

Unit 4 (5th-6th class)

Our World Irish Aid Awards (OWIAA) – Getting Started

Learning intentions:

We will learn to:

- Discuss who has responsibility for transforming our world for the better
- Describe several simple actions that we can take to help achieve the United Nations Global Goals for Sustainable Development
- Describe the content of the OWIAA Kids Zone
- Generate ideas for Our World Irish Aid Awards projects on the theme of *'Transforming Our World'*
- Reflect on what we found out and did across the four OWIAA Units

Materials:

Activity One: Call to Action

- President Higgins: Teacher Resource Sheet (page 5)
- From Michael D. to Me: Pupil Worksheet (page 6)
- Flipchart sheets
- Markers

Activity Two: What we can do

- What we can do: Pupil Worksheet (page 7)
- What we can do: Teacher Resource Sheet (pages 8-12)

Activity Three: Kids Zone

- Computer(s) with internet access
- Kids Zone: Pupil Worksheet (page 13)

Activity Four: Bright Ideas Box

- **Completed** Gathering Thoughts: Pupil Worksheet (5th-6th class Reflection/Literacy Activities) from Units 1, 2 and 3
- Bright Ideas Box: Pupil Worksheet (page 14)
- Post-its

Step-by-Step instructions:

Activity One: Call to action

1. Write the following quote on the board:

Your generation faces great contemporary challenges: the moral imperative to welcome those fleeing war, persecution, famine and natural disasters; the demand for a just and sustainable development, both at home and abroad; and above all, the urgent necessity to address the causes and consequences of climate change. ...it is through numberless acts of kindness, compassion and solidarity that you will change our world."

2. Ensure that pupils understand all the words in this quote.
3. Explain that the quote comes from a speech by President Michael D. Higgins on 6 December 2017, to young people in Ireland who are working to change or transform our world for the better.
NOTE: Depending on your class you may wish to display [President Higgins: Teacher Resource Sheet](#) (page 5).
4. Distribute one copy of [From Michael D. to Me: Pupil Worksheet](#) (page 6).
5. Invite everyone to rewrite the quote from President Higgins in their own words.
6. Remind the class that the Global Goals aim to transform our world, so that the environment and people, at home and abroad, now and in the future, are better off. The Global Goals apply to all people, living in all countries around the world – they are universal.
7. Ask the class to discuss the following questions:
 - How does what President Higgins said make you feel? Why?
 - Do you agree/disagree with President Higgins? Why?
 - When President Higgins said these words to a group of young people, he was calling on them to take responsibility and work towards transforming our world for the better. Who else (individuals, groups, organizations, governments etc.) has a responsibility to do this?
[**NOTE:** You may wish to prompt pupils by reminding them that Ireland is a member of the United Nations, and Irish Aid, the official overseas aid programme of the Irish Government, works to help achieve the Global Goals on behalf of all the people in Ireland.]
 - What actions do you think you can take to help to end hunger, poverty, injustice, inequality and reverse climate change?
8. Divide the class into small groups.
9. Distribute flipchart sheets and markers to each group.
10. Invite each group to draw a create a picture and/or write a paragraph representing the quote from President Higgins and what it means to them.
11. Display their completed flipchart sheets on the classroom walls.

Activity Two: What we can do

1. Invite pupils to take a moment to think about the different things they already do to change or transform our world for the better.
2. Distribute one copy of [What we can do: Pupil Worksheet](#) (page 7) to each pupil.
3. Read through the nine statements on the worksheet to ensure understanding.
4. Invite pupils to write their name in the space provided at the top of the worksheet.
5. Explain that each pupil needs to find a classmate who can truthfully say that they do, or know someone who does one of the things in the boxes on their worksheet. That classmate then signs their name in the box. They must find a different person to sign each of the boxes. Once pupils have a name in every box they should shout 'done' aloud and hand up their completed worksheet.

NOTE: If you notice, as the activity progresses, that pupils are finding it difficult to get a signature for any statement you can offer to sign your name.

6. When you have collected between 3-5 'completed' worksheets invite pupils to return to their seats.
7. Acknowledge the first 2-3 pupils who handed up their worksheet.

Extension activity:

Facilitate a whole class discussion about actions that people take to transform our world for the better using the questions provided in [What we can do: Teacher Resource Sheet](#) (pages 8-12).

NOTE: Depending on your class you may decide to direct these questions to the individuals who signed boxes on the worksheets you collected.

8. Conclude by highlighting all the good things your pupils are already doing to help achieve the Global Goals. Remind pupils that they should try to put into practice any new ideas they heard for bringing about good and lasting change (i.e. sustainable development).

Activity Three: Kids Zone

NOTE: Depending on the number of computers available, this activity can be done as a class or in small groups.

1. Tell pupils that every year Irish Aid, the Irish Government's programme for overseas development aid, runs the *Our World Irish Aid Awards* for primary schools. Pupils prepare projects on a theme linked to the Global Goals and submit the project for adjudication.
2. The theme for the 2018 Award is '*Transforming Our World*'. Tell the class that they are going to look for useful information and ideas for their group/class project on the Our World Irish Aid Awards website.
3. Distribute copies of [Kids Zone: Pupil Worksheet](#) (page 13).
4. Access the Kids Zone on the Our World Irish Aid Award website - www.ourworldirishaidawards.ie, and allow sufficient time for the pupils to respond to the 3 statements on their worksheet.
5. Take feedback from the pupils, recording their responses on the board.

Activity Four: Bright Idea Box

NOTE: Read through the **completed** [Gathering Thoughts: Pupil Worksheet](#) (5th-6th class Reflection/Literacy Activities) as a way of reflecting on learning in Units 1-3.

1. Explain to the class that they now need to begin planning their OWIAA project.
2. Divide the class into pairs.
3. Distribute one copy of the [Bright Idea Box: Pupil Worksheet](#) (page 14) to each pair.
4. Display the completed worksheets on the wall, floor or on classroom tables.
5. Invite pupils to look at the bright ideas they generated.
6. Ask for more detail/clarification about ideas that seem promising.
7. Distribute one post-it to each pupil and ask them to stick the post-it on the bright idea they find most interesting.
8. Count the post-its and write the 3-5 most popular project ideas on the board.
9. Discuss these ideas with the class, making sure to present the pros and cons associated with each.
10. Facilitate a class vote on the best idea for the Our World Irish Aid Awards.



Time for you and your pupils to get started on the Our World Irish Aid Award project!

Remember the deadline for submissions is:

23 March 2018

For more information see:

www.ourworldirishaidawards.ie

Activity One

President Higgins: Teacher Resource Sheet



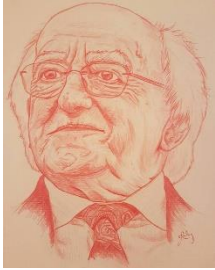
Michael D. Higgins (1941 -), 9th President of Ireland, speaking to young people at the 2017 Gaisce (President's Award)¹ ceremony.

¹ Gaisce – The President's Award is self-development programme that encourages young people, aged 15-25 years, to get active and make a difference in their community.

Activity One

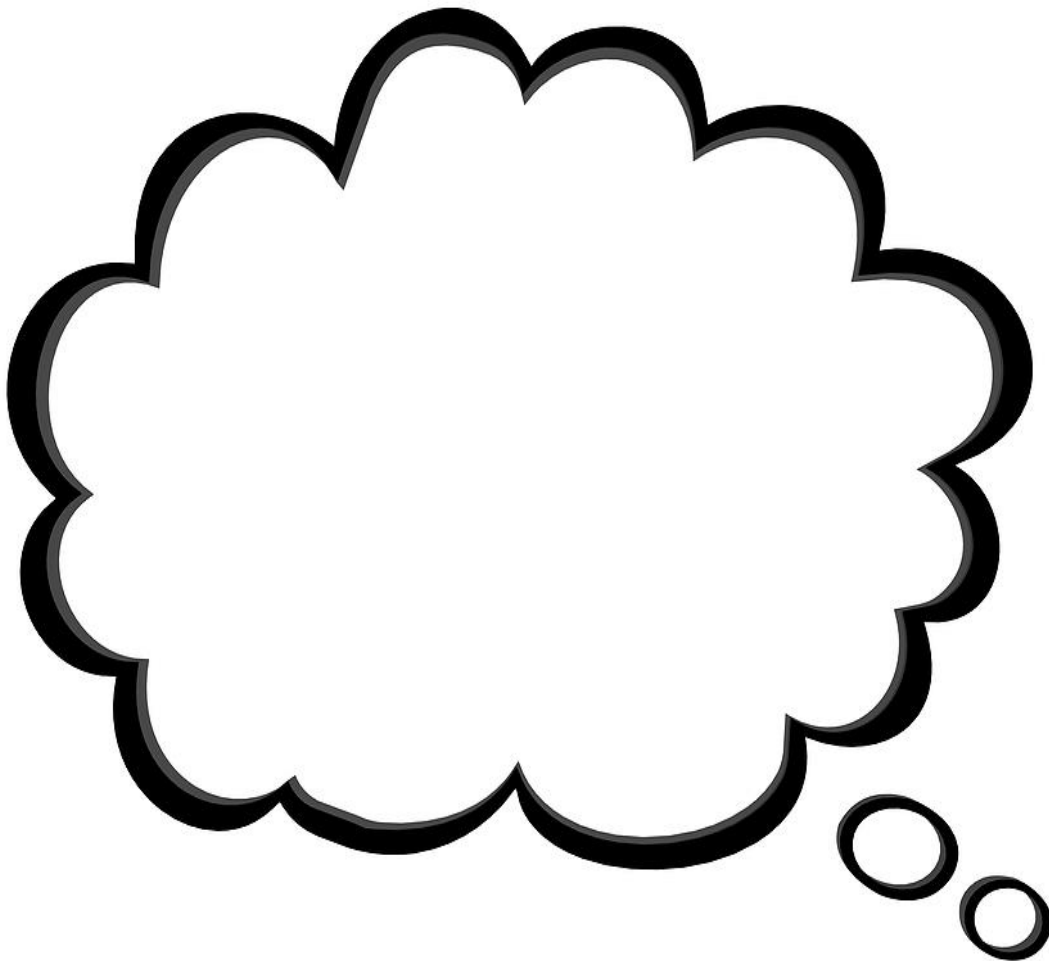
From Michael D. to Me: Pupil Worksheet

What Michael D. Higgins said...



"Your generation faces great contemporary challenges: the moral imperative to welcome those fleeing war, persecution, famine and natural disasters; the demand for a just and sustainable development, both at home and abroad; and above all, the urgent necessity to address the causes and consequences of climate change. ...it is through numberless acts of kindness, compassion and solidarity that you will change our world."

What Michael D. said in my own words...



Activity Two: What we can do

Pupil Worksheet

Find people who can truthfully say that they do, or know someone who does, the things written in each of the boxes below. Remember: each person can only sign their name in one box.

Write your own name here: _____

Tries not to leave the tap running when washing their teeth.



Name: _____

Can name one Fairtrade product.



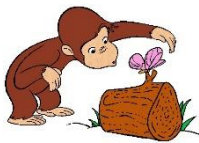
Name: _____

Doesn't think the brand labels on clothes are the most important thing.



Name: _____

Is interested in things that happen in other parts of the world.



Name: _____

Tries to walk or cycle where possible instead of asking for lifts in the car.



Name: _____

Can explain what 'sustainable development' means.



Name: _____

Turns off the lights when leaving a room.



Name: _____

Recycles as much as possible (e.g. plastic, glass, newspaper etc.)



Name: _____


Knows one thing about carbon footprints.





Name: _____


Activity Two


What we can do: Teacher Resource Sheet


| Statement | Questions for pupils | Possible answers |
|--|--|--|
|  <p>Tries not to leave the tap running when washing their teeth.</p> | When did you start doing this? Why? | You can save as much as 5 litres of water a day if you turn off the tap when you don't need it. |
| | Can you think of any other ways you and your family can save water? | Watch out for dripping taps around the house or at school. Don't waste food – it takes lots of water to produce our food, e.g., watering crops, processing and washing food. Only use the washing machine with a full load, because each wash uses up to 45 litres of water. At home and in school, collect rainwater to water the garden. Recycling paper, plastic, cans etc. saves energy and water and creates less waste. Don't litter, because litter can end up in the rivers or in the sea, causing pollution and possibly harming wildlife. |
| | Why is it important to save water? | Saving water is good for the environment, and it can also help families to save money. |
| | Can you think of anywhere in the world where access to water is a problem? | According to the 2017 United Nations report on the Sustainable Development Goals (2015-2030) more than 2 billion people worldwide are affected by lack of access to clean, safe water and this figure is projected to increase. |
| | What problems do people face because of lack of water? | Lack of access to clean, safe drinking water can cause disease and stop girls from attending school, because they spent so much time walking to collect water (Global Goal 6: Clean Water and Sanitation). |
| Name the Global Goals you are helping to achieve by turning off the taps when you wash your teeth. | | Global Goal 12: Responsible Consumption and Production : Make sure we only buy or use what we need so that we do not use up the earth's scarce resources |


| Statement | Questions for pupils | Possible answers |
|---|---|---|
|  <p>Can name one Fairtrade product.</p> | What is Fairtrade? | Fairtrade means better prices, decent working conditions, local sustainability, fair terms of trade for farmers and workers in the developing world. |
| | What Fairtrade products are available in Ireland? | Chocolate, coffee, tea, bananas, rice, cotton, clothes, cut flowers etc. |
| | Where can you buy Fairtrade products? | Major supermarkets, cafes, restaurants, workplace canteens, some school shops etc. |
| | If more people bought Fairtrade what do you think would happen? | See http://www.fairtrade.ie/ for information on the benefits of Fairtrade. |
| Name the Global Goals you are helping to achieve when you buy Fairtrade products. | | Global Goal 8: Decent Work and Economic Growth : Help countries to develop and provide good jobs in a way that benefits everyone Global Goal 10: Reduced Inequalities : Make sure that everyone is treated fairly and that countries treat each other fairly |

| Statement | Questions for pupils | Possible answers |
|--|--|---|
|  <p>Doesn't think the brand labels on clothes are the most important thing.</p> | Why do people like buying branded clothes? | Some clothing manufacturers are very good at marketing their clothes as 'cool' and desirable. People 'buy-into' the status symbol associated with these clothes and think their life will be better or improve if they own them. Branded clothes are often much more expensive than similar clothes which don't have the famous brand labels. |
| | Is it ok to buy lots of clothes you don't really need? | In Western Europe, we buy 33% of the world's clothes, but we make up only 6% of the world's population. Around the world, workers in the clothing industry are sometimes working in poor and unsafe conditions. The production of clothes also uses up huge amounts of energy and water so is very bad for the environment. The disposal of old clothes also creates a landfill problem. |
| | How can we reduce the amount of new clothes we buy? | <ul style="list-style-type: none"> • Try not to be influenced by advertising of brands • Buy clothes that will last for a long time • Swap clothes with relatives and friends • Buy in second-hand clothes shops <p>Join the campaign for "clean" clothes and support action to make sure that garment workers are paid enough to support themselves and their families: http://cleanclothescampaignireland.org/</p> |
| Name the Global Goals you are helping to achieve by only buying the clothes you need and disposing of your old clothes responsibly. | | <p>Global Goal 8: Decent Work and Economic Growth: Help countries to develop and provide good jobs in a way that benefits everyone</p> <p>Global Goal 12: Responsible Consumption and Production: Make sure we only buy or use what we need so that we do not use up the earth's scarce resources</p> |


| Statement | Questions for pupils | Possible answers |
|---|--|--|
|  <p>Is interested in things that happen in other parts of the world.</p> | Why is being interested in what is happening in our world important? | Keeping up with the news gives you the chance to learn what is happening in our world, form opinions, inform others and maybe even come up with ideas to help transform our world for the better. Linus Pauling (1901-1994), the only innovator ever to win two individual Nobel Prizes, once said, "The best way to have a good idea is to have lots of ideas." |
| Name the Global Goals you are helping to achieve by being interested in things that happen in other parts of the world. | | Potentially any of the Global Goals can be progressed, depending on the issue that concerns you and the good changes in behaviour you make or actions you take as a result. |

| Statement | Questions for pupils | Possible answers |
|---|---|---|
|  <p>Tries to walk or cycle where possible instead of asking for lifts in the car.</p> | <p>Why is it not ok to drive everywhere?</p> | <p>In Ireland, we are too dependent on our cars - for example, we often needlessly use our cars for short hops to the shop, or calling to see a friend. Cars use fossil fuels (petrol/diesel), which create carbon dioxide (CO₂). Too much CO₂ makes the earth too warm. In Ireland, the levels of CO₂ (emissions) from transport are among the worst in the world!</p> |
| | <p>Why is walking or cycling better than driving?</p> | <p>Walking and cycling are better for the environment, are much cheaper ways of getting around, and are healthy activities which can also be nice to do with family or friends.</p> |
| <p>Name the Global Goals you are helping to achieve by walking or cycling instead of using the car.</p> | | <p>Global Goal 3: Good Health and Well Being: Make sure everyone can live healthy lives Global Goal 7: Affordable and Clean Energy: Make sure that everyone has enough heat, light and power without damaging the environment Global Goal 11: Sustainable Cities and Communities: Make cities environmentally friendly and safe communities where people can live well Global Goal 13: Climate Action: Act now to fight climate change</p> |


| Statement | Questions for pupils | Possible answers |
|---|---|--|
|  <p>Can explain what 'sustainable development' means.</p> | <p>What does the term 'sustainable development' mean?</p> <p>Why is sustainable development important for people?</p> | <p>Sustainable development is about transforming our world for the better by making <u>good and long-lasting changes</u>.</p> <p>Every living thing in our planet world is connected. Unfortunately, the actions of human beings have upset the balance of the global ecosystem*, and it is up to us to make decisions and take actions so that the world is a healthy place for ourselves and for people in the future.</p> <p>* The global ecosystem is the system of all the interconnected communities of living things and their environments in the world.</p> |
| <p>Name the Global Goals you are helping to achieve by making good and long-lasting changes?</p> | | <p>Potentially any of the Global Goals can be progressed, depending on the good changes in behaviour you make or actions you take.</p> |

| Statement | Questions for pupils | Possible answers |
|---|---|--|
|  | <p>Why is it important to turn off the lights when leaving a room?</p> <p>Do you know any other ways that people can reduce their energy use?</p> | <p>Turning off lights in empty rooms saves money on the electricity bill, and because you are using less electricity you are burning less fossil fuels and reducing your CO₂ emissions.</p> <ul style="list-style-type: none"> Switch to low energy light bulbs (CFL or LED light bulbs), because they use less power than other bulbs, but are just as bright and last on average 10 times longer. This |

| | | |
|---|--|---|
| Turns off the lights when leaving a room. | | <p>means less electricity, less carbon in the atmosphere and saves money in the long-term.</p> <ul style="list-style-type: none"> • When you're using the kettle, only boil as much water as you need • Make sure your dishwasher and washing machine run with full loads and on eco-friendly settings/lower temperatures • Turn the TV and other appliances off, don't leave things on stand-by or plugged in once they are fully charged |
| Name the Global Goals you are helping to achieve by when you turn off lights when you leave the room. | | <p>Global Goal 7: Affordable and Clean Energy: Make sure that everyone has enough heat, light and power without damaging the environment</p> <p>Global Goal 11: Sustainable Cities and Communities: Make cities environmentally friendly and safe communities where people can live well</p> <p>Global Goal 13: Climate Action: Act now to fight climate change</p> |



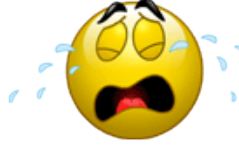
| Statement | Questions for pupils | Possible answers |
|--|--|--|
|  <p>Recycles as much as possible.</p> | Why is it important to recycle? | <p>Recycling can help us to:</p> <ul style="list-style-type: none"> • Conserve our natural resources such as oil, metal, water and trees • Conserve the energy used in producing new items from scratch – less new items mean we release less harmful gas into the air • Adding less to rubbish dumps – less rubbish means we release less harmful gas into the air (e.g. methane) |
| | Recycle is one of 3Rs. Do you know what the other 2Rs are? | <p>Reduce, Reuse, Recycle = 3Rs.</p> <p>More recycling would be great, but it would be better if everyone reduced their consumption, or if they reused things in new and different ways. In the past, people didn't have disposable things like tetra packs, plastic forks, polystyrene cups, disposable plastic bags etc. Talk to some older relatives to get tips about how they used to manage before these things were available.</p> <p>For more information about recycling see: https://www.trocaire.org/getinvolved/climate-justice/recycle </p> |
| | What do you recycle at home/school? | <p>The list of things that can be recycled in Ireland includes:</p> <ul style="list-style-type: none"> • Aluminium • Glass • Green and garden waste • Mobile phones • Organic waste for compost (your brown bin) • Paper and cardboard • Plastic • Steel • Waste electrical and electronic equipment, household batteries and car batteries <p>Other items: fluorescent tubes, paint, printer cartridges, spectacles, textiles, used gas cylinders and waste oil</p> |

| | |
|--|--|
| Name the Global Goals you are helping to achieve when you recycle. | <p>Global Goal 11: Sustainable Cities and Communities: Make cities environmentally friendly and safe communities where people can live well</p> <p>Global Goal 12: Responsible Consumption and Production: Make sure we only buy or use what we need so that we do not use up the earth's scarce resources</p> <p>Global Goal 13: Climate Action: Act now to fight climate change</p> |
|--|--|

| Statement | Questions for pupils | Possible answers |
|--|---|--|
|  <p>Knows one thing about carbon footprints.</p> | Can you explain to the rest of the class what you know about carbon footprints? | When you use fossil fuels, like heating oil to keep your house warm, or petrol/diesel for your family's car, this creates carbon dioxide (CO2 for short). Too much CO2 makes the earth too warm. Your carbon/eco footprint is the total amount of CO2 you create. Carbon footprints are measured in tonnes. We cannot see our carbon footprint, but we know that a big carbon footprint is bad for our planet. |
| | What kinds of things do carbon/eco footprints measure? | <p>There are lots of different carbon/eco footprint calculators, but they typically measure things like:</p> <ul style="list-style-type: none"> • Types of food (meat, fish, vegetables etc.) you eat • Whether the food you eat is produced locally or abroad • How much clothes, furniture, white goods (fridges etc.) you buy • The size of your family and your house • How much electricity, oil, gas you use • How you travel and how often – plane, car, bus etc. <p>Carbon/eco calculators take all this information and work out how many planet earths would be needed if everyone was to consume in that way.</p> |
| Name the Global Goals you helping to achieve by reducing your carbon footprint. | | Global Goal 12: Responsible Consumption and Production: Make sure we only buy or use what we need so that we do not use up the earth's scarce resources |

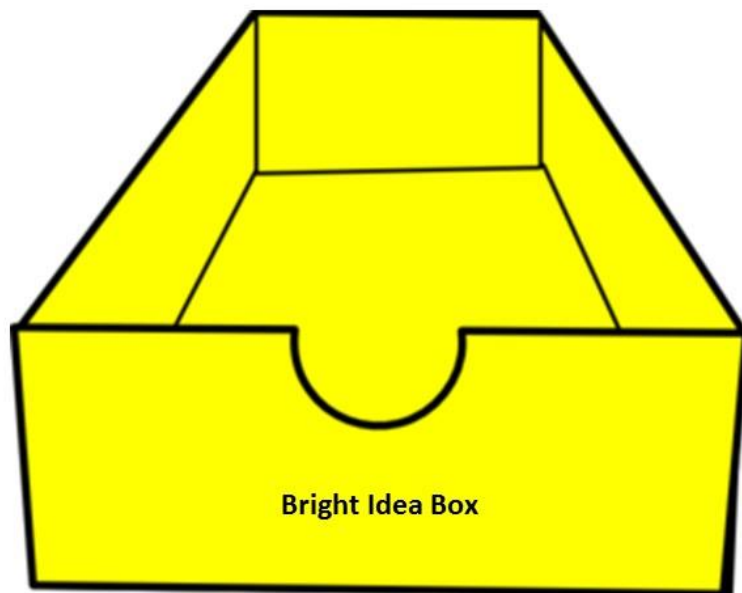
Activity Three

Kids Zone: Pupil Worksheet

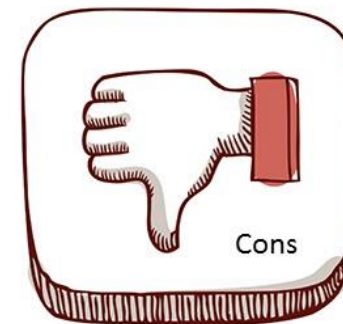
| |  YES! |  UNSURE |  NO! |
|---|--|---|---|
| I understand what the Our World Irish Aid Awards are about | | | |
| I found some interesting ideas for Our World Irish Aid Awards projects | | | |
| I have an idea about what we might do for an Our World Irish Aid Awards project | | | |

Activity Four

Bright Idea Box: Pupil Worksheet



- 1.
- 2.
- 3.



- 1.
- 2.
- 3.

Actions we could take...

