

Unit 1 (5th-6th 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 the terms 'sustainable development' and 'least developed countries'
- Identify connections between the United Nations Global Goals for Sustainable Development
- Reflect on what we found out and did in this Unit

Materials:

Activity One: Web of connections

- Web of connections poem: Teacher Resource Sheet (page 7)
- Web of connections: Pupil Worksheet (page 8)

Activity Two: Wish you were here!

- Wish you were here: Pupil Worksheet (page 9)

Activity Three: Transforming our home

- Map of the world
- Dalai Lama: Teacher Resource Sheet (page 10)
- Transforming our home: Pupil Worksheet (page 11)

Activity Four: What is 'sustainable development'?

- Map of the world

Activity Five: Least Developed Countries

- Map of the world

Activity Six: Introducing the United Nations Global Goals for Sustainable Development

- Map of the world
- Global Goals for Sustainable Development: Teacher Resource Sheet (page 12)
- Global Goals (child-friendly version): Pupil Worksheet (page 13)
- 'The world's largest lesson: introduced by Malala Yousafzai,' animation (6.20 mins), available: <https://vimeo.com/138852758>
- 'We the People,' video (2.59 minutes), available: <http://globalgoals.org>

Step-by-step instructions:

Activity One: Web of connections

1. Display [Web of connections poem: Teacher Resource Sheet](#) (page 7) on the board.
2. Explain that this poem compares our world to a spider's web. Like a spider's web, the people, places, plants and animals in our world are connected and depend on each other. Our planet is also like a spider's web because it is very strong and flexible, but if one strand gets damaged, all are affected.
3. Ask pupils to think about their everyday lives. Who are the people and where are the places they are connected to and that they rely upon in their daily lives?
NOTE: Depending on your class, you might like to use the following prompts:
 - Who looks after you, making sure that you can grow up strong, healthy and with a good education?
 - Where do your family and friends come from originally?
 - Who built the roads where you live, and the school you attend?
 - Where does the food you eat come from?
 - Who writes or sings the music you listen to, or the books you read?
 - Where are the clothes you wear made? Who makes your clothes?
4. Divide the class into pairs, and give each pair a copy of [Web of connections: Pupil Worksheet](#) (page 8).
5. Invite each pair to complete the worksheet, using words or images to map their connections to the world.
6. Facilitate each pair to share one of their connections with the rest of the class.
7. Summarise the range of connections that your pupils have with people and places, far and near.
8. Conclude by reminding the class that our planet, and everything in it, is connected. This means that what people do in one place can have a big impact on other people and other places. This is known as interdependence.

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 would you like your life to be like in 2030?
 - When thinking about the world in 2030, what would you like to be the same as the world now, in 2018?
 - 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 9) to each group.

5. Invite pupils to imagine it is the year 2030 and they are writing a postcard to their younger selves in the year 2018.

On the back (left-hand side) of the postcard they should include the following information:

- Date
- Opening salutation or greeting
- Information about the world in 2030. What they can do in 2018 to make sure that the world is changed or transformed for the better by the year 2030.
- Closing salutation

On the back right-hand side of the postcard they should write the class name/number and school address.

6. Invite each group to present their completed worksheet.
7. On the board, record your pupil's ideas about things they can do now to make sure the world is transformed for the better by 2030.
8. Conclude by asking the class what they think was the most interesting change or transformation they predicted for the year 2030.

HOMEWORK TASK:

Invite pupils to create a relevant image for the front of their postcard, in keeping with 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 10) on the board.
2. Ask pupils whether 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.
4. Ask pupils to write, using their own words, or draw what they think the Dalai Lama is saying.

NOTE: Depending on your class you may wish to locate Tibet on a map of the world and 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. Divide pupils into groups of four.
7. Distribute one copy of [Transforming our home: Pupil Worksheet](#) (page 11) to each group.

8. Invite each pupil to write a response to the four statements on the worksheet. When everyone in the group has responded to all four statements they can design/colour 'our home' in the centre of the worksheet.
9. Facilitate groups to present their work, using the following questions:
 - What are the good things about our world today? Do all people everywhere in the world experience these things? Will everybody in the future experience these good things?
 - What are the biggest, most important problems in our world today? Why did you focus on these problems? Do these problems affect everyone in the world equally? Will these still be big problems in the future? Why/not?
 - Who are the people/groups who can make decisions or take actions to solve these problems and transform our world for the better? Which groups do you belong to?
 - What are the decisions or actions you can make or take to transform our world?
10. Display the completed worksheets on the classroom walls.

Activity Four: What is Sustainable Development?

1. Write the word '*development*' on the board. Ask the class to call out what they think this word means.
2. Ask pupils how people can communicate with family/friends who live far away, recording their responses on the board.
3. Ask pupils to order the different ways of that people communicate, from the earliest forms of communication (e.g. letters sent via post, telegrams, phone calls via landlines etc.) to the more recent forms invented (internet - email, Skype etc.).
4. Facilitate a whole class discussion, using the following prompts:
 - Which method of communication do you like the best? Why?
 - Do you think these are a good change or a good development from the ones before? Why?
5. Explain to the class that 'development' is about trying to bring about good changes so that the lives of everyone in the world are better.
6. Divide the class into small groups.
7. Write the word 'sustainable' on the board.
8. Write the following words on the board: 'people', 'good change,' 'long-lasting,' 'future,' 'care,' 'transformed,' 'world'.
9. Ask each group to use all these words in linked sentences. Record their sentences on the board.

NOTE: You may wish to provide the following example:
 'A lot of people in Ireland and elsewhere are trying to live in a more sustainable way. They try to drive less, buy less and recycle more. They are making long-lasting and good changes in their lives so that our world is transformed for the better'.
10. 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 good food to eat and clean water to drink

- all children can go to school
 - 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 the world we live in
11. Conclude by explaining that the Our World Irish Aid Awards activities are 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 least developed countries are countries where there are lots of poor people (people who live on less than €2.20 every day). Many least developed countries get help from better off countries, including 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. such as Afghanistan, Bangladesh, Ethiopia, Haiti, Mozambique, Uganda and Sierra Leone.
NOTE: An official list of least developed countries can be downloaded from www.ourworldirishaidawards.ie (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 your 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:

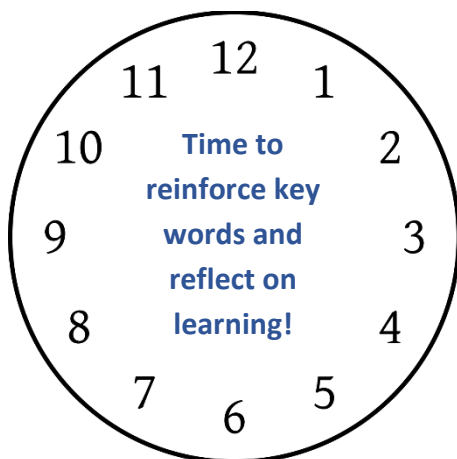
Goal = something good that you are prepared to work towards

2. Explain that in the year 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 interdependent 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, have better lives. Transforming our world for the better is a big job which will take time, so the world leaders agreed a list of goals for all countries to be achieved by 2030. These goals are called the Global Goals for Sustainable Development.

For more information on the Global Goals for Sustainable Development see [Global Goals for Sustainable Development: Teacher Information Sheet](#) (page 12).

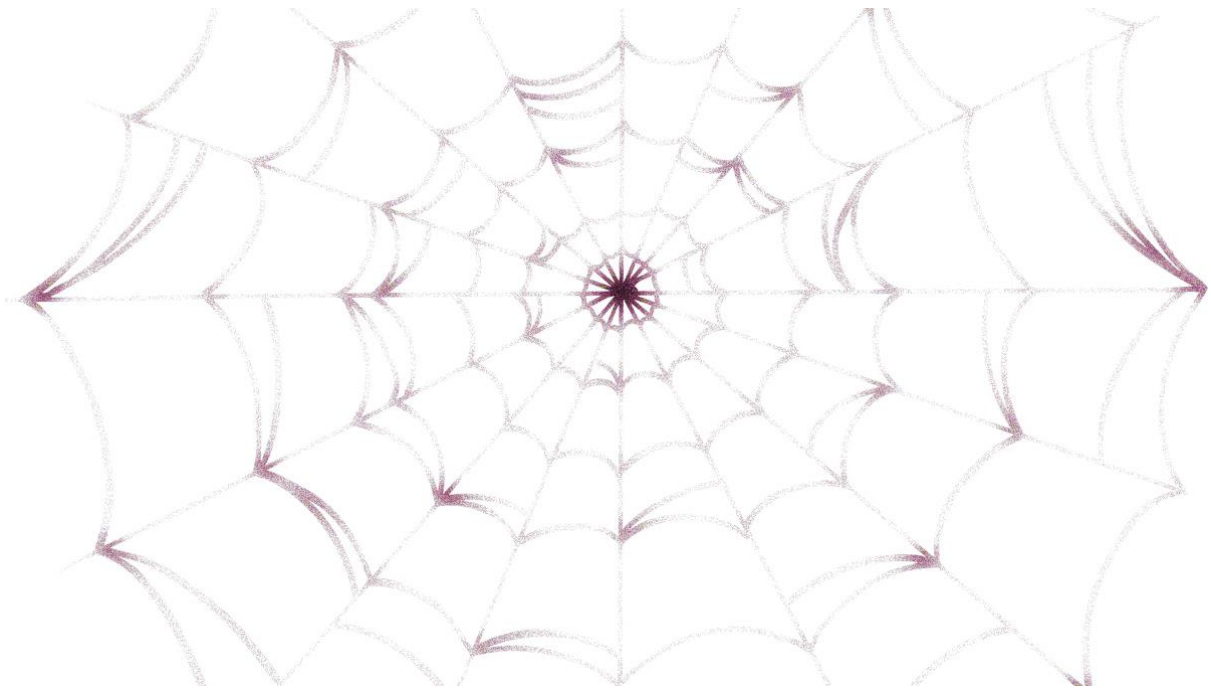
3. Show one of the following videos:
 - ‘The world’s largest lesson: introduced by Malala Yousafzai,’ animation (6.20 mins), available: <https://vimeo.com/138852758>
 - ‘We the People,’ video (2.59 mins) with well-known personalities speaking about the Global Goals, available: <http://globalgoals.org>
4. Distribute copies of the [Global Goals \(child-friendly version\): Pupil Worksheet](#) (page 13).
5. Ask pupils to tick the Goals that they think are most likely to transform our world for the better.
6. 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 our world and protect the environment (Goal 14 and Goal 15), this helps farmers to produce food to make sure that everyone has enough to eat (Goals 2 and 3).
 - Having enough food (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.
7. Conclude by explaining that the Global Goals can help solve the problems facing our 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.



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

Activity One

Web of connections poem: Teacher Resource Sheet



Humankind has not woven the web of life.

We are but one

thread within it.

Whatever we do to the web

we do to ourselves.

All things are bound together.

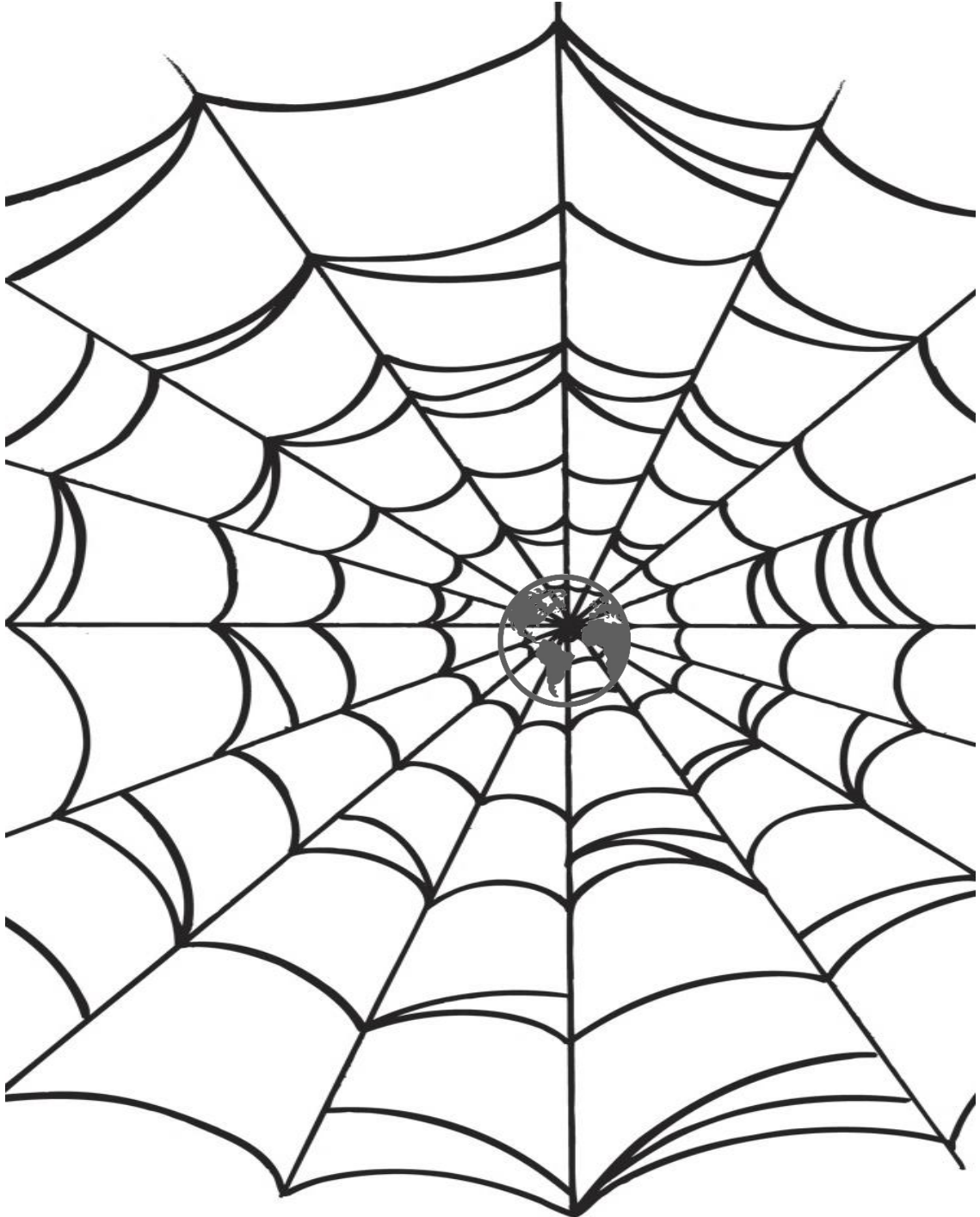
All things connect.

Attributed to Chief Seattle (c.1786-1866) of the Suquamish Tribe (Washington State, USA)

Activity One

Web of connections: Pupil Worksheet

Use the spider's web to write or draw about your connections to our world.



Activity Two

Wish you were here: Pupil Worksheet

A large rectangular frame containing a horizontal line, five vertical lines, and a small square. The horizontal line is positioned in the lower third of the frame. Below it, five vertical lines are spaced evenly across the width of the frame. To the right of these vertical lines, there is a small square.

Activity Three

Dalai Lama: Teacher Resource Sheet



“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 home: Pupil Worksheet

Complete the worksheet in your group of four. Each person should work alone to respond to the one of the statements, then turn the sheet and add to the response already there, then turn the sheet again and so on until the first statement you responded to comes back to you.



Some of the good things about our world are:

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

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

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

Activity Six

Global Goals for Sustainable Development: Teacher Resource Sheet

1. End poverty in all its forms everywhere (**No Poverty**)
2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture (**Zero Hunger**)
3. Ensure healthy lives and promote wellbeing for all at all ages (**Good Health and Well-being**)
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (**Quality Education**)
5. Achieve gender equality and empower all women and girls (**Gender Equality**)
6. Ensure availability and sustainable management of water and sanitation for all (**Clean Water and Sanitation**)
7. Ensure access to affordable, reliable, sustainable and modern energy for all (**Affordable and Clean Energy**)
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all (**Decent Work and Economic Growth**)
9. Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation (**Industry, Innovation and Infrastructure**)
10. Reduce inequality within and among countries (**Reduced Inequalities**)
11. Make cities and human settlements inclusive, safe, resilient and sustainable (**Sustainable Cities and Communities**)
12. Ensure sustainable consumption and production patterns (**Responsible Consumption and Production**)
13. Take urgent action to combat climate change and its impacts (**Climate Action**)
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development (**Life below Water**)
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss (**Life on Land**)
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (**Peace and Justice, Strong Institutions**)
17. Strengthen the means of implementation and revitalise the global partnership for sustainable development (**Partnership for the Goals**)

Activity Six

Global Goals: Pupil Worksheet

Tick the Goals that you think are most likely to transform our world for the better.



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