

# THE RIGHT FOCUS

**Global Citizenship  
Education through  
Documentary Film-  
Making for the Post-  
Primary Classroom**

**Guide for Educators (ROI)**



# Trōcaire

# WHAT IS THE RIGHT FOCUS?

The Right Focus is a programme to support students and teachers to use documentary film-making as a way of taking action on important global issues.

**It is aimed primarily at students of CSPE in first and second year; however, it can be incorporated into the curriculum where teachers see the best fit for their school/subject/students, and will work really well with a Transition Year class, or as an extra-curricular project. Individual students, small groups or a whole class can sign up to the programme, and take their first steps in documentary film-making!**

## What is the aim?

By choosing a global justice issue to focus on, students will gain a deeper understanding of their chosen issue and how it affects people locally and globally. Through the development of their documentary film, they will raise awareness on this issue and encourage their peers to take action.

## How does it work?

The programme is delivered by a teacher, who is supported throughout by Trócaire staff. Students will follow a series of stages, deepening their knowledge and understanding of their chosen

issue, while developing their film-making skills and producing a short documentary film.

A key part of the programme will be an in-person workshop delivered by Trócaire staff, focusing on global justice, and the technical aspects of documentary film-making. At the end of the programme, the students will share their documentary films with other students in their school, and more widely if appropriate.

The aim of the final documentary is to encourage people to think about the issue and the contributing factors, to examine their attitude towards it and take action where appropriate.

A sample of films will be curated by Trócaire and displayed on our YouTube channel, and through social media. A selection of films will be screened at a final celebration event in May 2023. The creators of all selected films are invited to attend the event. Young people will vote for their favourite film in a **People's Choice Award** at the event.



Students from St Dominics Grammar School, Belfast with Trócaire's Mary Coogan and Emmet Sheerin celebrate winning an award for their Stand Up! documentary in The Right Focus competition. Photo credit: Peter Houlihan





Development Education (DE) is an active and creative educational process to increase awareness and understanding of the world we live in.

It challenges perceptions and stereotypes by encouraging optimism, participation and action. DE supports young people to make connections between their own lives and global social justice issues, to explore the root causes of injustice and inequality, and be empowered to make a positive difference in the world. Global Citizenship Education (GCE) is becoming a more widely used term for this

type of education. GCE/DE share the following five common elements:

- Knowledge
- Skills
- Values and attitudes
- Taking action
- Active and participatory learning methodologies

Active teaching and learning methods shift the role of the teacher and the learning environment:

From	To
Teacher-centred classroom	Learner-centred classroom
Product-centred learning	Process-centred learning
Teacher as a transmitter of knowledge	Teacher as an organiser of knowledge
Teacher as a 'doer' for learners	Teacher as an 'enabler'
Subject-specific focus	Holistic learning focus

And shift the role of the students:

From	To
Passive recipients of knowledge	Active and participatory learners
Answering questions	Asking questions
Being 'spoon-fed'	Taking responsibility for their own learning
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to the opinions of others
Learning individual subjects	Connecting their learning

The Right Focus has been developed to encourage an active teaching and learning environment. Engaging with the programme can help schools who are completing the World Wise Global Schools (WWGS) Global Passport Award, contributing to the Curricular Stamp, and the Student Capacity and Engagement Stamp. For more information on WWGS and the Global Passport Award, go to: <https://www.worldwiseschools.ie/global-passport/>

# CURRICULUM LINKS

## Key Skills of Junior Cycle

The Right Focus enables educators to address a number of elements in the Key Skills of Junior Cycle, indicated in bold on the diagram below.

By working through The Right Focus, educators will also be able to address the four key statements of learning associated closely with CSPE: SOL 7, SOL 9, SOL 10, and SOL 11. In addition, the programme directly addresses SOL 20, SOL 21, SOL 23 and SOL 24.





# LINKS TO CSPE CURRICULUM

The Right Focus has clear links to Strand Two: Global Citizenship. However, depending on the issue chosen, and the material used, there will be potential links to both strand one and strand three of the curriculum. It is recommended that students have already explored the learning outcomes in strand one, and use The Right Focus as a framework for investigation for strands two and/or three.

## Suggested strand two learning outcomes covered by The Right Focus include:

**2.1** communicate how they are connected to and dependent upon ecosystems, people and places, near and far

**2.4** discuss sustainable strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change

**2.5** examine case studies of personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this

**2.6** express an informed opinion about the root causes of poverty, both locally and globally

**2.10** evaluate how they can contribute in responding to one challenge currently facing the world

**2.9** analyse one global issue or challenge, under the following headings: causes, consequences, impact of people's lives and possible solutions

**2.12** reflect on their ongoing learning and what it means for them

## Indicators of well-being addressed by The Right Focus:

### Active



- Am I a confident and skilled participant in physical activity?
- How physically active am I?

### Responsible



- Do I take action to protect and promote my well-being and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk and do I make right choices?

### Connected



- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own well-being and that of others, in local and global contexts?

### Resilient



- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?

### Respected



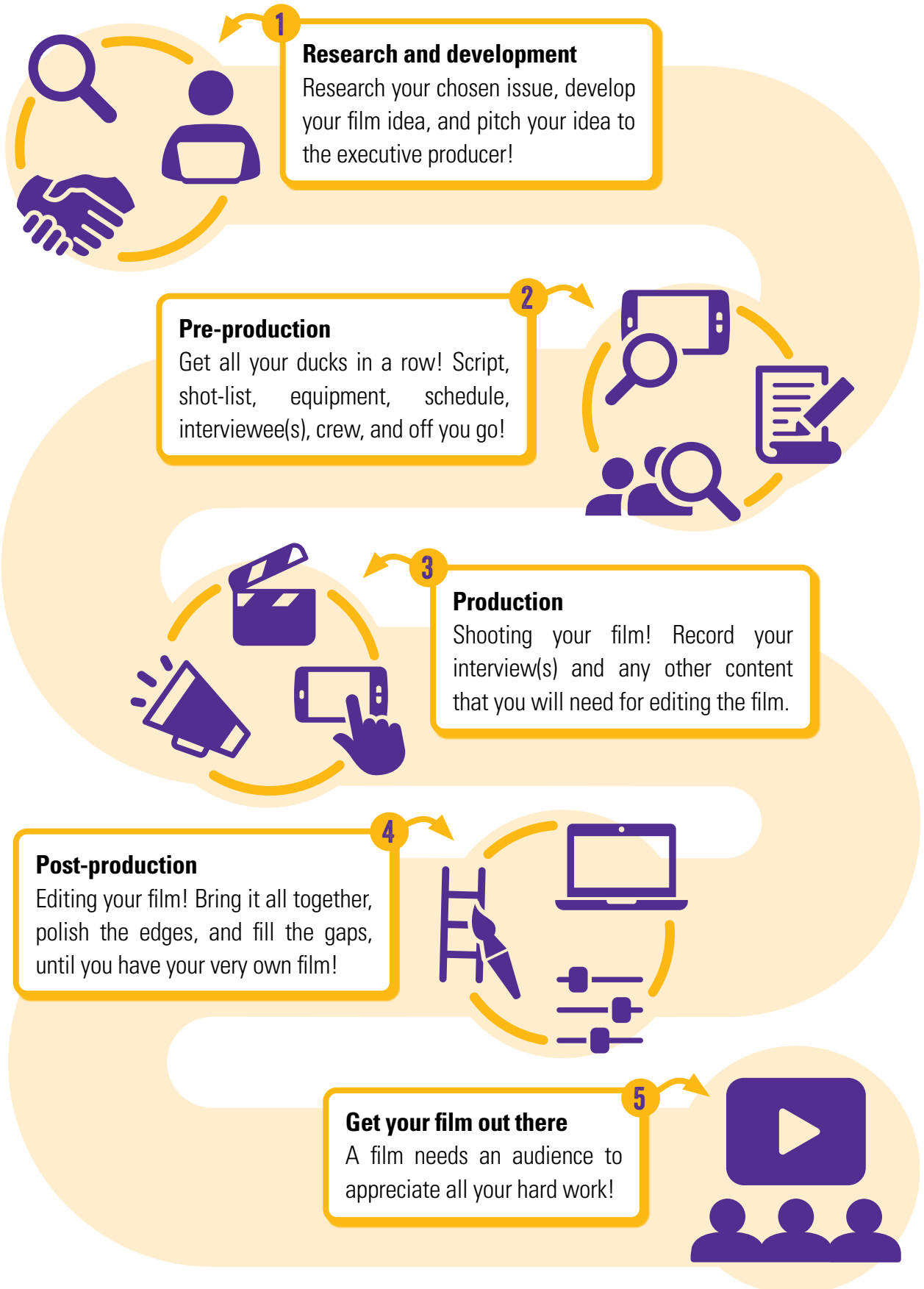
- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?

### Aware



- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

# THE FIVE STAGES OF DOCUMENTARY FILM PRODUCTION



# GLOBAL JUSTICE AND THE SDGs

## What is Global Justice?

Global justice is the idea that every person, everywhere in the world, is born with the same rights. This means that everyone should have equal access to resources and have the power to make decisions that affect their daily lives. There are many issues that might be considered global justice issues, such as climate change, poverty, conflict, refugee crises, hunger and food insecurity, access to resources (land, water), and gender inequality.

Many people around the world do not have equal access to resources or the power to make decisions that affect their daily lives. People experience

injustice when their human rights are denied, and there is an absence of opportunity, voice, power and control over one's destiny. The causes of this injustice often lie in systems and places outside of the person's control, and often outside of their own country.

The way the world is structured means that some people have more power than others. In the economic system, which we are all part of, there are those who mostly benefit and those who mostly suffer. Global justice calls us to question why this is and to explore what we, as global citizens, can do to build a more just world.



In order to address issues of global justice, it is essential to have a global plan. World leaders at a United Nations summit adopted the Global Goals for Sustainable Development (SDGs) in September 2015. These goals apply universally to all countries; therefore, Ireland is committed to achieving them. The SDGs have many problems that need to be addressed, and efforts to achieve the goals have been hampered by global shocks such as the Covid-19 pandemic and the war in Ukraine. However, they currently represent humanity's best chance to address the global justice issues affecting people in every region of the globe.

During the research and development stage, young people will choose a global justice issue that they are interested in, linked to the SDGs, as their focus.



# SUGGESTED TIMETABLE FOR DELIVERY OF THE MODULE

The following table is a suggested plan to deliver the entire module in one block. Please feel free to adapt this plan to suit your circumstances.

<b>Lesson One: Trócaire Documentary Screening</b>	<ul style="list-style-type: none"> <li>• Introduction to documentary films</li> <li>• Screening of Trócaire's documentary <i>Make it Your Business</i></li> <li>• Analysis of documentary film</li> </ul>
<b>Lesson Two: The Masterclass (Delivered by Trócaire staff)</b>	<ul style="list-style-type: none"> <li>• Trócaire global justice workshop</li> <li>• Trócaire film-making skills workshop</li> </ul>
<b>Lesson Three: Research and Development</b>	<ul style="list-style-type: none"> <li>• Students research and choose which global justice issue they will focus on in their group</li> <li>• Students link their chosen issue to the SDGs, including relevant targets and indicators</li> <li>• Students pitch their idea to the executive producer (teacher)</li> </ul>
<b>Lesson Four: Pre-production</b>	<ul style="list-style-type: none"> <li>• Name the production company and identify roles and responsibilities</li> <li>• Budget</li> <li>• Get to know the equipment</li> <li>• Draft the script</li> <li>• Identify an interviewee</li> <li>• Plan a filming schedule</li> <li>• Arrange the interview and prepare the questions</li> </ul>
<b>Lesson Five: Production</b>	<ul style="list-style-type: none"> <li>• Shoot the interview</li> <li>• Record audio</li> <li>• Shoot any additional footage</li> </ul>
<b>Lesson Six: Post-production</b>	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Identify and shoot any additional footage if necessary</li> <li>• Add sound effects/music</li> <li>• Arrange test screenings for feedback</li> <li>• Make any final edits</li> </ul>
<b>Lesson Seven: Get the Films Out There</b>	<ul style="list-style-type: none"> <li>• Arrange school screenings</li> <li>• Share finished videos with Trócaire for YouTube channel</li> <li>• Films submitted to Trócaire by 31 March 2023 will be considered for inclusion in our final screening event</li> </ul>





## LESSON ONE: Trócaire Documentary Screening

Introduce the module to your class using the following suggested plan.

1) Starter activity. Ask the students the following questions:

- What is your favourite film?
- Why is it your favourite?
- What is a documentary film? Can you think of any examples? What was the subject of the documentary film? How did it affect you?
- What are the main differences between a drama/fictional film and a documentary film? What are the similarities? What do you think makes a good documentary film? What are the elements of a documentary film?



- 2) Screening of [Make it Your Business](#) (password is OAC). Show this Trócaire documentary to the students and ask them to use student worksheet one on page six of the student workbook to take notes on the different components and techniques used.
- 3) Encourage the students to discuss the documentary they have just watched and, using their notes, generate some questions to ask the Trócaire staff during the upcoming masterclass.

## LESSON TWO: The Masterclass

Contact Stephen Farley ([stephen.farley@trocaire.org](mailto:stephen.farley@trocaire.org)) to arrange a visit from Trócaire staff to work with your students. Depending on availability, timetables, etc., this can be one visit that covers both elements of the masterclass (global justice, film-making), or two separate sessions. These sessions can also take place online.

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## LESSON THREE: Research

Organise the class into groups of four or five students, and explain the task using the **graphic on page six** as a way to help the students visualise the process.

Ask each group to choose which global justice issue appeals the most to the group. It should be an issue that they are interested in learning more about, based on the introduction given during the masterclass. At the start of the next lesson, groups

will have time to develop their idea further, before pitching the idea to the executive producer (teacher) for the go-ahead.

Groups should use the targets and indicators of the seventeen SDGs to give them ideas to help refine their chosen issue. Access to library and ICT facilities will be necessary for this stage of the process.

Global justice issue	SDG	Targets	Documentary idea
Women's rights	SDG 5. Gender equality	5.5 Women in leadership positions	Female leaders in their community and around the world
Pollution in our oceans	SDG 14. Life below water	14.1 Reduce marine pollution of all kinds	Single use plastic in our oceans
Biodiversity loss	SDG 15. Life on land	15.2 Sustainable forest management	The effects of palm oil production on indigenous communities

**The Global Dimension:** If the students are investigating an issue in the Irish context – for example, the pollution of freshwaters in Ireland (<https://www.irishtimes.com/news/environment/report-confirms-acceleration-of-species-loss-and-habitat-deterioration-1.3893077>) or the proposed gold-mining operations in the Sperrin Mountains (<https://www.theguardian.com/business/2020/jul/28/how-much-is-a-life-worth-northern-irish-community-split-over-gold-mining-plans>) – it is important to make local-to-global links where possible.



## LESSON FOUR: Pre-production

### The Group

At this stage, it is important to encourage the students to think about what skills and experience they already have in the group, and how this can be used in the different roles needed for this programme. Some people in the group may already have experience editing short films, or have artistic skills. Others may be good at organisation, or have an eye for a good photo. Everybody will have knowledge and skills that will help with the programme. Use the table on page eight of the student workbook to help with this process.

### The Gear

Helping the students understand their equipment and how to use it is critical to success. A mobile phone with a good camera will be sufficient; however, if your school has other equipment available for students to

use, this is encouraged, especially the use of a tripod and microphone. Whatever equipment the students have, encourage them to practise with it so that they are familiar with how it works. Footage can be stored on the phones/cameras, but it is good practice to have a backup storage option.

### The Interview

This is a central feature of the films. Support your students in choosing someone to interview who is linked to their issue in some way, has an interesting point of view or experience and, most importantly, is willing and available to be interviewed. It is important to ensure that all safeguarding precautions are taken, and that informed consent is given by the interviewee. See a suggested consent form on page twelve; however, you may need to use a school form instead.



## LESSON FIVE: Production

Now it is over to the students. They know what they are doing, they have the gear, the interview is arranged and questions prepared, and they know what other footage they need. Encourage your students to follow the steps in the student guide, and please contact us at Trócaire for any help or advice during this stage.



## LESSON SIX: Post-production

It is advisable to make sure that the students have considered how they will edit their films. Make sure that they have access to editing software that is appropriate for the equipment they intend to use.

Once the rough cuts of the films are ready, arrange for some test screenings, and encourage the students to produce some feedback forms focused on what they want to know. Then allow some time for the students to use this feedback if they so wish to make some further edits to their films. Remember, not all feedback will be useful, or should inform changes.



## LESSON SEVEN: Get the Films out There

Now it is time to support your students in sharing their films with as many people as possible.

- Begin by arranging screenings in your school. Do this through individual classes, assemblies, or through an organised film festival, raising awareness of the chosen issue in the school through the students' work. This is a very important step, as the purpose of the films is to raise awareness and encourage action on the issues in the films.
- Share the videos with us in Trócaire, and we will host a selection of them on our YouTube channel.
- Share them through your own social media channels if appropriate. Remember to tag Trócaire so we can see them, and share the students' work even further.
- A shortlist of films will be screened at our final celebration event in May 2023. The **People's Choice Award** is presented to the film voted as the best on the day by the audience. More details will be sent to participating schools closer to the time.



# CONSENT FORM

## Video/photography permission form

*To be completed by students:*

Production company name: \_\_\_\_\_

Location: \_\_\_\_\_

Date/time: \_\_\_\_\_

Executive producer (teacher) signature: \_\_\_\_\_

*To be completed by interviewee:*

Name of person: \_\_\_\_\_

*I consent to photographs and/or video interview being taken for the purpose of students creating a documentary film for Trocaire's The Right Focus programme and understand that the film may be included on Trocaire's YouTube channel, screened at a Festival of Action event and shared on social media.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

*Trócaire recommends that only persons eighteen or older are interviewed for the films, and that consent must be given prior to any filming taking place. Please ensure that those being interviewed are comfortable with how the footage will be used, and that all school safeguarding procedures are followed.*

\_\_\_\_\_

# CRITERIA CHECKLIST



## Film Checklist

### Research and development

We watched Trócaire's <i>Make it Your Business</i> documentary	
We arranged a masterclass with Trócaire (if applicable)	
We chose a global justice issue and linked it to the SDGs	
We pitched our idea to the executive producer and our idea has been approved	
Our chosen global issue links to a target or targets in the SDGs	



### Pre-production

We have a name for our production company	
We have assigned roles and responsibilities	
We have practised with and know how to use our equipment	
We have researched the issue, including examining different views and perspectives	
We identified an interviewee or interviewees and have received informed consent	
We have a script with clear and open questions for the interview	



### Production

We have thought about framing and composition for our interview	
We have shot the interview in landscape (horizontal) position	
We have ensured the best quality of audio for the interview	
We have recorded our narrator/presenter	
We have shot all the B-roll we need for the film	
We have saved and backed up everything we have shot	



### Post-production

We have found video editing software to edit our movie and learned how to use it	
We have considered copyright and have permission to use any sourced B-roll and music	
We have added music to our film	
We have created a feedback sheet	
We have shown our film to our peers	
We have discussed feedback	



### Get your film out there

We arranged screenings in our school/community	
We sent the video to Trócaire	

### Overall

Our film raises awareness of a global justice issue	
Our film connects the local and the global contexts	
Our film creates empathy about a global justice issue	
Our film encourages people to take action on the issue	



# SUGGESTED WEBSITES AND RESOURCES:

- [trocaire.org/education](https://trocaire.org/education)
- [sdgs.un.org/goals](https://sdgs.un.org/goals)
- <https://www.globalgoals.org/>
- [worldslargestlesson.globalgoals.org/](https://worldslargestlesson.globalgoals.org/)
- <https://www.undp.org/sustainable-development-goals>
- <https://irelandsdg.geohive.ie/>
- <https://www.youtube.com/user/THiNKmediaTV>
- <https://www.pexels.com>
- <https://shutterstock.com>
- <https://freemusicarchive.org>



## Join us on:

**Facebook:** [facebook.com/trocaireireland](https://facebook.com/trocaireireland) – connect with us

**Twitter:** [twitter.com/trocaire](https://twitter.com/trocaire) – keep up with our latest tweets

**YouTube:** [youtube.com/trocaire](https://youtube.com/trocaire) – see the people you support

**Vimeo:** [vimeo.com/trocaire](https://vimeo.com/trocaire) – watch our videos

**Instagram:** [instagram.com/trocaireonline](https://instagram.com/trocaireonline) – see our photos and videos

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