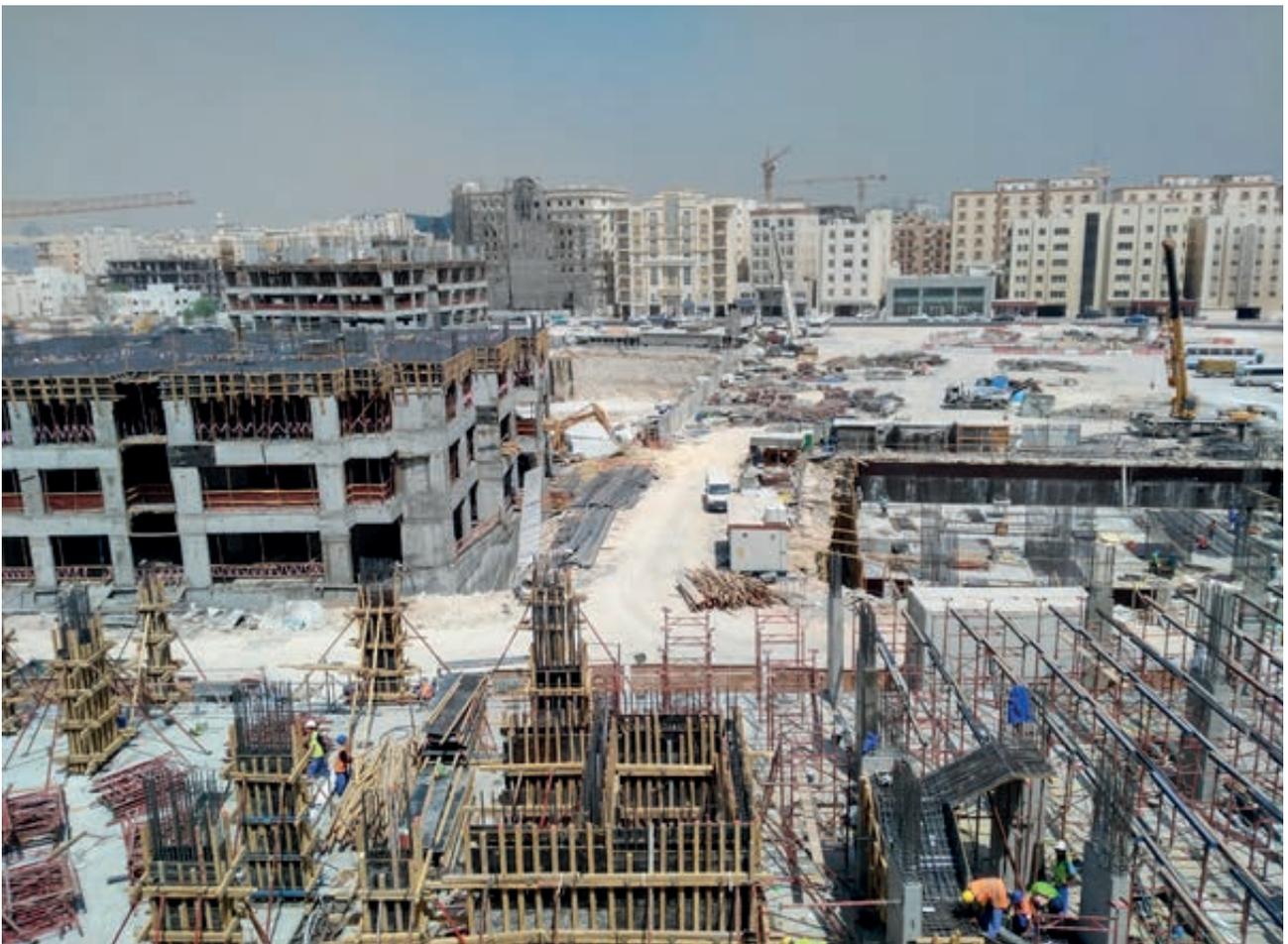


Lesson 2: Migrant Workers and their Rights

Learning Objectives

The child will be enabled to:

- recognise situations which illustrate an abuse of human rights
- talk about the promotion and protection of human rights
- develop their evaluation, prediction and scanning skills
- extend their vocabulary through engaging in word finding/wording meaning activities
- identify and summarise the most important ideas in a piece of text and reduce a paragraph to a statement of 10 words or less



Barry Egan (2016)

Introduction

- Display the title 'Migrant Workers and their Rights' on the overhead screen.

Key Questions:

- What is a migrant worker? (Someone working outside their country of origin)
 - Can you predict any difficulties or problems that might arise for workers as they make preparations for the World Cup?
- Explain to the children that they are going to look at another clip from 'The Workers' Cup' documentary. They will hear two migrant workers; Paul from Kenya and Umesh from India talking about some of their experiences there.



Key Questions

- What did you notice from the clip?
- How would you describe their living conditions (where they live, their eating arrangements, what they do for work etc) for someone who hasn't seen this clip?
- Why do you think the filmmaker included this in the film?
- If you got a chance to meet these workers, what would you ask them?

Development

Reading Strategy: Determining Importance

- Give each child a copy of the text 'Migrant Workers and their Rights' (page 52).
- The children scan the text for the words that appear in the box at the top and underline them.
- Display the 'Migrant Workers and their Rights' worksheet and again model the procedure for Determining Importance.

Modelling

- **Step 1:** Pupils attend as teacher thinking aloud **models** how to answer the questions related to Paragraph 1 (again, possible answers are provided in the Teacher Answer Sheet).

Sharing

- **Step 2:** Teacher and children work together to reduce paragraphs 2 & 3.
- **Step 3:** Children are given a copy of the 'Migrant Workers and their Rights' text and worksheet (pages 52 and 53). Working in pairs they complete their own worksheets.

Guiding

- **Step 4:** Teacher can assist pupils as needed.

Closure

- Display the heading 'Human Rights Defenders' on an A1 sheet of black or coloured sugar paper.
- Give each pair a strip of white paper on which they can write a sentence.
- Allow the children to 'Think-Pair-Share' the key question (i.e. firstly think themselves, then share their thoughts with a partner, then share their thoughts with another group).

Key Questions:

- Can you name any human rights abuses listed in this article?
 - Trade unions and organisations like Amnesty International are Human Rights Defenders. How could you be a Human Rights Defender?
- One child from each pair writes their response to the second question on the strip of white paper. The other child sticks it onto the chart.
 - Time permitting all responses will be read to the class

You could also complete this with an ICT component to the lesson. Feedback could be done through an online platform such as the School Backpack on Padlet – see www.padlet.com for details.



Assessment of Learning

- Teacher observation of children's ability to engage with the vocabulary of the reading material
- Teacher assessment of individual children's ability to apply 'Determining Importance' strategies
- Teacher assessment of children's understanding of the human rights issues raised in the lesson and their ability to discuss and empathise

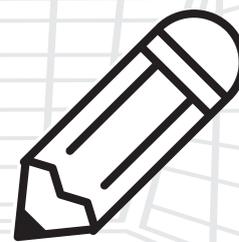
Assessment for Learning

- Students respond to the following prompts
 - One thing I have discovered about the hosting of the World Cup in 2022...
 - One thing I'd like to find out more about is...

Optional Assessment or Homework sheet

- Migrant Workers and their Rights Synonyms worksheet (page 55)

MIGRANT WORKERS AND THEIR RIGHTS



*employers - highlighted - employees
exploitation - appalling - international companies*

The population of Qatar is just over 2.2 million. Approximately 88% of those people are migrant workers who come from African and Asian countries with high rates of unemployment like Kenya, Ghana, India, Nepal, the Philippines and Bangladesh.

Many of those migrant workers are employed in building Qatar's new infrastructure. This construction work is difficult and exhausting, particularly because of the very high temperatures.

Many of the employers are international companies. Some are very aware of their responsibilities for the health and safety of their employees and look after their workers properly. However, there have been numerous reports in the media in recent years highlighting the appalling treatment of many workers.

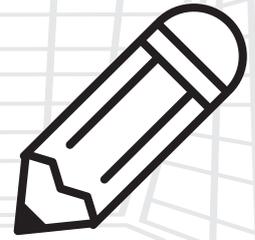
Migrant workers have been employed in Qatar under a system where a worker is sponsored by an employer. The employer held the worker's passport and the worker cannot change employer or leave the country without the employer's permission. When a massive earthquake occurred in Nepal in 2015, many of the Nepalese workers, who wished to return home to search for their relatives or to bury their dead, were refused permission by their employers.

Amnesty International has published several reports on the exploitation of migrant workers. Those reports highlight the facts that workers are sometimes not paid for months, live in very unhealthy accommodation, are not free to change jobs, have poor health care and are not allowed to form a trade union to fight for their rights.

Trade unions have highlighted the manner in which some employers may have failed in their responsibility to protect the health and safety of their employees. If working conditions do not improve, trade unions and human rights groups estimate that between 4,000 and 7,000 workers may have died before the first match kicks off in World Cup 2022. These organisations have strongly protested against FIFA for not putting sufficient pressure on the Qatari government to ensure that the rights of workers are respected.



MIGRANT WORKERS AND THEIR RIGHTS



Can you summarise each paragraph into 10 words or fewer?

The most important
who or what?



The most important
thing about the
who or what?

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

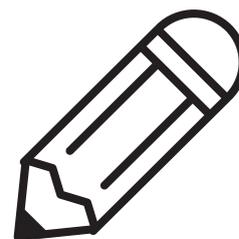
Paragraph 5:

Paragraph 6:



Teacher Answer Sheet

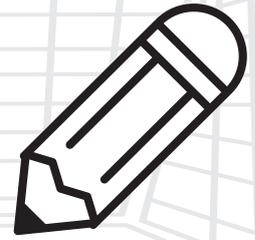
MIGRANT WORKERS AND THEIR RIGHTS



	The most important who or what	The most important thing about the who or what?	The main idea in 10 words or less
Paragraph 1	Migrant workers	Migrant workers who come from countries with high unemployment make up 80% of the people who live in Qatar.	Migrant workers make up 80% of Qatar's population.
Paragraph 2	New infrastructure	Many of the migrants are employed in building the new infrastructure which is dangerous and exhausting work.	Many migrants are employed in exhausting and dangerous building work.
Paragraph 3	Treatment of workers	Some employers treat their workers well but many workers have been very badly treated.	Many workers have been treated badly by their employers.
Paragraph 4	Need for employer's permission	Migrant workers could not leave the country or change jobs without their employer's permission.	Workers needed their employer's permission to change jobs or leave.
Paragraph 5	Exploitation	Amnesty International reports highlight the different ways in which the workers were exploited.	Amnesty International reports have highlighted how migrant workers were exploited.
Paragraph 6	Worker Deaths	The Trade Unions estimate that up to 7,000 workers will have died by the time the World Cup begins if working conditions do not improve.	Trade Unions estimate that thousands of workers will die.



MIGRANT WORKERS AND THEIR RIGHTS



SYNONYMS

Draw a line connecting the terms to their synonyms.

employer

dreadful

employee

expose

international company

worker

exploitation

abuse

appalling

boss

highlight

global business

POETRY

Module 2B: Human Rights Through Poetry

Time: 3 x 45 minute sessions

Curriculum Links:



Subject: English

Strand: Oral language

Strand Unit: Developing cognitive abilities through oral language

- discuss issues of major concern
- discuss ideas and concepts encountered in other areas of the curriculum

Strand: Reading

Strand Unit: Developing cognitive abilities through language

- listen to, read, learn, recite and respond to a challenging range of poetry
- support arguments and opinions with evidence from the text
- distinguish between fact and opinion, and bias and objectivity, in text
- use comprehension skills such as analysing, confirming, evaluation, synthesising and correlating to aid deduction, problem-solving and prediction

Strand: Reading

Strand Unit: Emotional and imaginative development through language

- hear the teacher model a response to poems
- respond to poetry through discussion and writing
- relate personal experience to the ideas and emotions conveyed in the text
- examine similarities and differences in various types of text

Ábhar: Gaeilge

Snáithe: Éisteacht

Snáithaonad: Ag cothú spéise

- éisteacht chun brí ghinearálta a bhaint as ábhar taitneamhach

Snáithe: Labhairt

Snáithaonad: Ag cothú spéise

- foclóir níos leithne a úsáid
- sainfhoclóir na dtéamaí a fhorbairt i gcomhthéacsanna éagsúla
- ceisteanna a fhreagairt
- focail cháilitheacha a úsáid le hainmfhocail agus le briathra

Snáithe: Léitheoireacht

Snáithaonad: Ag cothú spéise

- léitheoireacht a shamhlú le taitneamh trí éisteacht leis an múinteoir mar dhea-leitheoir ag léamh ábhar spéisiúil léitheoireacht

Snáithaonad: Ag tuiscint teanga

- focal a aithint i dtéacs trí úsáid a bhaint as leideanna ón gcomhthéacs, ón gcomhréir, agus ó ghraiféimeanna
- an príomhsmaoineamh a aithint

Snáithaonad: Ag úsáid teanga

- taithí a fháil ar chineálacha éagsúla téacs
- freagairt do phearsana agus d'eachtraí i scéal nó dán

Resources

- Copies of 'Poem from a Prison Cell' poem worksheet for each child (pages 63-64)
- Copies of 'Muna Madan/The Emigrant's Letter' poem worksheet for each child (pages 69-70)
- Vocabulary Extension Template (page 65)
- Self Assessment Template (page 71)
- Video Clip: Umesh's Story (<https://vimeo.com/266898350>). Password: fairorfoul2022
- Cóipeanna de 'Méara Beaga' do gach pháiste (leathanaigh 74-75) agus cóipeanna de 'Chairt-Y' (leathanach 76) idir gach beirt
- PowerPoint: Méara Beaga - Stór Focail (available on <https://www.qatar2022fairorfoul.com/teacher-resources.html>)



Differentiation

- Teacher reads poem aloud first and children read along silently. On second reading children can complete the Y chart (from the Méara Beaga lesson).
- Mixed ability or pair groups would work well in this lesson.
- Early finishers could be invited to write their own poem inspired by the content.

Lesson 1: Poem from a Prison Cell

Learning Objectives

The child will be enabled to:

- read, enjoy, analyse and express their opinions about 'Poem from a Prison Cell' by Mohammed Al-Ajami
- connect the information they receive through the poem with the information they already know about Qatar
- discuss the difference between fact and opinions, the importance of critical thinking when presented with new information, the need to validate information such as this from multiple sources and how to do this

Introduction

- Explain to the class that today they are going to read a poem from a Qatari poet. Give them the title.
- Allow the children to 'Think-Pair-Square-Share' the key questions (i.e. firstly think themselves, then share their thoughts with a partner, then share their thoughts together as a team and finally share some ideas with the class).

Key Questions:

- What do you know about Qatar already?
 - What language do you think the poem would originally have been written in? (Arabic)
 - What do you think the poem will be about?
- Read the introductory paragraph. Give the children an opportunity to revise their initial predictions if they wish.

Development

- Read the poem aloud for the children. Do not stop on the first reading to explain any concepts/new words for the children, just allow them to listen to the cadence of the words and enjoy the flow of the poem.
- After the first reading, allow the children to read the poem themselves and then ask the children to explain what they think some of the sentences/sections mean. Remember that there can be more than one interpretation of the lines so ensure all opinions expressed are valued. Nobody but the poet knows what he meant when he wrote it!

Key Questions:

- What do you think the poem is about now that you have read it?
 - Why do you think that?
 - How does this fit with what you already know about Qatar?
- Give out the poem worksheets (pages 63-64) and guide the children through the three activities in the 'Read It!' section. Ideally the children will be working in pairs/small groups. If using small groups, it may be worthwhile to appoint a 'Discussion Director' for each group who is responsible for ensuring that the other members of the group have an equal chance to contribute to the discussion.

Key Questions:

- What tone of voice suits the poem best?
 - Can you see any repetition in the poem? Why do you think the poet does this? How does this change how we would read it?
 - What is your favourite line of the poem? Why did you choose that one?
- The 'Talk About It' section can be used as a stimulus to further discussion. Remind the children that their answers should be well structured, detailed, complete sentences that refer to and give evidence from the poem where appropriate.
 - Alternatively, it could also be assigned as oral or written homework. If being used as oral homework, it is an opportunity for the children to discuss the issues raised in the poem with their parent(s)/guardian(s) at home also. The parents could sign the sheet to indicate that the homework had been completed.
 - When the children have finished discussing the poem, ask them to think critically about the poem from different perspectives and remind them that they need to do this about all pieces of new information that they receive.

Key Questions:

- Is this poem fact or opinion?
 - Do you think that the poet is telling the truth?
 - How could we check if the things mentioned in the poem are true or not?
- The search for corroborating sources can be conducted together as a class, individually or for homework depending upon the teacher's preference.

Vocabulary extension:

- Choose some words from the poem and ask the children to engage in vocabulary extension work around them e.g. come up with a definition, synonyms, antonyms, related words, prefixes/suffixes/ roots/origin where relevant (template available on page 65). This can be a good opportunity to practise dictionary/thesaurus skills in a meaningful context.

For example:

Word	Definition	Synonyms	Antonyms	Related words	Prefixes/ suffixes/ roots/ origin(where relevant)
isolation	Separation from others so as to be alone	solitude aloneness segregation	desegregation companionship	isolate isolated	Suffix: tion (used to form nouns from verbs) Origin: From French 'isoler' meaning isolate
oppression	Using power in a cruel or unjust way	persecution abuse tyranny	kindness niceness justice	oppress oppressive oppressor	Suffix: sion (used to form nouns from verbs) Origin: From Latin 'oppressio' meaning pressing down
ignorance	Not knowing something	unintelligence unconsciousness	understanding intelligence	ignorant ignoramus ignore	Origin: From Latin 'ignarus' meaning not knowing

Closure

- Encourage the children to reflect on their learning and identify two things they did well and one thing to improve.
- You can also ask them to do the same thing with their partner (two things they did well and one thing to improve). The children can compare their own assessment of their contributions with their partner's assessment to see if they correlate.



Assessment of Learning

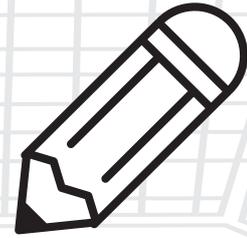
- Teacher observation of each student's progress as they talk about and discuss the poem

Assessment for Learning

- Teachers could develop an anecdotal record to activate students as owners of their own learning in this module

POEM FROM A PRISON CELL

BY MOHAMMED IBN AL-DHEEB AL-AJAMI



Background Information

Mohammed al-Ajami is a Qatari poet. He is married and has two daughters and two sons. He was arrested in 2011 on charges of 'inciting the overthrow of the ruling system' and insulting the emir (Qatari leader) as a result of a poem he had written called Tunisian Jasmine which had the line 'We are all Tunisians in the face of the repressive elite'. In 2012, he was sentenced to life in prison. After an appeal in February 2013, his sentence was reduced to 15 years. He was held in solitary confinement during his time in prison. Many human rights organisations including Amnesty International identified this as a serious violation of the right to freedom of expression and repeatedly called on the Qatari government to release the poet. The continued international campaigns were successful and in March 2016, Al-Ajami was released from prison after a royal pardon.

Below is an extract from 'Poem from a Prison Cell' which al-Ajami wrote while imprisoned in Doha.

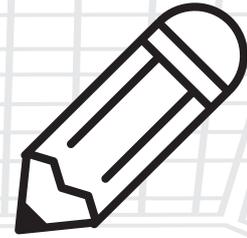
Poem from a Prison Cell

Is it my mind or my heart that I've lost
to you, Arab lands, home of enemies?
If you held our minds with law and reason
if you respected our opinions
then you'd hold my heart as well
Who am I? Don't ask the days about me—
I'm nothing but a prisoner
in an isolation cell
Here in my country, oppression
is what takes our rights away
Here, ignorance
determines our convictions
Here, the people
no longer have a voice, cannot
spell out the language of reproach

My country, if insight required an apology
I'd never stop apologizing
Tell your children, east and west
—and keep telling them, until
the birds sing it in the branches—
that a people without opinions
is nothing but a herd that's thirsty
yet blind to the nearby oasis.

POEM FROM A PRISON CELL

BY MOHAMMED IBN AL-DHEEB AL-AJAMI



Read it!

*Don't worry if you don't understand every part of the poem yet.
Just enjoy the words and see what you notice!*

1. Try reading the poem in different types of voice – happy, sad, angry, excited, tired, frustrated etc. Which tone of voice suits the poem best?
2. Can you see any repetition in the poem? Why do you think the poet does this? How does this change how we would read it?
3. Read out your favourite line from the poem. Why did you choose that one?

Talk about it!

1. What do you think this poem is about?
2. Why do you think Mohammed wrote this poem?
3. Can you make any connections to the poem? (This poem reminds me of ...)
4. How do you think Mohammed felt when he wrote this poem? Why?
5. How does the poem make you feel?
6. If you could ask Mohammed a question, what would it be?
7. Mohammed says 'that a people without opinions/is nothing but a herd that's thirsty/yet blind to the nearby oasis'. What do you think this means?
8. Can you describe the message of the poem in your own words?

Translated text of 'Poem from a Prison Cell' reproduced with the kind permission of Katrien Vanpee.

Poetry Vocabulary Extension Template

Word	Definition	Synonyms	Antonyms	Related Words	Prefixes/ suffixes/ roots/ origin



Poetry Vocabulary Extension Template

Word	Definition	Synonyms	Antonyms	Related Words	Prefixes/ suffixes/ roots/ origin

Lesson 2:

Muna Madan/The Emigrant's Letter

Learning Objectives

The child will be enabled to:

- read, enjoy, analyse and express their opinions about extracts from 'Muna Madan' and 'The Emigrant's Letter'
- connect the poem with prior knowledge about Nepal and Ireland
- discuss similarities and differences between the poems, identify metaphors and the effect of colloquial language

Introduction

- Explain to the class that today they are going to compare two poems – one from a Nepali poet and one from an Irish poet.
- Allow the children to 'Think-Pair-Square-Share' the key questions (i.e. firstly think themselves, then share their thoughts with a partner, then share their thoughts together as a team and finally share some ideas with the class).

Key Questions:

- What do you know about Nepal already?
- Can you think of any theme that might be common to poetry in both countries?
- What do you predict the poems will be about? (After telling the children the titles of the poems)

Development

- Read the introductory paragraph of 'Muna Madan'. Give the children an opportunity to revise their initial predictions if they so wish.
- Read the poem aloud for the children. Don't stop on the first reading to explain any concepts/new words for the children, just allow them to listen to the cadence of the words and enjoy the flow of the poem.
- Allow the children to try reading the poem in different tones of voice. Discuss which is most suitable.

Key Questions:

- What do you think the poem is about now that you've read it? Why do you think that?
 - Which tone of voice suits the poem best?
 - How does Muna feel about Madan leaving? How do you know? Give evidence from the poem to support your answer.
- Follow on by reading the introductory paragraph and the extract from 'The Emigrant's Letter'.

Key Questions:

- How would you describe the feeling of the poem?
 - What visual images do you get reading the poem?
 - How does the person who is leaving feel? How do you know? Give evidence from the poem to support your answer.
- Guide the children through the questions in the 'Talk about It!' section. Ideally the children will be working in pairs/small groups. If using small groups, it may be worthwhile to appoint a 'Discussion Director' for each group who is responsible for ensuring that the other members of the group have an equal chance to contribute to the discussion.
 - Ensure to remind the children that their answers should be well-structured, detailed, complete sentences that refer to and give evidence from the poem where appropriate.

Key Questions:

- What similarities can you see in the two poems?
 - What differences are there between them?
 - Can you make any connections with the poems? (... reminds me of ...)
 - Can you find a metaphor in each poem? What do they mean? Why do you think the poet used them?
 - Can you find some examples of colloquial language in 'The Emigrant's Letter'? What effect does this have?
 - While these poems are based on fictional characters, the experiences they describe are real for millions of people all over the globe. How do you think you would feel if you were emigrating from your home?
- When the children are finished discussing the poem, choose some specific words to engage in vocabulary extension work around e.g. come up with a definition, synonyms, antonyms, related words, prefixes/suffixes/roots/origin where relevant (template available on page 65). This can be a good opportunity to practise dictionary/thesaurus skills in a meaningful context.

Word	Definition	Synonyms	Antonyms	Related Words	Prefixes/ suffixes/ roots/ origin
burns	To be destroyed by fire	scorches singes sears		burn burned burnt	Origin: From Old English 'beornan'
friends	People who like to spend time together	companions mates chums acquaintances	enemies foes nemeses	friendly friendship friendless	Origin: From Old English 'freond'

Closure

- Distribute the rubric to the children and ask them to reflect on how well they met each target.
- Explain to the children that they are going to look at another clip from 'The Workers' Cup' documentary. They will hear a migrant worker called Umesh from India talking about his experiences.

Key Questions

- What did you notice from the clip?
- How does the filmmaker create a contrast between the shots inside the mall and the shots of the workers constructing the mall? Encourage them to think back to the first clip they saw – background music, colour, mood etc.
- Why do you think the filmmaker included this in the film?
- How does the clip relate to the poems you studied today?
- Can you think of examples from your own family where people have emigrated to other countries?



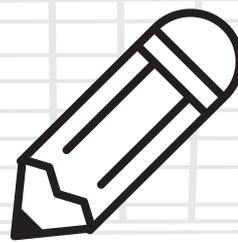
Assessment of Learning

- Teacher observation of each student's progress as they talk and discuss the poem

Assessment for Learning

- Pupil led rubric on lesson contributions

MUNA MADAN



BY LAXMI PRASAD DEVKOTA

Background Information

Muna Madan is a Nepalese poem written by Laxmi Prasad Devkota. It is one of the most popular pieces in Nepali literature. It is based on an 18th century Nepali ballad called Ji Waya La Lachhi Maduni (It Hasn't Been a Month Since I Came). The poem describes the life of a man (Madan) who leaves his wife (Muna) to earn money in the city of Lhasa. Much like Ireland, Nepal has a long history of people emigrating to other countries to work. While exact figures are difficult to ascertain, there is believed to be between 200,000 and 500,000 Nepali migrant workers in Qatar at the moment.

Below is an extract from 'Muna Madan' in which Muna is speaking to the departing Madan.

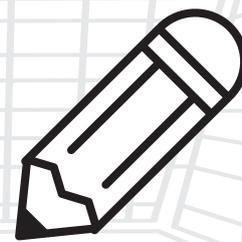
Muna Madan

Fire,
a fire burns in my mind.
Don't leave, my life,
don't leave.
Brightness of eyes,
my star of night,
don't take your light.
Tear open this chest of mine
perhaps the pictures
in my heart,
when you see them,
will change your mind.
Give me poison
to drink instead.
See? My pain
falls with my tears,
but tears do not speak,
thoughts stay within the mind.
Love, even my tears
fail to speak.

Translated text of "Muna Madan" reproduced by kind permission of Pallav Ranjan.

THE EMIGRANT'S LETTER

BY PERCY FRENCH



Background Information

Percy French (1854-1920) is one of Ireland's most famous songwriters. This extract is from the song 'The Emigrant's Letter' or 'Cutting the Corn in Creeslough'. Creeslough (sometimes pronounced Creesh-la) is a small village in Donegal. The man writing the letter in the song is emigrating on an ocean liner bound for the United States of America. Since 1700, between 9 and 10 million people born in Ireland have emigrated to other countries – usually looking for work.

Below is an extract from 'The Emigrant's Letter' in which the man leaving is writing a letter to his friend Danny.

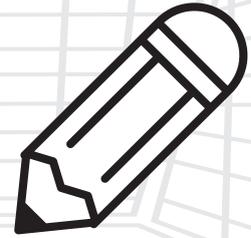
The Emigrant's Letter

Goodbye to you Danny, there's no more to be said
And I think the salt water's got into me head
For it drips from me eyes when I call to me mind
The friends and the colleen I'm leaving behind.
And still she might wait, when I bid her goodbye
There was just the least taste of a tear in her eye
And a break in her voice when she said 'You might stay,
But please God you'll come back to auld Creeslough some day.'

Talk about it!

1. What similarities can you see in the two poems?
2. What differences are there between them?
3. Can you make any connections with the poems?
4. Can you find a metaphor in each poem? What do they mean? Why do you think the poet used them?
5. Can you find some examples of colloquial language in 'The Emigrant's Letter'? What effect does this have?
6. While these poems are based on fictional character, the experiences they describe are real for millions of people all over the globe. How do you think you would feel if you were emigrating from your home?
7. Do you have a family member who is working in a different country? How do they communicate with people back home?

SELF-ASSESSMENT RUBRIC



				
I was able to read, analyse and give my opinions on both poems				
I connected the information I learned today with other things I knew about Nepal and Ireland				
I was able to find similarities and differences between the two poems				
I was able to find metaphors in both poems				
I was able to identify colloquial language and discuss the effect it had on the poem				

Lesson 3:

Méara Beaga

Feidhmeanna Teanga

Ba choir go gcuirfí ar chumas an pháiste:

- an dán 'Méara Beaga' a léamh agus ciall a bhaint as
- ceisteanna a fhreagairt faoin dán
- ceangail a dhéanamh idir an dán agus eolas atá acu cheana féin

Réamhléitheoireacht

- Abair leis an rang go bhfuil siad chun dán a dhéanamh as Gaeilge inniu a phléann an Corn Domhanda ó thaobh páiste óg darbh ainm Panchali.
- Roinn na cuspóirí thuas leis na páistí (chun measúnu ar a gcuid foghlama a dhéanamh ag deireadh an ranga).
- Iarr orthu tuar a dhéanamh cad iad na focail a bheidh sa dán.
- Bain úsáid as an bPowerPoint 'Méara Beaga – Stór Focal' chun focail iomchuí a mhúineadh do na páistí. Is féidir an leathanach deireanach a fhágáil ar an gclárbhán idirghníomhach nuair atá sibh ag léamh an dáin mar phointe tagartha.

Foclóir le múineadh:

méara, méara beaga, méara móra, méara mo mháthar, méara m'athar, roic, monarcha, ag obair ar mheaisín, níos tapúla, díomhaoin, geansaithe peile, Comórtas Peile an Domhain, láidir (láidre), fathach, ag tuilleadh airgid, garbh, balbh, ag tógáil, ag sníomh

Léitheoireacht

- Tabhair cóipeanna den dán don rang agus léigh cúpla uair é. Más mian leat, is féidir libh an dán a dhéanamh in dhá pháirt.
- Tabhair 'Cairt Y' (teimpléad ar fáil ar leathanach 76) do na páistí i mbeirteanna. Iarr orthu an dán a léamh agus rudaí a scríobh (nó a tharraingt) sna háiteanna cuí mar shampla Feicim..., Cloisim... Mothaím...
- Nuair atá na cairteanna críochnaithe ag na páistí, cuir ceisteanna orthu faoin dán

Eochaircheisteanna:

- Cad faoi an dán?
- Cá oibríonn máthair Panchali?
- Cá oibríonn Panchali?
- Cén sórt oibre a dhéanann Panchali?
- Cá bhfuil athair Panchali?
- Cén sórt oibre atá á dhéanamh aige?
- Conas a mhothaíonn Panchali, meas tú?
- Cén sórt méara atá ag Panchali?
- Cén sórt méara atá ag a athair?
- Cad is brí le 'méara móra', meas tú?
- Conas a cheanglaíonn an dán seo leis na rudaí eile atá ar eolas agat cheana féin?

Iarléitheoireacht

- Tabhair líne nó dhó den dán do gach páiste.
- Iarr orthu an píosa a scríobh ar a leathanach agus pictiúr a tharraingt a chuireann an brí in iúl.
- Is féidir taispeáint a dhéanamh de na pictiúirí nó is féidir fíis ghearr/Photostory a dhéanamh astu leis na páistí ag léamh na línte atá léirithe acu.



Measúnú den Fhoghlaim

- Dírbhreatnú an mhúinteora agus ceistiú

Measúnú chun Foghlama

- Léigh arís na cuspóirí a roinn tú ag tús an cheachta. Tugann gach páiste scór as deich dóibh féin do gach cuspóir.

THINKING TIME

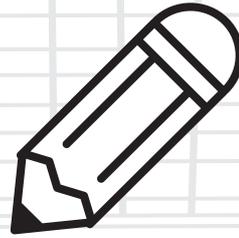
Who do you think has 'big fingers' in this world?

AM MACHNAIMH

Cén duine/daoine a bhfuil 'méara móra' acu sa domhan faoi láthair, dár leat?

MÉARA BEAGA

LE ALAN TITLEY



1. Is mise Panchali

Tá méara beaga agam.

Tá méara beaga agam mar tá mé óg.

Níl aon roic ar mo mhéara beaga fós.

Tá roic ar mhéara mo mháthar.

Bhí méara mo mháthar ag obair sa mhonarcha.

Bhí mo mháthair ag obair sa mhonarcha chomh maith.

Ba mhinic méara mo mháthar ag tabhairt bia dom.

Ba mhinic méara mo mháthar mé a chur a chodladh.

Tá mo mhéara anois ag obair sa mhonarcha.

Tá mise ag obair ann chomh maith.

Ach ní mise mé féin.

Is mise mo mhéara.

Bíonn mo chuid méara ag obair ar mheaisín.

Labhrann an meaisín lem mhéara.

Ní labhrann an meaisín go deas lem mhéara.

Caithfidh mo mhéara obair a dhéanamh níos tapúla.

Mura ndéanann mo mhéara obair níos tapúla beidh siad díomhaoin.

Má bhíonn mo mhéara díomhaoin, ní ann dom.

Is mise mo mhéara.

Déanann mo mhéara geansaithe peile.

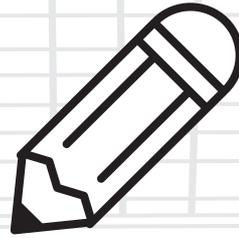
Déanann mo mhéara gach dath ar domhan.

Feicfear na geansaithe a dhéanfaidh mo mhéara i gComórtas Peile an Domhain.

Tá méara m'athar ar Chomórtas Peile an Domhain.

MÉARA BEAGA

LE ALAN TITLEY



2. Hassan m'athair.

Tá méara móra aige.

Méara móra láidre.

D'ardaigh sé mé ón talamh lena mhéara móra láidre nuair a bhí mé féin beag bídeach agus eisean ina fhathach.

Tá méara m'athar i bhfad uaim anois.

Tá méara m'athar ag tuilleamh airgid dúinn anois in Qatar.

Bhíodh méara m'athar ag déanamh ceoil dúinn sa bhaile.

Bhíodh méara m'athar go binn ar an zitar gach lá riamh.

Mhúin méara m'athar dom conas ceol a dhéanamh, ach níl aon cheol sa mhonarcha seo ina bhfuil geansaithe peile á ndéanamh.

Bíonn méara m'athar anois ag plé le brící.

Ní féidir le méara m'athar mórán ceoil a bhaint as brící.

Ní labhrann na brící le méara m'athar mar a labhradh an ceol.

Tá méara m'athar balbh anois gan cheol.

Tá méara m'athar garbh anois gan cheol.

Tá méara m'athar ag tógáil an domhain mar a bheidh.

Méara mo mháthar ag sníomh an domhain mar a bhíodh.

Mo mhéara féin ag cothú an domhain mar atá.

Ba mhaith liom breith ar mhéara m'athar

Ba mhaith liom iad in aice láimhe

Ba mhaith liom mo mhéara beaga ina mhéara móra

Ach tá méara móra na farraige is an airgid eadrainn araon.

3. Is mise Panchali

Tá méara beaga agam.

Ach tá méara móra ag daoine eile.

Gluais

ba mhinic *often*

an domhan mar a bheidh *the world as it will be*

an domhan mar a bhíodh *the world as it was*

ní ann dom *not for me*

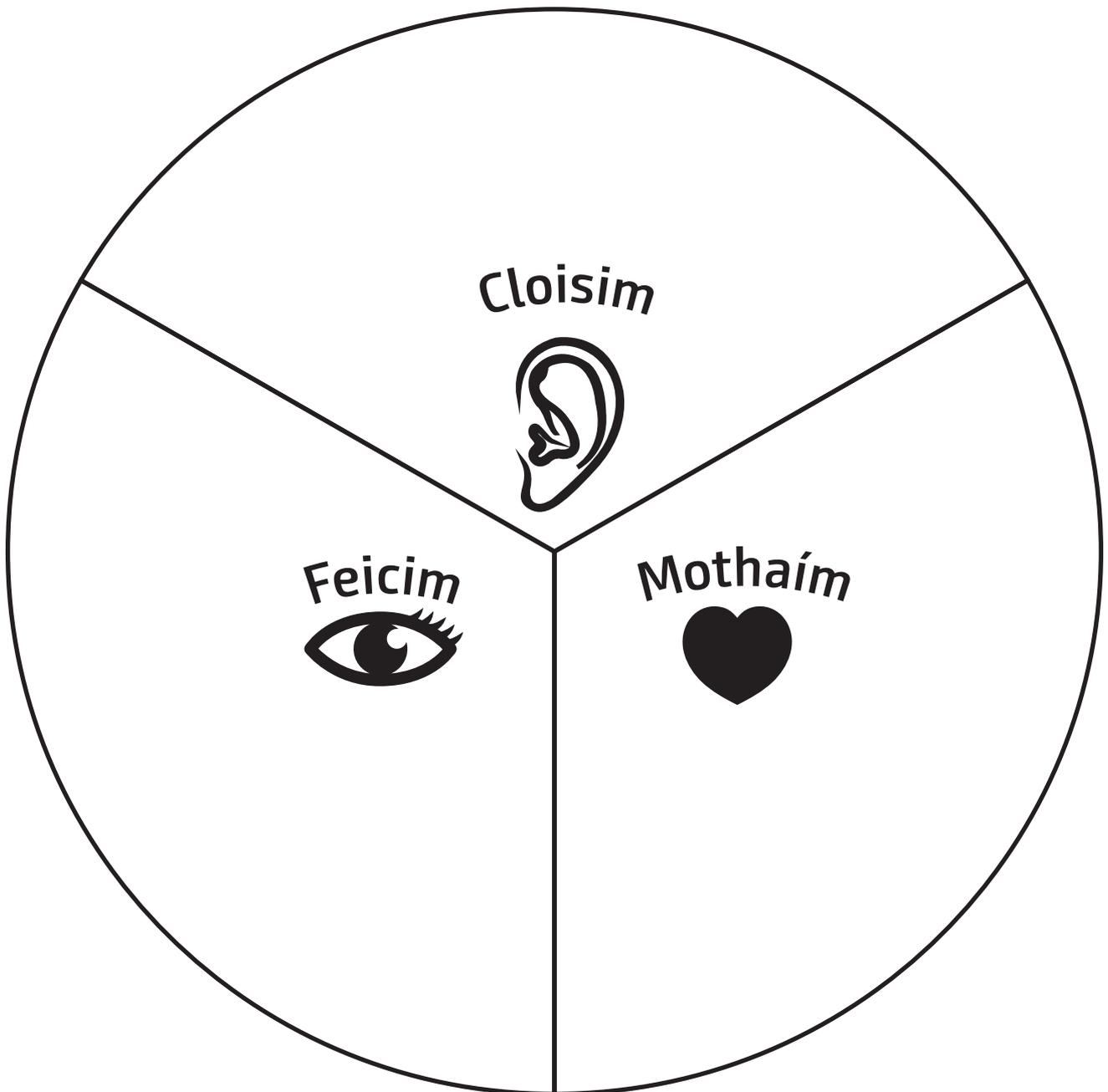
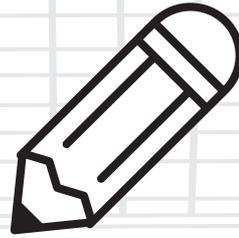
beag bídeach *tiny*

eadrainn *between us*



MÉARA BEAGA

LE ALAN TITLEY



MODULE 3:
Media Representations of
Mega-Events
(SPHE)

Lesson:

Let's make a TV advert

Note: It is advisable to teach this lesson in two sections either side of a morning or lunch break. The first section could consist of the introduction and development (viewing and responding to the 'St Patrick's Day 2014: Ireland Inspires' advert, planning and filming the adverts) while the second could consist of the remainder of the development (viewing and responding to the filmed adverts) and closure.

Time: 1 hour 30 mins - 2 hours

Curriculum Links:



Subject: SPHE

Strand: Myself and the wider world

Strand Unit: Media Education

- explore and use some simple broadcasting, production and communication techniques
- become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas
- become aware of the different forms of advertising, its purpose and the messages it promotes
- identify the audiences at which different aspects of the media are aimed

Subject: Geography

Strand: Human Environments

Strand Unit: People and other lands

- study some aspects of the environments and lives of people in one location in another part of the world
- develop an increasing awareness of the interdependence of people in these places and people in Ireland
- learn to value and respect the diversity of peoples and their lifestyles in these areas and other parts of the world
- become aware of various ethnic, religious and linguistic groups of people in the wider world
- develop a sense of belonging to international communities

Subject: English

Strand: Oral Language

Strand Unit: Developing cognitive abilities through oral language

- discuss issues of major concern

Strand Unit: Emotional and imaginative development through language

- discuss plays, films and television programmes

Resources

- iPad / camera (1 per group)
- Planning sheet (page 86) (1 per group)
- Success criteria in a WILF checklist form page 87 (1 per group)
- Pencils/pens
- 'St Patrick's Day 2014: Ireland Inspires' advertisement (https://www.youtube.com/watch?v=sMBTcx4_1Ew)
- Posters for walking debate (pages 84-85)



Differentiation

- Mixed ability groupings should be used for this activity.
- Early finishers can be invited to engage in further research on Qatar using the iPads (or laptop computers, should iPads be unavailable).
- Roles assigned within the Working Groups should reflect children's strengths and abilities e.g. children who excel in writing should record the information on the planning sheet, children who excel in IT should record the information with the iPad / camera, children who excel in speaking and listening should present the information in front of the camera.

Lesson 1: Plan and Film a TV Advert for Qatar 2022

Note: In this lesson the children will examine advertising and how advertisements often edit out the 'negative' to focus on or promote the 'positive'. In small groups, the children will then apply this new knowledge to the topic of Qatar as host of the 2022 World Cup. They will write, perform and film (using an iPad or alternative camera equipment) an advertisement promoting the 2022 World Cup in Qatar. The advertisement should be a positive and respectful reflection of Qatar as a nation. Once the advertisements are filmed there will be scope to reflect on messages that are not and would not be included in an advertisement promoting Qatar i.e. what the advert isn't telling us about Qatar.

The advertisement should be presented as an Oral Report. See the PDST handbook 'Five Components of Effective Oral Language Instruction' for additional material on Oral Reports.

Learning Objectives

The child will be enabled to:

- plan, perform and record video advertisements promoting Qatar as the host nation of the 2022 World Cup
- differentiate between positive and negative messages in advertising and include only positive messages in their recorded adverts

Introduction

- Set up a walking debate in the classroom. One side of the room should be labelled 'Qatar would want to publicise this' and the other side 'Qatar would not want to publicise this' (available on pages 84-85).
- Read each statement below out loud and allow the children to position themselves in the room according to whether they feel that Qatar would or wouldn't want to publicise that fact. The first one can be done by the teacher 'thinking aloud' as an example.
- After each statement allow the children to discuss and reflect on their positioning. They may wish to try to convince others to move.

Example (Teacher Think Aloud): Qatar is the richest country in the world.

1. The maximum penalty for breaking the law in Qatar is the death penalty.
2. English is an official language in Qatar and is widely spoken.
3. Qatar has invested a lot of money into sport infrastructure.
4. 99% of water in Qatar comes from desalinated sources (filtered from salt water).
5. The water use per person in Qatar is one of the highest in the world.
6. Qatar was the first Arabic state in the Persian Gulf to give women the right to vote.
7. 0.1% of members of parliament in Qatar are female.
8. LGBT people in Qatar face fines and up to 7 years in prison.

Development

- Explain to the class that we are going to write, perform and film short advertisements promoting Qatar as the host nation of the 2022 World Cup. The class should then be divided into the same 'Working Groups' as Lesson 1.
- Play the 'St Patrick's Day 2014: Ireland Inspires' advert in its entirety for the class. Instruct each group to brainstorm and share what they think the main messages of the advert are.
- Linking with the earlier reflection on Qatar, encourage the children to think of things that may be 'missing' or not included in the 'St. Patrick's Day 2014: Ireland Inspires' advert.
- Give the children specific success criteria to assist them in their planning (WILF Checklist on page 87). They can use this as a self-assessment checklist before they share their advert with the rest of the class.
- As the children engage in planning (template on page 86) and practising, the teacher should engage with each group, ensuring that they are meeting the success criteria provided.
- Once planning and practising is completed the children should be given the opportunity to film their advertisement with an iPad or video camera. It may be helpful to have an additional adult/s helping the groups during this time.
- Once the advertisements are filmed, they should be played for the entire class on the interactive whiteboard.
- Alternatively, should you not wish to film the adverts, they may be presented as short drama presentations in class.

Closure

- Ask the pupils to reflect on what the main messages of the advertisements were.
- Ask them also to indicate whether anything they've learned about Qatar was missing from the advert and why.

Key Questions:

- What were the main messages of the advertisements?
- Were there any facts/information about Qatar missing? Why was this not included?
- How would people feel/what would they think about Qatar based on your advertisements?
- Conclude the lesson by summing up that adverts are supposed to be promotional tools, positively portraying the idea that they are trying to sell the consumer and while important facts are missing from the adverts on Qatar, the same can be said of the 'St. Patrick's Day 2014: Ireland Inspires' advert i.e. we are showing countries in their best light. What might be missing from the Ireland advert?

Note: Should you be sharing the work from this lesson on a website or with other classes, it would be important to explain that this lesson focussed only on areas that Qatar would like to publicise and so does not represent a balanced view of Qatar.



Assessment of Learning

- Teacher observation of recorded advertisements

Assessment for Learning

- Teacher can use observation checklist for collaborative elements of this module



Differentiation by Choice

- Make a poster/comic strip that shows the order/sequence of events in the advert.

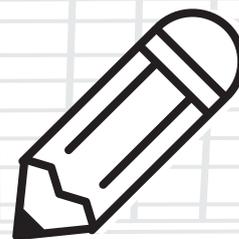
THINKING TIME

Is it possible to have a good standard of living in Ireland without transferring problems to people in other parts of the world?

**Qatar would
want to
publicise this**

**Qatar would
NOT want to
publicise this**

PLANNING ADVERTISEMENTS PROMOTING QATAR



Facts and Information About Qatar	Include in Ad	
	Yes	No
Example: Qatar is the world's richest country.	✓	
Example: The death penalty is still in use in Qatar.		✓



WILF (What I'm Looking For)	
The advertisement is between 1 and 2 mins. long	
Messages are positive and respectful to Qatari people	
Only priority information has been included	
The content of the advertisement is fact, rather than opinion	
Performers in the advertisement are speaking clearly, at an acceptable volume	
Performers in the advertisement are speaking at an appropriate speed, using pauses between sentences	



WILF (What I'm Looking For)	
The advertisement is between 1 and 2 mins. long	
Messages are positive and respectful to Qatari people	
Only priority information has been included	
The content of the advertisement is fact, rather than opinion	
Performers in the advertisement are speaking clearly, at an acceptable volume	
Performers in the advertisement are speaking at an appropriate speed, using pauses between sentences	

MODULE 4:
Over to You!
Stadium Creation
(Visual Art)

Stadium Creation

Time: 3 x 1 hour sessions

Curriculum Links:



Subject: Visual Art

Strand: Drawing

Strand Unit: Making Drawings

- draw imaginative themes using inventive pattern and detail (designing and sketching plans for a three-dimensional project)

Strand: Drawing

Strand Unit: Looking and Responding

- look at and talk about his/her work, the work of other children (other interpretations of the theme or how he/she would approach it)

Strand: Construction

Strand Unit: Making constructions

- explore and experiment with the properties and characteristics of materials in making structures
- make imaginative structures (designing theme-based structures relating to an event)

Strand: Construction

Strand Unit: Looking and Responding

- look at and talk about his/her work and the work of other children

Strand: Paint and colour

Strand Unit: Painting

- discover harmony and contrast in natural and manufactured objects through themes chosen for their colour possibilities

Concept development

Awareness of line: Use drawings and diagrams to solve design problems and clarify and develop ideas to be carried out in another medium

Awareness of form: Use three-dimensional materials as media in which to design and invent

Awareness of space: Design and construct a model with multiple spaces, open and closed

Awareness of colour and tone: Choose and apply colour in such a way as to elevate the design of the stadium

Resources

- PowerPoint: Stadium Design (available at <https://www.qatar2022fairorfoul.com/teacher-resources.html>)
- Design sheets (available at <https://www.qatar2022fairorfoul.com/teacher-resources.html>)
- Pencils, colouring pencils, markers etc
- Ruler
- Craft knives or heavy duty scissors
- Glue gun/glue stick/masking tape/sticky tape
- Cardboard boxes, cereal boxes, recycled materials
- Acrylic paint and painting materials



Differentiation

- It is suggested that teachers group the children on a mixed ability basis to provide for peer support.
- Additional support should be given for children who find fine motor skills difficult.

Lesson 1: Imagining a New Stadium

Learning Objectives

The child will be enabled to:

- analyse the design of a selection of stadia with regard to shape and size, materials, functions and appearance
- consider these elements when designing their own stadia
- discuss their designs and the design of others

Introduction

- Create a mind map on the whiteboard or large chart paper about the word 'Stadium' i.e. write 'stadium' in the centre and ask the children to call out what this reminds them of. For example, they might say Croke Park, sport, football, crowds, concerts, Colosseum etc.
- Explain to the children that today they will be learning to identify the shape and size, materials, functions and general appearance of stadia. Examine the examples in the "Stadium Design" PowerPoint and for each one ask key questions.

Key Questions:

- What shape is the stadium?
- How would you describe its size?
- What material do you think it is constructed from?
- What kinds of things do you think people do there? What kinds of people do you think will visit it?
- Describe the appearance of the stadium in three words.

Development

- Ask the pupils to consider what might be involved in creating a stadium through the key questions below. These can be read aloud by the teacher or presented on the board.

Key Questions:

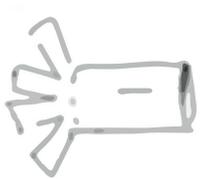
- What is going to be in the stadium?
 - What is the function of the stadium/what will the stadium be used for? (e.g. sports, concerts etc)
 - How will you use the space in the stadium? Where will the seating be? Will there be a main arena? Will there be other rooms?
 - Where will the stadium be built? What will the environment surrounding the stadium be like?
 - What design features might the stadium have (archway, columns etc)?
- In pairs, children can design their stadium on the sheet.
 - Remind them to think of an imaginative name for their stadium!

Closure

- Allow each pair to share their design with the others.
- Encourage them to ask questions about each other's designs (it may be useful to display the key questions above for them to reference).
- Ask the children to bring in recyclable materials to build their designs for the next lesson.

Tips

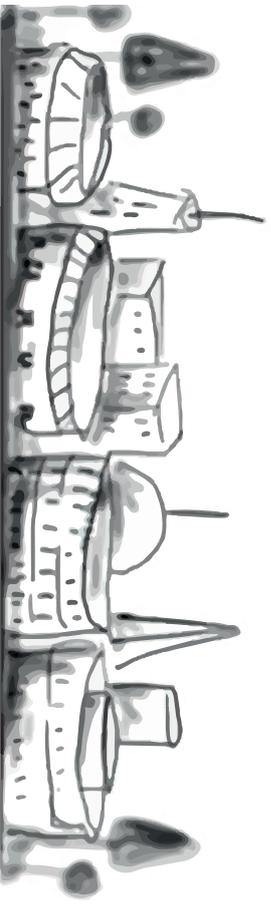
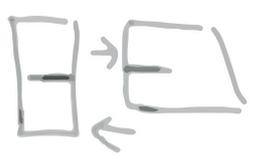
Cut ends like this for reinforcement



Roll cardboard and stick with tape to make column shapes



Cut slots in cardboard and insert one into the other



Imaginative Stadium Name: _____

Lesson 2: Creating the Stadia

Learning Objectives

The child will be enabled to:

- experiment with various methods to append the recyclable materials together
- use their design to guide the construction of their own stadia
- analyse their own construction and discuss things that went well and challenges they faced

Introduction

- Ask the children to place their designs from the previous lesson in front of them, along with their gathered materials.
- Encourage them to experiment with the materials before they start in order to figure out how best to use them in their construction.

Development

- Allow the children to begin constructing their stadia. If capacity allows it, the assistance of an extra adult can be useful at this stage.

Tips:

- Remind pupils that the structure will need a lot of reinforcement (on joints etc.) to keep it sturdy.
- Heavy double-sided tape, duct tape or a glue gun can be useful for ensuring that load-bearing parts of the structure are as strong as they need to be to support seating/roof etc.
- As it's tricky to paint duct tape or other plastic covered tapes, you may wish to cover these with masking tape (which is more easily painted) once the structure is sufficiently strong.

Closure

- Two Stars and a Wish: Ask the children to think of two things that went well and one challenge they encountered when constructing their stadia.
- Place the constructions in a safe place until they're ready to be painted.

Lesson 3: Finishing Touches

Learning Objectives

The child will be enabled to:

- discuss and reflect upon the colours visible in sample stadia
- decide upon a colour scheme for their own stadium
- use their design to guide the construction of their own stadia
- analyse their own construction and discuss things that went well and challenges they faced

Introduction

- Revisit the PowerPoint slideshow of the stadia from Lesson 1. Ask the children to focus particularly on the colours of each stadia and to consider why these colours were used e.g. it was the colour of the building material, to complement or blend in with surroundings, to look eye-catching or monumental.
- Remind the children that they may choose 'conventional' stadia colours or completely creative or innovative ones.

Development

- Distribute colours to each table. Acrylic paints should be used if possible as they're thicker and better suited to painting constructions. Poster paints may begin to flake when dried or soak into the material.
- Once dried, additional embellishments can be added to the constructions, e.g. signage.

Closure

- Ask the children to present their constructions to the class (including its name!).
- The teacher or other pupils can ask them questions about their creation (you may choose to display the key questions below as a prompt).

Key Questions

- How did you decide on this design for your imaginative stadium?
- How did the design change from the time you created the drawing to when you had to construct it?
- Was it difficult to stick to your design?
- Did you have to change anything?
- How did you overcome the challenges in construction?
- Did the materials you chose make it easy or difficult to create your stadium?
- Imagine you got a phone call from an architect interested in copying your construction. Describe it for them!
- What spaces/outlines/rhythms can you see?
- How do you feel about the construction?



Assessment of Learning

- Teacher observation of skills developed and the quality of the final product

Assessment for Learning

- Pupils can take photos of their construction as a record. They can stick these into their portfolio alongside a written description of 'Why I am proud of this piece'.

THINKING TIME

The right to leisure (play) is not as important as other rights.
Discuss.

MODULE 5:

Counting on You!

Counting on You!

Time: 2 x 1 hour sessions

Curriculum Links:



Subject: Maths

Strand: Number

Strand Unit: Fractions

- understand and use simple ratios
- compare and order fractions and identify equivalent forms of fractions

Skill: Applying and Problem-solving

- apply concepts and processes in a variety of contexts
- analyse problems and plan an approach to solving them
- reflect upon and evaluate solutions to problems

Skill: Integrating and Connecting

- recognise mathematics in the environment
- recognise and apply mathematical ideas and processes in other areas of the curriculum

Skill: Integrating and Reasoning

- make informal deductions
- reason systematically in a mathematical context

Subject: Geography

Strand: Human Environments

Strand Unit: Trade and development issues

- come to appreciate the inequalities between the developed and the developing world
- explore, through the study of some major world commodities, trade issues

Subject: SPHE

Strand: Myself and the wider world

Strand Unit: Developing citizenship

- realise and begin to understand the unequal distribution of the world's resources

Subject: English

Strand: Oral Language

Strand Unit: Developing cognitive abilities through oral language

- discuss issues of major concern

Strand: Writing

Strand Unit: Developing cognitive abilities through writing

- write in a wide variety of genres (letters)
- express and communicate new learning
- reflect on and analyse ideas through writing
- argue the case in writing for a particular point of view

Resources

- Four Corners Quiz and Answer Sheet (pages 106-108)
- A4 A, B, C, D letters to be printed and displayed in four separate corners in the classroom (pages 110-113)
- Children's record sheet (page 109)
- PowerPoint: Money Makes the World Go Round (available at <https://www.qatar2022fairorfoul.com/teacher-resources.html>)
- Post-its
- Video Clip: Qatar's Industrial Area (<https://vimeo.com/266898350>). Password: fairorfoul2022
- Response devices and online Kahoot quiz (<https://play.kahoot.it/#/k/b88153ff-d367-4932-bcd1-9dc01cc4bea7>) (if using this methodology)
- Sample human rights action letter (page 116)
- Persuasive letter planning template (page 117)



Differentiation

- Mixed ability groupings can be used for completing the fraction record sheet.
- To extend their learning, some children can be asked to express the answers in ratio form also.
- Children can create their own questions based on the Four Corner style for follow up activities.
- Children who require support can be given a word bank or work with a partner to draft letters if required in Lesson 2. Alternatively, they can be given a copy of the sample letter to use as a support to their own writing.

Lesson 1: Money Makes the World Go Round! (Maths)

Learning Objectives

The child will be enabled to:

- participate in an active learning methodology and make independent choices about numerical answer options
- interrogate the relationship between sport, money and human rights
- explore some of the big concepts behind decision-making in World Cup planning such as fairness, justice and inequality
- record the number of children who have chosen each answer for the seven questions asked, expressing this as a fraction

Introduction

- Explain to the children that they are going to take part in an active quiz where they hear four different answer options for each question. They will have to choose which answer they think is correct.
- Display the A4 printable 'A' in one corner of the classroom, 'B' in another etc. Tell the children that each corner of the room represents a different answer option.
- Tell the pupils that they will record how many people pick A, B, C or D in a table. Show them the table and illustrate how it should be completed.
- It may be useful to practice the concepts of ratio using the following questions:

1	What is the ratio of vowels to letters of the alphabet?	5:26
2	What is the ratio of days that begin with 'T' to days of the week?	2:7
3	What is the ratio of winter months to months in the year?	3:12 OR 1:4
4	What is the ratio of odd numbers from 1 to 10 to numbers from 1 to 10?	5:10 OR 1:2

Example of how the table may be completed by the children.

Number of people in class <u>28</u>	A		B		C		D	
	How many people?	Ratio	How many people?	Ratio	How many people?	Ratio	How many people?	Ratio
Question 1	12	12:28 or 3:7	7	7:28 or 1:4	4	4:28 or 1:7	5	5:28
Question 2	8	8:28 or 2:7	10	10:28 or 5:14	6	6:28 or 3:14	4	4:28 or 1:7

Development

- Ask the first question in the quiz.
- Instruct the pupils to go to the corner that represents the answer they think is correct. Physically choosing a corner/answer to the question prompts greater commitment and involvement from the students.
- After each question, ask the children to record the number of participants who chose each answer on their record sheet. It may be useful to ask one person in each group i.e. those standing by A, B, C or D, to count the number of participants in their group and call out the number.
- Choose at least one pupil to provide a rationale for the option they have chosen each time.
- Reveal the correct answer to them.
- Allow plenty of time for debate and discussion.
- Proceed to the next question.

Closure

- Review how many participants chose A, B, C or D for each of the questions. Emphasise that all of the answers should be expressed in their simplest form e.g. 12 in 28 being expressed as 3 in 7.
- Reflect on the information encountered during the Four Corners Quiz using 'Think-Pair-Share' (i.e. independent reflection followed by sharing with a talk partner and a selection of these shared with the class).

Key questions

- State two pieces of information that stood out for you.
 - Was there a statistic that surprised you?
 - What human rights are being denied to migrant workers in Qatar?
 - What do you think influences decision-making for World Cup planning?
- Allow the pupils to watch the final clip from 'The Workers Cup' and discuss this as a class group.

Key questions

- How does this connect with what you learned today in the Four Corners activity?
 - How does this information make you feel?
- Inform the pupils that in the next lesson you will be looking at actions that they can do in relation to what they have been learning.
 - Pupils think about the lesson and write a question that has arisen for them on a post-it. Stick them around the room so others can read them.



Qatar's Industrial Area

URL: <https://vimeo.com/266898350>
password: fairorfoul2022

Adaptation

- Students could act as co-facilitators of the quiz by standing in each corner of the classroom with the answer options printed on different poster sheets or flip chart paper.
- Students can play an online version of this game using digital response devices via a Kahoot quiz. Go to www.getkahoot.com and type in 'Amnesty Ireland Qatar Quiz' to generate the code.



Assessment of Learning

- Teacher observation of completed record sheets

Assessment for Learning

- Talk partners (self-reflection on learning)
- Pupils reflect on their learning and write a question that has arisen for them on a post-it in response to the lesson.

THINKING TIME

Is a job that pays workers less than they deserve better than no job at all?

Four Corners Quiz and Answer Sheet

Note: The correct answer for each question is in **dark red**.

Question 1: How much money was spent bringing the World Cup to Brazil in 2014?	
A. \$15 million	B. \$150 million
C. \$1.5 billion	D. \$15 billion
Source: International Trade Union Confederation (2015) 'Qatar: Profit and Loss, Counting the Cost of Modern Day Slavery in Qatar: What Price is Freedom?' http://www.ituc-csi.org/IMG/pdf/qatar_en_web.pdf	
Teacher Notes: The tournament cost an estimated \$15 billion, a significant portion of which was spent building new stadia from public money.	

Question 2: How much is it estimated that Qatar will spend on the World Cup in 2022?	
A. \$10 billion	B. \$15 billion
C. \$200 billion	D. \$390 billion
Source: International Trade Union Confederation (2015) 'Qatar: Profit and Loss, Counting the Cost of Modern Day Slavery in Qatar: What Price is Freedom?' http://www.ituc-csi.org/IMG/pdf/qatar_en_web.pdf	
Teacher Notes: The Qatar government want to develop Qatar into a huge sports and tourism centre as a long-term project for their country.	

Question 3: Approximately how many migrant workers are working to build the stadia, shops and infrastructure needed for the World Cup?	
A. 100,000	B. 550,000
C. 1,700,000	D. 5,300,000
Source: Amnesty International (2016), The Ugly Side of the Beautiful Game – Exploitation of Migrant Workers on a Qatar 2022 World Cup Site, Amnesty International https://www.amnesty.org/en/documents/mde22/3548/2016/en/	
Teacher Notes: A migrant worker is someone who is engaged in paid work in one country, when their country of origin is a different country.	

Question 4: The Kafala system was a system of control which an employer had over their employee in Qatar. Which of the following examples was NOT part of the former Kafala system?

A. Workers could look for a new job if they were unhappy.

B. Workers sometimes had their travel documents confiscated.

C. Workers were not allowed to join trade unions to look for better conditions.

D. Food and water could be withheld from workers if they complained.

Source: Amnesty International (2016), The Ugly Side of the Beautiful Game – Exploitation of Migrant Workers on a Qatar 2022 World Cup Site, Amnesty International <https://www.amnesty.org/en/documents/mde22/3548/2016/en/>

Teacher Notes: The Kafala System was commonly referred to as ‘modern-day slavery’ and widely acknowledged as being in direct contravention of the UN Declaration on Human Rights. Explore with the class what rights were being denied to workers under this system (right to work, right not to be discriminated against, right to freedom of assembly, right to adequate standard of living etc.).

While the Kafala system was abolished in 2016, it is not expected that this will result in any improvement in circumstances for the many migrant workers employed on building sites in Qatar.

Question 5: Why are there so many migrant construction workers in Qatar?

A. There are not enough construction workers in Qatar.

B. The countries the migrant workers come from have high unemployment.

C. Recruitment agents travel to other countries and promise high wages.

D. Many workers are in debt because of high fees they pay to recruitment agents.

Source: Amnesty International (2016), The Ugly Side of the Beautiful Game – Exploitation of Migrant Workers on a Qatar 2022 World Cup Site, Amnesty International <https://www.amnesty.org/en/documents/mde22/3548/2016/en/>

Teacher Notes: Answer – all of the above. Migrant workers in Qatar account for approximately 88% of the nation’s workforce.

Question 6: What percentage of migrant workers reported having to pay recruitment fees to come work in Qatar?

A. 41%

B. 63%

C. 79%

D. 82%

Source: Amnesty International (2017) <https://www.amnesty.ie/qatar-abuse-migrant-workers-remains-widespread-world-cup-stadium-hosts-first-match/>, Amnesty International (2016), The Ugly Side of the Beautiful Game – Exploitation of Migrant Workers on a Qatar 2022 World Cup Site, Amnesty International <https://www.amnesty.org/en/documents/mde22/3548/2016/en/>

Teacher Notes: Recruitment fees are illegal in Qatar. It is the responsibility of the employer in Qatar to pay any costs associated with recruitment. However the latest audit found that 79% of workers reported having to take out loans from agents in their home country to pay for recruitment costs. Workers can feel they have no choice but accept lower wages that they were promised, poor conditions and other ill-treatment because they have large loans to pay off.

Question 7: Approximately how much profit will the companies involved in building all the new projects get from their Qatar World Cup contracts?

A. \$1 billion

B. \$15 billion

C. \$50 billion

D. \$100 billion

Source: International Trade Union Confederation (2015) 'Qatar: Profit and Loss, Counting the Cost of Modern Day Slavery in Qatar: What Price is Freedom?' http://www.ituc-csi.org/IMG/pdf/qatar_en_web.pdf

Teacher Notes: Profit is the amount of money that is made after all expenses and costs have been paid by companies. Private companies need profits to continue existing, building, paying wages to workers and dividends to their shareholders.



B





Lesson 2: Letter-writing for Change

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margaret Mead, American anthropologist (1901-1978)

How and Why We Take Action

Amnesty International is a global organisation of more than 7 million people. The strength of Amnesty is in the hands of ordinary people, just like you and I, across the world. They are primary school children, adults, secondary school and university students, doctors, nurses, teachers, builders, office workers and more. The actions they take on behalf of human rights are what makes Amnesty International an effective force for social justice.

While writing a single letter on a human rights issue might seem like a lonely cry in the dark, when it comes together with the millions of other people taking action, it becomes a mighty roar for justice.

You too can make a difference for human rights. By writing a letter, by having a conversation about human rights issues with your friends and family and by holding your government officials to account you can help change the world. We all have rights based solely on the fact that we are born human. Some of those rights are to raise our voices in protest, to express our opinions, to engage in how our society is run.

By writing a letter to the President of the FAI you can make your voice heard. You can tell the soccer world that human rights matter on the pitch and in the building of the stadium where the match is played. Everyone involved, from construction workers to the star football players and their coaches are entitled to their human rights.

Take the time now to write your letter to President John Delaney and tell your friends about the issues in Qatar and ask them to write to Mr. Delaney as well.

You can be that group of thoughtful committed citizens who change the world.

Learning Objectives

The child will be enabled to:

- discuss the structure of an argument/persuasive piece
- brainstorm content to include in a letter to the FAI
- plan and write a letter to persuade the FAI to take action on human rights abuses in Qatar

Introduction

- tell the pupils that today they are going to write a letter to the FAI to try to persuade them to take action on the human rights abuses in Qatar.
- discuss the structure of a persuasive piece (proposition to be argued, arguments in chronological order, reiteration).
- examine the sample letter and note useful phrases and language that the children may choose to use in their own letters.
- ask them to brainstorm what kind of content to include in the letter. Ensure to allow time for pupils to practice saying 'powerful' sentences orally before moving to the written part of the lesson.

Development

- distribute the planning template and allow the pupils to plan what they would like to include in their letters. You may wish to allow certain pupils to work together in pairs or small groups to plan their letters.
- after reviewing their plans, allow the pupils to write the first draft of their letter.

Closure

- ask the pupils to edit and proof-read their letter before writing the final draft. This can be done in an individual, pair or whole group setting.
- pupils write their letter out in their best handwriting and share it with their peers before posting them.



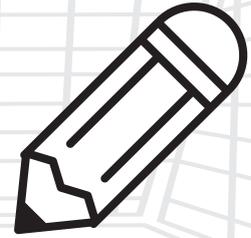
Assessment of Learning

- Teacher observation of pupils' engagement during the writing process
- Teacher assessment of the quality of the final letter

Assessment for Learning

- Pupils reflect on their letter and give themselves a score out of ten based on four different criteria - structure, clarity, quality of argument and language used.

SAMPLE HUMAN RIGHTS ACTION LETTER



Schooly McSchool Face NS,
1 Main St,
Scoiltown
(date)

Mr. John Delaney, President
Football Association of Ireland,
National Sports Campus,
Abbotstown,
Dublin 15

Dear President Delaney,

My name is _____. I am a _____ class pupil in _____. We have been learning about the 2022 World Cup in school and I have some concerns about how the workers are being treated. I would like the FAI to take action to do everything they can to ensure that workers are being treated fairly.

As you know, the 2022 World Cup is being held in the State of Qatar. In preparation for the World Cup, the Government of Qatar initiated a massive building program to provide the necessary facilities for the tournament. However, the migrant workers carrying out these building works are facing many human rights violations.

Amnesty International has identified and documented these violations including inadequate housing and overcrowding, lack of food and access to clean water as well as withholding passports and non-payment of wages. In addition, there have been many health and safety violations on the building sites that have led to excessive numbers of deaths and maiming including permanent disability for many individual workers.

The full range of violations as well as recommendations for remedies have been brought to the attention of the Qatar Government as well as to FIFA officials.

As a football supporter here in Ireland I would like to call on the FAI to show Ireland's support for the reforms promised by the Qatar Government and for the FAI to urge them to deliver these reforms with the utmost urgency. This will help reduce the risk that the FAI, its players and fans will be tainted by human rights violations perpetrated in the name of international football.

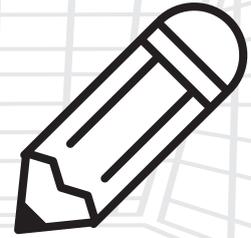
Thank you for your consideration.

Sincerely,

(name)



PERSUASIVE LETTER PLANNING TEMPLATE



(School Address)

(date)

(Address of Recipient)

Dear _____,

(Proposition/Statement - Introduce yourself and factually state what your concern is)

(Argument 1)

(Argument 2)

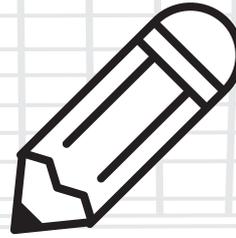
(Argument 3)

(Reiterate proposition and conclude the letter)

Yours sincerely,



WORD BANK



Useful Words

migrant workers	human rights violations	construction
industry	preparation	inadequate
overcrowding	consequences	reform
health and safety	urgency	unethical

Useful phrases

I have some concerns...	It has come to my attention that...	In preparation for the World Cup, ...
...facing many human rights violations...	...provide the necessary facilities	In addition...
Furthermore...	In conclusion,	It is unethical for
perpetrated in the name of international football	urge them to deliver on the promised reforms	I am asking you to act with the utmost urgency

Framework for Action in Schools

'How wonderful it is that nobody need wait a single moment before starting to improve the world'

Anne Frank

'The great aim of education is not knowledge, but action'

Herbert Spencer

'It is not enough to be compassionate. You must act'

**Tenzin Gyatso,
The Dalai Lama**

'It's not what you know, it's what you do with what you know. An ounce of action is worth a ton of theory'

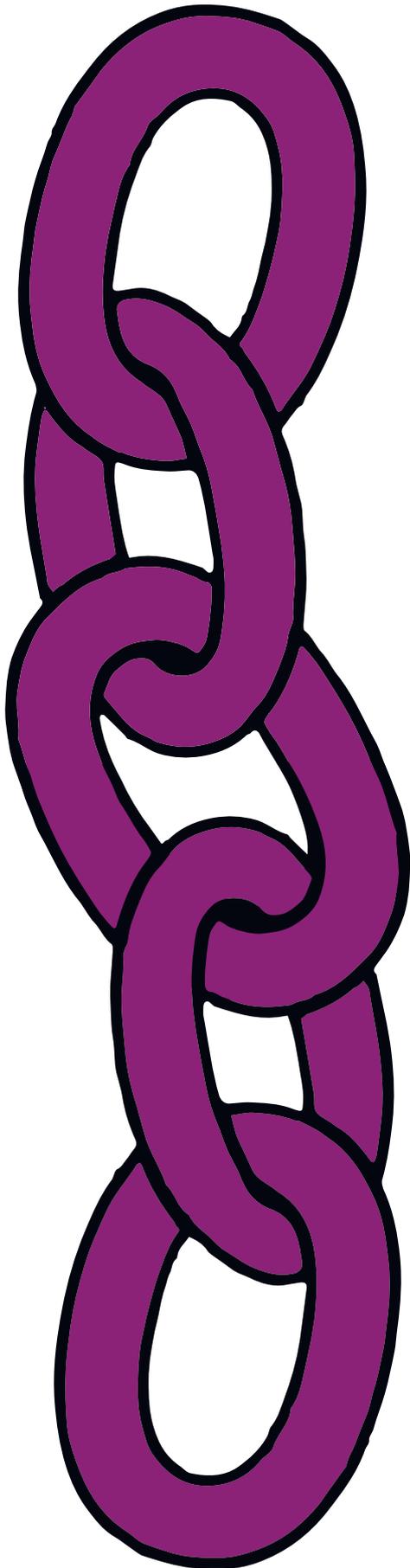
Friedrich Engels

'Activism is my rent for living on the planet'

Alice Walker

Engaging in action can be a rich and valuable learning tool for children. It allows for skill development in a meaningful context and is a hugely motivating method of learning. Importantly, it can also be easily integrated into curricular areas (as has been shown throughout this resource).

Why not build on the learning that the children have engaged in so far with a school-based action that has the potential to make a positive difference to your community?



Step 1: Think of an issue

As a class, reflect on existing activism within your school. Think about any actions or initiatives you might already be involved in. Are there any areas that might need attention? What justice issues do you feel passionate about? Are you a Fair Trade school? A Yellow Flag school? As a class decide upon a justice issue to explore further.

Step 2: Connect with others

Social media is not just for photos of your dinner and humble brags! While there are certainly limits to the effectiveness of 'clicktivism, social media can be a powerful and interactive tool for raising awareness and engaging with multiple perspectives. Has your class considered setting up a Twitter account? You can follow activists and organisations taking action on your justice issue and share some of your classwork around human rights. Be sure to think of a good hashtag!

Step 3: Reflect on your behaviour (personally, as a class, as a school)

It is important to remember that we live in an interdependent world. Think about the issue you have chosen to explore. How might your current actions be contributing to the problem? E.g. if you are focusing on Fairtrade, think about instances where you might not be choosing Fairtrade products; if you are looking at waste, think about food waste habits or the amount of paper used in the school on a weekly basis; if you are looking at direct provision, you can research to see if you, as a consumer, are contributing to the profits of any of the companies running these centres.

Step 4: Plan

Successful actions need to be planned and well-thought out. This is where your campaign comes in! Decide what kind of framework you want to put on your campaign. Can you work within an existing initiative like Green Schools or Amnesty's Friendship Week? Who will your target audience be? What would you like to achieve? How are you going to get decision makers to support it? How are you going to encourage the public to make a change for the better? Who can you link with for partnership and collaboration? What tools or resources will you need?

Step 5: Act!

Having decided upon what you would like to achieve, it's now time to act! Try to maintain a link between local and global issues as you work through your campaign – Think Global, Act Local! Allow time for your campaign to gain traction and share your progress on the school blog or class Twitter account. After a period, evaluate your campaign. Did you achieve your aims? What would you change if you were to do it again? What's the next step?

Further Reading

Language

- First Steps Reading Resource Book 2nd Edition
- Building Bridges of Understanding (available from the Curriculum Development Unit in Mary Immaculate College)
- Five Components of Effective Oral Language Instruction <http://www.pdst.ie/sites/default/files/Oral%20Language%20Booklet%20PDF.pdf>

Human Rights in Qatar

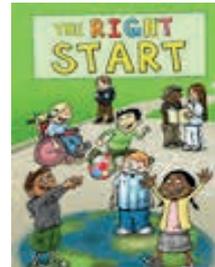
- www.playfairqatar.org.uk Trade Union Congress UK
- No Extra Time: *How Qatar is Still Failing on Workers Rights Ahead of the World Cup* Amnesty Nov 2014 https://www.amnestyusa.org/wp-content/uploads/2017/04/mde_220102014_0.pdf
- Promising Little, Delivering Less: Amnesty Report May 2015 https://www.amnestyusa.org/wp-content/uploads/2017/04/qatar_may_2015_briefing_formatted_final_version.pdf
- The Ugly Side of the Beautiful Game Amnesty Mar 2016 <https://www.amnesty.org/en/documents/mde22/3548/2016/en/>
- Amnesty Report 2016/2017 <https://www.amnesty.org/en/countries/middle-east-and-north-africa/qatar/report-qatar/>
- International Trade Union Confederation (2015) 'Qatar: Profit and Loss, Counting the Cost of Modern Day Slavery in Qatar: What Price is Freedom?' http://www.ituc-csi.org/IMG/pdf/qatar_en_web.pdf
- 'The Workers Cup' film <http://www.theworkerscupfilm.com/>

Additional Amnesty Resources

Human Rights Education

The Right Start: This resource is designed for use with Junior Infants to Second Class and is focussed on developing the skills of empathy, communication, co-operation, respect and responsibility and conflict resolution.

<https://www.amnesty.ie/what-we-do/human-rights-education/human-rights-education-resources-primary-school/>



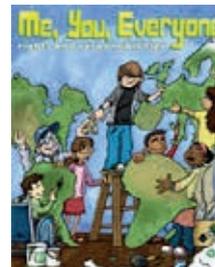
Lift Off: This resource is designed for use with third and fourth class. It focuses on knowledge of human rights issues while also building on the human rights skills and attitudes fostered in 'The Right Start'.

<https://www.amnesty.ie/what-we-do/human-rights-education/human-rights-education-resources-primary-school/>



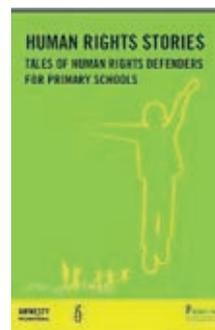
Me, You and Everyone: This resource is designed for use with fifth and sixth class. It focuses on knowledge of human rights issues while further fostering and developing the skills and attitudes acquired from previous resources.

<https://www.amnesty.ie/what-we-do/human-rights-education/human-rights-education-resources-primary-school/>



Human Rights Stories: This resource provides five tales of human rights defenders – Fela, Maria, Bobo, Ismael and Farai. Each story is written for older and younger learners.

<https://www.amnesty.ie/wp-content/uploads/2016/07/Human-Rights-Stories.pdf>





QATAR 2022
WORLD CUP

FAIR OR FOUL

Qatar 2022
FAIR OR FOUL

QATAR 2022
FAIR OR FOUL

Qatar Football
Human Rights

Equal pay for equal jobs

QATAR 2022
FAIR OR FOUL

Qatar 2022
FAIR LABOUR RIGHTS

QATAR 2022
FAIR OR FOUL

AMNESTY INTERNATIONAL

QATAR 2022
FAIR OR FOUL

FAIR OR FOUL
QATAR 2022

QATAR 2022
FAIR OR FOUL

FAIR OR HELP FOUL
QATAR 2022

Qatar 2022
FAIR OR FOUL

FAIR OR FOUL
Qatar world cup 2022

FAIR OR FOUL
Qatar 2022

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