

## Unit 1 (3<sup>rd</sup>-4<sup>th</sup> class)

### Sustainable Development: the key to transforming our world

#### Learning intentions:

We will learn to:

- Describe our connections to people and places, far and near
- Imagine a world transformed (changed) for the better
- Explore solutions to the problems facing our world today
- Explain the meaning of keywords related to sustainable development
- Create a visual representation for the United Nations Global Goals for Sustainable Development
- Reflect on what we found out and did in this Unit

#### Materials:

##### Activity One: Connections, far and near

- Anna's connections: Teacher Resource Sheet (page 7)
- Terms explained: Teacher Resource Sheet (page 8)
- My connections: Pupil Worksheet (page 9)

##### Activity Two: Wish you were here!

- Wish you were here: Pupil Worksheet (page 10)

##### Activity Three: Transforming our world

- Map of the world
- Dalai Lama: Teacher Resource Sheet (page 11)
- Transforming our world: Pupil Worksheet (page 12)

##### Activity Four: Introducing sustainable development

- Communicating at a distance: Pupil Worksheet (page 13)

##### Activity Five: Least Developed Countries

- Map of the world

##### Activity Six: Introducing the Global Goals

- Map of the world
- United Nations Global Goals for Sustainable Development: Teacher Resource Sheet (page 14)
- Global Goals (child-friendly version): Pupil Worksheet (page 15)
- 'The world's largest lesson: introduced by Malala Yousafzai,' animation (6.20 mins), available: <https://vimeo.com/138852758>

##### Activity Seven: Global Goals logos

- Global Logo Cards (page 16)

## Step-by-step instructions:

### Activity One: Connections, far and near

1. Ask the class to describe what happens when someone throws a stone into water.
2. Explain that the rings that form when the stone is thrown into the water are called ripples. Our world works in a similar way to a stone being thrown into water because everyone and everything in our world are connected to and depend upon each other. This means that what happens to people or what people do in one place can have a big impact on other people and places. This type of connectedness is called **interdependence**.
3. Display [Anna's Connections: Teacher Resource Sheet](#) (page 7) on the board.
4. Read through Anna's Story and ask pupils to brainstorm the different ways that Anna and her family are connected to, and dependent upon people and places, in Ireland and overseas. Record pupil's responses on the board.
5. Add the following to pupil's responses:  
The price of oil drilled in Saudi Arabian oilfields affects the price of petrol worldwide. This in turn affects the cost of Anna's bus ticket; and the burning of fossil fuels, like petrol or diesel, contributes to climate change.  
**NOTE:** Depending on your class you may wish to share explanations for the terms fossil fuel and climate change, available in [Terms Explained: Teacher Resource Sheet](#) (page 8).
6. Ask pupils to call out the different places their families are originally from, or where some members of their family are now living, and record their responses on the board.
7. Invite pupils to check the tags on their clothes and to call out the countries where their clothes were made. Add these countries to the list on the board.
8. Locate all the countries mentioned on a map of the world. Highlight the range of connections that people in the class have with the rest of our world.
9. Distribute one copy of [My Connections: Pupil Worksheet](#) (page 9) to each pupil.
10. Using Anna's Story as a guide, invite each pupil to think about their connections to people and places, in Ireland and abroad. They can draw a picture of themselves in the space provided, then complete each of the boxes on the worksheet.

### Activity Two: Wish you were here!

1. Write 'The YEAR 2030...' on the board.
2. Facilitate a whole class discussion, using the following prompts:
  - What age will you be in the year 2030?
  - What do you hope your life will be like in 2030?
  - When thinking about the world in 2030, what would you like to keep the same as now?
  - What would you like to change or transform?
3. Divide the class into small groups.
4. Distribute copies of [Wish you were here: Pupil Worksheet](#) (page 10) to each group.

5. Invite students to imagine it is the year 2030 and they are writing a postcard to their younger selves in the year 2018.  
On the left-hand side of the postcard they should include the following information:
  - Date
  - Opening salutation or greeting
  - Information about the world in 2030 and how it is different to their world now, in 2018.
  - Closing salutation
 On the right-hand side of the postcard they should write the class name/number and school address.
6. Invite each group to present their completed postcard.
7. Record pupil's ideas about the things that are different about the world they imagined in 2030 on the board.
8. Conclude by asking the class what they think was the most positive change or transformation they predicted for the year 2030.

### **HOMEWORK TASK:**

Invite pupils to create an image for the front of their postcard which is related to their postcard text.

**NOTE:** You may wish to display your pupil's 'Wish You Were Here!' postcards on the classroom walls or as a classroom book in the library.

### **Activity Three: Transforming our home**

1. Display [Dalai Lama: Teacher Resource Sheet](#) (page 11) on the board.
2. Ask pupils if anyone recognises the man in the photograph (Dalai Lama).
3. Explain that the Dalai Lama was born in Tibet in 1935. He is a holy and wise man, who is also the leader of the Tibetan people.  
**NOTE:** Depending on your class you may wish to locate Tibet on a map of the world.
4. Ask pupils to either rewrite (in their own words) or draw a picture to explain what they think the Dalai Lama is saying.  
**NOTE:** Depending on your class you may wish to provide the following explanation: The Dalai Lama is saying that planet earth is our home, and it is a home for all the people living now and in the future. We all need to protect our home – planet earth – for our own sake and the sake of all the people who will come after us.
5. Explain that the Dalai Lama recognises that our world is a wonderful place in many ways, but he also knows that there are lots of problems (e.g. hunger, poverty, injustice, inequality and climate change); he believes that if people are kinder to one another and take better care of the environment, our world will be transformed for the better.
6. Display [Transforming our world: Teacher Resource Sheet](#) (page 12) on the board.
7. Invite pupils to work with one classmate to complete each of the four stem sentences on the board.
8. Take feedback, recording pupil's responses on the board.

9. Facilitate a more in-depth whole class discussion, using the following questions arising from the four stem sentences on the resource sheet:
 

Stem sentence A.	Do all people everywhere in our world experience these good things? Will everybody in the future experience these good things?
Stem sentence B.	Do these problems affect everyone in our world equally? Will these still be big problems in the future?
Stem sentence C.	Do you belong to any of the groups who can make decision or take actions to solve these problems?
Stem sentence D.	Do you or any other children you know already do any of these things?

#### Activity Four: Introducing Sustainable Development

1. Ask the class to describe what babies do for the first few months of their lives (e.g. sleep, eat, cry, grow etc.). Now ask them to discuss what children in junior infants can do (talk, walk, run, jump, write their own name, play with their friends, learn new things etc.).
2. Explain that as babies grow into small children they change a lot. When these changes (like learning to speak, or walk) happen, children are 'developing'.
3. Tell the pupils that they are now going to think about developments in communication by discussing the changes over time in how people communicate at a distance from one another.
4. Divide the class into pairs.
5. Distribute one copy of [Communicating at a distance: Pupil Worksheet](#) (page 13) to each pair.
6. Ask pupils to number the ways of communicating at a distance, from the earliest to the most recent ways of communicating.  
**NOTE:** The correct order is as follows: (1) letters sent via post – 1789: first mail coach between Dublin and Cork; (2) telegrams – 1844; (3) phone calls via landlines – 1880; (5) email – 1971; (6) smart phones for texting and phoning – 2000; (7) Skype – 2003; (8) Facebook – 2004; (9) Twitter – 2006; (10) WhatsApp – 2009; (11) Instagram - 2010.
7. Facilitate feedback from pupils by asking the following questions:
  - Which method of communication do you like the best? Why?
  - Do you think the communication methods you like the best are a good change or a good development from the ones before? Why?
8. Explain to the class that 'development' is about trying to bring about good changes so that the lives of everyone in our world are better.
9. Write the word **sustainable** on the board, and explain that this means lasting for a very, very long time. For example, if we all charged our phones using electricity generated by energy from the sun, that would be sustainable, because solar power is renewable, meaning that it will last forever.
1. Explain that 'sustainable development' is about transforming our world by making good and long-lasting changes so that in all countries:
  - everyone can live in a healthy, safe environment
  - everyone has enough food to eat and clean water to drink

- all children can go to school and get a good education
  - people everywhere can get help if they are sick
  - people everywhere can get decent work so that they can earn money for their families
  - all people are educated to care for our world
2. Conclude by explaining that by doing the Our World Irish Aid Awards activities they will learn about **sustainable development** that is trying to bring about **good and long-lasting changes**, so that **our world is transformed, and the lives of people, now and far into the future, are better.**

### Activity Five: Least Developed Countries

1. Display a map of the world on the board.
2. Ask pupils to identify the different continents, drawing their attention to Africa, a continent with 55 different countries.
3. Explain that all the countries are constantly developing and changing; many leaders and ordinary people all around our world are working hard to try to bring about **good and long-lasting changes** which improve the lives of everyone living in their country and beyond.
4. Explain that large numbers of poorer countries (least developed countries or LDCs) are in Africa, but there are also countries in Asia and other parts of our world, that can be categorised as LDCs.
5. Explain that in least developed countries there are lots of poor people (people who live on less than €2.20 each day). Many least developed countries get help from better off countries, such as Ireland. Ireland has been helping least developed countries for over 30 years.
6. Invite pupils to name some least developed countries and locate these on a map e.g. Afghanistan, Bangladesh, Ethiopia, Haiti, Mozambique, Uganda and Sierra Leone.  
**NOTE:** An official list of least developed countries can be downloaded from [www.ourworldirishaidawards.ie](http://www.ourworldirishaidawards.ie) (end of the lesson plan section).
7. Explain that the Irish Government gives aid (money) to least developed countries on behalf of all the people of Ireland, through its Irish Aid programme. This money is used to help the poorest families in these countries. Explain to pupils that they will find out more about the work of Irish Aid in Unit 2.

### Activity Six: Introducing the Global Goals

1. Write the following on the board:  
*Goal = something good that you are prepared to work towards*
2. Tell the class in 2015 leaders of 193 countries, including Ireland, came together in the United Nations at a big meeting to agree a plan to rid the world of poverty and hunger, to fight injustice and inequality, and to protect the environment.  
These leaders, from both rich and poor countries, recognised the interdependence nature of our world (what people do in one place can have a big impact on people in other places). They wanted a plan that would transform their own countries and our world so that people now, and in the future, can have better lives. Transforming our world for the better is a big job which will take time, so the leaders of 193 countries

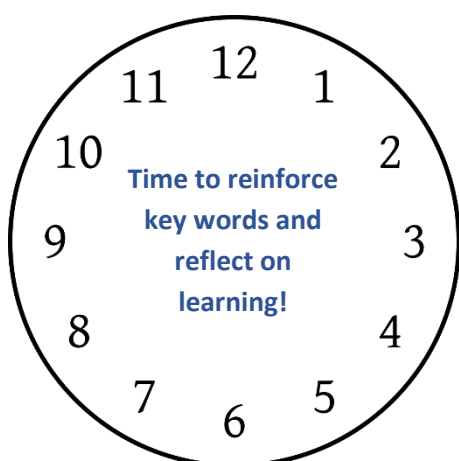
agreed a list of goals for all countries to be achieved by 2030. These goals are called the Global Goals for Sustainable Development.

**NOTE:** For more information see [United Nations Global Goals for Sustainable Development: Teacher Information Sheet](#) (page 14).

3. Show 'The world's largest lesson: introduced by Malala Yousafzai,' animation (6.20 mins), available: <https://vimeo.com/138852758>
4. Divide the class into small groups.
5. Distribute one copy of the [Global Goals \(child-friendly version\): Pupil Worksheet](#) (page 15) to each group.
6. Ask pupils to tick the Goals that they think are most likely to transform our world for the better, and to record the reasons for their choice(s) on their worksheet.
7. Explain that the 17 Goals are linked to each other. All the Goals are equally important, and no one Goal can be achieved without the others. For example:
  - If everyone works together (Goal 17) to take care of the world and protect the environment (Goal 14 and Goal 15), this helps farmers to produce food to make sure that everyone has enough to good food to eat (Goals 2 and 3).
  - Having enough good food to eat (Goals 2 and 3) and being able to go to school (Goal 4) are linked because children need to be well fed and healthy (Goal 3) to be able to walk to school and to learn properly.
8. Conclude by explaining that the Global Goals can help solve the problems facing the world today – everyone, everywhere needs to act to fix these problems. The Global Goals are a type of guide to help us to transform our world for the better.

### Activity Seven: Global Goal Logos

1. Divide the class into pairs.
2. Invite pupils to imagine that they work for the United Nations and they have been asked to create a logo (or picture) to capture what one of the Global Goals is about.
3. Give one of the [Goal Logo Cards](#) (page 16) to each pair.
4. Encourage pupils to think carefully about use of colour, perspective etc to create a logo for their Goal.
5. Display the completed logos on the wall, and facilitate each pair to present their logo.
6. Show the class the Global Goals poster (included in the Our World Awards Teachers' envelope with the Pupils' Magazines), and invite pupils to compare their logos with the 'official' Global Goal logos.



End of unit literacy and reflection activities are available in the lesson plan section of the Our World Irish Aid Awards website:  
[www.ourworldirishaidawards.ie](http://www.ourworldirishaidawards.ie)

## Activity One

### Anna's Connections: Teacher Resource Sheet

This is Anna...



For her 12th birthday Anna's mother brought her to the cinema with her friends and then to dinner in a restaurant which is part of a famous international pizza chain.

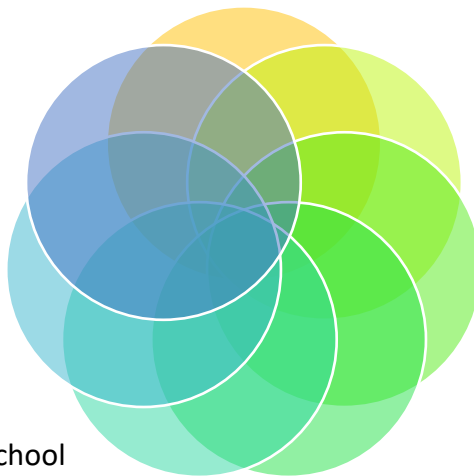
Anna lives with her parents and her younger sister.

She lives in a small village at the foot of a mountain in the west of Ireland.

Lots of tourists visit the area because it is very beautiful, with good walking trails.

On the bus to school Anna likes to listen to music on her phone, a present from her Granny who lives in Dublin.

Anna is in 6<sup>th</sup> class in the local national school.



## Activity One

### Terms Explained: Teacher Resource Sheet

#### *Fossil fuels*

Plants and animals die, they are buried and preserved, and over a very long period, their remains are turned into gas, oil, peat and coal. Because these types of fuel are made up of the remains of plants and animals they are called 'fossil fuels'.

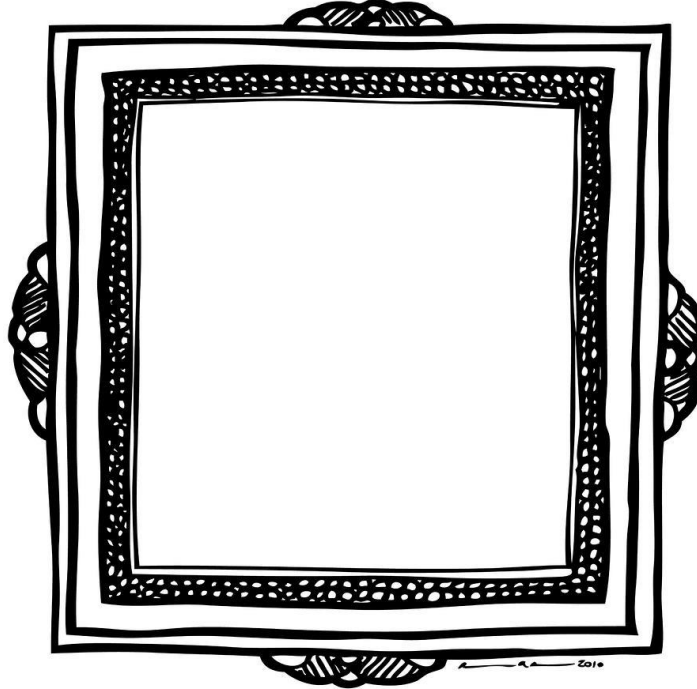
#### *Climate Change*

Burning fossil fuels releases carbon dioxide (CO<sub>2</sub>) into the earth's atmosphere. Carbon dioxide acts like a blanket around the earth, trapping heat and warming our world. This warming causes changes in long-term weather patterns and can lead to droughts (lack of rainfall) and floods, which in turn makes it very difficult for farmers to grow enough crops for food.



## Activity One

### My Connections: Pupil Worksheet



My family members:

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People/things I rely on  
in school:

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People/things I rely on  
in my locality:

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People/places around our world that I'm connected to in my daily life (for example, I drink tea grown in Malawi or I like books by an Australian author):

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## Activity Two

### Wish you were here: Pupil Worksheet

A large rectangular box for drawing. Inside the box, there is a horizontal line. Below the horizontal line, there are five vertical lines of equal height, spaced evenly apart, forming a table structure. To the right of the vertical lines, there is a small square box, likely for a signature or name.

### Activity Three

#### Dalai Lama: Teacher Resource



*“Our planet is our house, and we must keep it in order and take care of it if we are genuinely concerned about happiness for ourselves, our children, our friends...”*

### Activity Three

#### Transforming our world: Teacher Resource Sheet

A. Some of the good things about our world are:

B. The biggest, most important problems in our world today are:

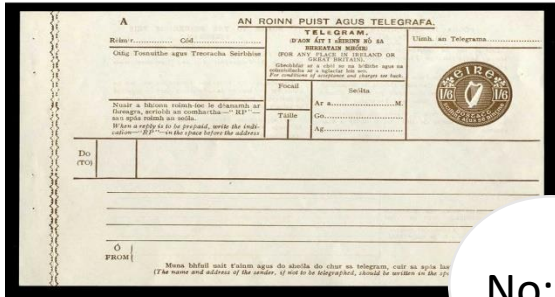


C. People or groups who can make decisions or take actions to solve these problems are:

D. Things I can do to help mind our world for people now and in the future are:

## Activity Four

### Communicating at a distance: Pupil Worksheet



No: \_\_\_\_



No: \_\_\_\_



No: \_\_\_\_



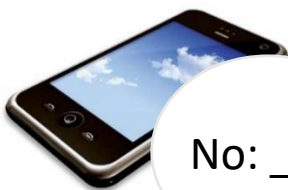
No: \_\_\_\_



No: \_\_\_\_



No: \_\_\_\_



No: \_\_\_\_



No: \_\_\_\_



No: \_\_\_\_



No: \_\_\_\_

## Activity Six

### United Nations Global Goals for Sustainable Development:

#### Teacher Resource Sheet

1. End poverty
2. End hunger
3. Make sure everyone can live healthy lives
4. Make sure everyone gets a good education
5. Make sure that women and girls get the same chances as men and boys
6. Make sure that everyone has access to clean water and proper toilets
7. Make sure that everyone has enough heat, light and power without damaging the environment
8. Help countries to develop and provide good jobs in a way that benefits everyone
9. Build schools, hospitals and roads, and promote businesses and industries that make the people's lives better
10. Make sure that everyone is treated fairly, and that countries treat each other fairly
11. Make cities environmentally friendly and safe communities, where people can live well
12. Make sure we don't buy too many things so that we do not use up the earth's scarce resources
13. Act now to fight climate change
14. Look after the life in our oceans and seas
15. Look after forests, animals and the earth itself
16. Work for peace and justice inside and between countries
17. Countries will work together as partners to achieve the Global Goals and make the world a better place for everyone.

## Activity Seven

### Global Goals: Pupil Worksheet



**THE GLOBAL GOALS**  
For Sustainable Development

1. End poverty
2. End hunger
3. Make sure everyone can live healthy lives
4. Make sure everyone gets a good education
5. Make sure that women and girls get the same chances as men and boys
6. Make sure that everyone has access to clean water and proper toilets
7. Make sure that everyone has enough heat, light and power without damaging the environment
8. Help countries to develop and provide good jobs in a way that benefits everyone
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13. Act now to fight climate change
14. Look after the life in our oceans and seas
15. Look after forests, animals and the earth itself
16. Work for peace and justice inside and between countries
17. Countries will work together as partners to achieve the Global Goals and make the world a better place for everyone.

I think the most important Global Goals are numbers...

and...

because...

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## Activity Seven

### Goal Logo Cards

Give one Global Goal logo card to each pair of pupils.

**Goal 1**  
End poverty

**Goal 7**  
Make sure that everyone  
has enough heat, light and  
power without damaging  
the environment

**Goal 13**  
Act now to fight climate  
change

**Goal 2**  
End Hunger

**Goal 8**  
Help countries to develop  
and provide good jobs in a  
way that benefits everyone

**Goal 14**  
Look after the life in our  
oceans and seas

**Goal 3**  
Make sure everyone can  
live healthy lives

**Goal 9**  
Build schools, hospitals and  
roads, and promote  
businesses and industries,  
that make the people's lives  
better

**Goal 15**  
Look after forests, animals  
and the earth itself

**Goal 4**  
Make sure everyone gets  
a good education

**Goal 10**  
Make sure that everyone is  
treated fairly, and that  
countries treat each other  
fairly

**Goal 16**  
Work for peace and justice  
inside and between  
countries

**Goal 5**  
Make sure that women  
and girls get the same  
chances as men and boys

**Goal 11**  
Make cities environmentally  
friendly and safe  
communities, where people  
can live well

**Goal 17**  
Countries will work  
together as partners to  
achieve the Global Goals  
and make the world a  
better place for everyone

**Goal 6**  
Make sure that everyone  
has access to clean water  
and proper toilets

**Goal 12**  
Make sure we don't buy too  
many things so that we do  
not use up the earth's  
scarce resources