

# THEME 2: EARTHLINKS

## TEACHER'S NOTES

### **Introduction**

This theme introduces pupils to Eddie Earthlink, an alien whose mission is to help people become more aware of the links between people and the planet. As part of the Earthlinks theme, pupils are introduced to the concepts of sustainability. This is explained with reference to the rights of future generations and is explored through a selection of case studies highlighting sustainable and un sustainable action. The concept of justice is discussed as it relates to the individual, the community, the environment and civil society.

The environmental impact of many of our daily actions is highlighted and suggestions for more environmentally friendly alternatives are provided. On completion of the theme, pupils are awarded Earthlinks certificates.



## EDDIE EARTHLINK

### Gníomhaíocht 1

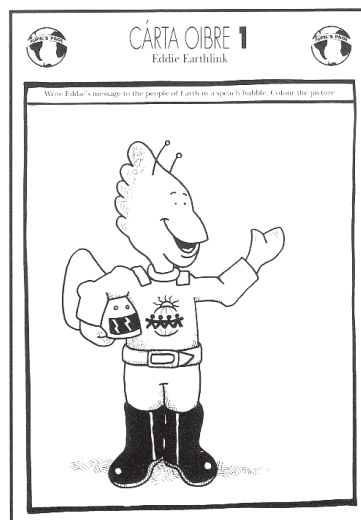
**Aidhm:** To introduce the pupils to Eddie Earthlink and to explain his mission on Earth.

**Cur Chuige: (i)** Introduce the pupils to Eddie Earthlink in Carta Oibre 1. Explain that Eddie has been assigned a very important mission on Planet Earth. Invite the pupils to guess what his mission is. List the pupils' suggestion on the blackboard.

**(ii)** Explain that Eddie Earthlink is an alien from outer space with a special responsibility for linking people and things together all over the world. Tell the pupils that the class has received a special request from the Earthlinks of the world to become involved in the work of linking people to people, and people to the planet. Read the letter from Eddie Earthlink on Teacher's Resource Sheet (Gníomhaíocht 1) to the class.

**(iii)** Invite the pupils, working in groups, to list

the ways in which people have begun to harm the Earth by polluting it and wasting its resources. Compile a blackboard summary of their ideas.



## EARTHLINKING

### Gníomhaíocht 2

**Aidhm:** To inform the pupils of initiatives which have been taken by the groups of young people on different places to protect the environment.

**Cur Chuige: (i)** Divide the class into groups of four or five.

**(ii)** Distribute one copy of either Carta Oibre 2A, 2B or 2C to each group. Each contains a letter from a group of young people who tried to improve the quality of their environment.

**(iii)** Invite each group  
To read and discuss the letter which they have been given;  
To find out, on the globe or map, where the letter comes from; and  
To write a response to the letter which they have received.

**(iv)** When the groups have completed the above task, invite each group to summarise the letter which they received and to read their response to it to the rest of the class.





## A FRAGILE PLANET

### Gníomhaíocht 3

**Aidhm:** to allow the pupils an opportunity to reflect on their relationship with planet Earth.

**Cur Chuige:** (i) Distribute one sheet of blank paper to each pupil. Ask the pupils to imagine Earth from distant outer space. Discuss how Earth might look from this distance. What could be seen? Would it look big or small? What colours could be seen? Would the planet look fragile or strong?

(ii) Invite them to draw their image of the earth, including the seas, land masses, clouds and surrounding gasses. Emphasise that their drawings need not be accurate. It is their own image of the planet which is important.

(iii) Encourage the pupils to think about their planet while you read passage below.

#### If the earth...

*If the earth were only a few feet in diameter, floating a few feet above a field somewhere, people would come from everywhere to marvel at it. People would walk around it, marvelling at its big pools of water, its little pools and the water flowing between the pools. People would marvel at bumps in it, and holes in it, and they would marvel at the very thin layer of gas surrounding it and the water suspended in the gas. The people would marvel at all the creatures walking around the surface of the ball, and at the creatures in the water. The people would declare it as sacred because it was the only one, and they would protect it so that it would not be hurt. The ball would be the greatest wonder known, and people would come to pray to it, to be healed, and to gain knowledge, to know beauty and to wonder how it could be. People would love it, and defend it with their lives because they would some-*

*how know that their lives, their own roundness, could be nothing without it. If the earth were only a few feet in diameter...*

*(Cited in World studies 8-13, Simon Fisher and David Hicks, World Studies 8-13, Oliver & Boyd, Edinburgh, 1986)*

(iv) What does this passage about the ways in which we should treat the earth? Invite the pupils to reflect on their own relationship with the earth. Do they treat it with respect or are its resources wasted and taken for granted? How might their relationship with planet be strengthened?

(v) Explain that this delicate planet which we call Earth is in trouble. It needs people like us, all over the world to cherish and take care of it. It needs us to strengthen our earth links \_ our links with nature and with other people. In order to do this, we need to be clear about the ways in which we can improve our relationship with the planet. Ask the pupils to use single words or short phrases, to indicate on their drawing the changes in their lives which they need to undertake in order to foster a better relationship with the planet.



## A TIME FOR CHANGE

### Gníomhaíocht 4

**Aidhm:** To encourage the pupils to reflect on the ways in which they can help care for the world's other inhabitants, both human and non-human.

**Cur Chuige:** (i) Engage in a brainstorming exercise with the pupils on ways in which they could strengthen their own links with other people and the planet.



## A TIME FOR CHANGE (continued)

(ii) Provide the pupils with large sheets of paper on which to record their ideas in a grid-format as shown below:

Strengthening our Links with		
	People	The Planet
Locally		
Globally		

(iii) Distribute copies of Carta Oibre 4 and invite the pupils to think about how they could make the world a better place, locally and globally. Encourage the pupils to focus on things which it would be possible for them to change. For example, the pupils could pledge to:

- Cut down on the use of electricity or other fuel, at the school or at home, by turning off the lights or other electrical appliances when not in use;
- Find out more about the lives of people in other countries;
- Organise to undertake actions which help poor people locally and globally;
- Organise a recycling scheme in the school;
- Plant trees at home or in a designated area in the school grounds and look after them until they can survive on their own;
- Keep their environment clean and tidy.

(iv) Encourage the pupils to talk about the ways

in which they could encourage their parents and other adults to look after the environment. Ask the pupils to encourage their parent/guardian to help them to fulfil the promises they made.

(v) Compile a class 'Charter for the Planet' based on the individual promises made by the pupils. Ensure that all promises are practical and can be fulfilled by the class. Display it on the classroom wall. Revisit the charter at the end of each week to review the progress that has been made.

(vi) Encourage the pupils to take photographs and keep a class diary of the events and activities in which they become involved. Extract from this diary, photographs and other illustrative material mounted in the school to draw attention to the work of the class and to inspire other pupils, parents and visitors to the school to support similar activities.



## IMAGINE THE FUTURE

### Gníomhaíocht 5

**Aidhm:** To stimulate the pupils to imagine a range of different futures for the planet. To encourage them to reflect on the power of individuals, groups and governments in protecting the world for all to enjoy.

**Cur Chuige:** (i) Ask the pupils to imagine that they are looking at monitor of a time machine which allows them to see the world in the year

2050. the image of the future which they see is unpleasant and uninviting because people have not taken care of the world.

(ii) Cut out and distribute copies of the time machine, illustrate in Carta Oibre 5. Ask the pupils to draw their negative images of the future on the monitor of the time machine.

(iii) Arrange the pupils in small groups of 4-5 and allow them to discuss their drawings with the other





## IMAGINE THE FUTURE (continued)

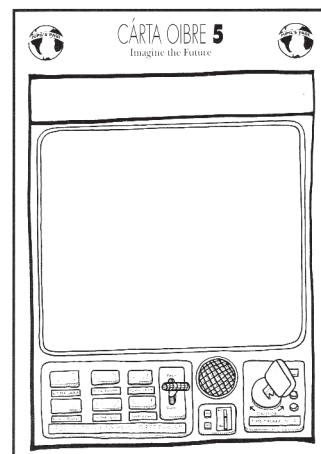
pupils in the group. Individual members of each group are invited to report to the whole class on the discussion which took place.

**(iv)** Compile a blackboard list of the pupils' negative images of the future. Taking each item in turn, discuss how these negative scenarios could be prevented by people working together for a better world. Are there any images of circumstances over which people do not have control? What does this tell us about the role of people in protecting the world and all its inhabitants?

**(v)** Repeat the exercise again, but this time the image which the pupils see on the time machine

monitor is a beautiful world. Display these pictures around the classroom as reminders of what the pupils are hoping to help achieve.

**(vi)** Arrange for a brainstorming activity on ways in which individuals, groups of people, and governments can help protect the world and all its people and creatures.



## THE RIGHTS OF FUTURE GENERATIONS

### Gníomhaíocht 6

**Aidhm:** To help pupils understand the necessity to undertake actions which respect the rights of present and future generations.

#### Cur Chuige:

#### A: What is Development?

**(i)** Ask the pupils to reflect on the meaning of the word 'development'. Elicit that development means making life better for people. The following list suggests ways of making life better for people. Write the list on the blackboard. Divide the class into groups of 4-5 and ask each group to rank the items on the list in terms of their relative importance as prerequisites for development.

Development means:

Health care	Proper housing
Good roads	Peace
Satellite T.V	Industry
Jobs for everyone	Regular holidays
Clear water	Education
Health clubs	Video recorders
Fashionable clothes	Freedom
Enough food	Sharing of power

**(ii)** Invite the groups to report on their decision in

the ranking exercise. Record the five most important and the five least important items mentioned by each group. What items were listed most often as being most important/least important? Is there consistency of opinion between the different groups?

**(iii)** Ask the pupils, still working in group, to consider what development needs of different categories of people might be, for example, an old person living alone, a homeless person, an unemployed person, a victim of war, an illiterate person... Are there any items which need to be added to the list in the light of this discussion?

#### B. What is Sustainable Development?

**(iv)** Write the verb 'to sustain' on the blackboard. Invite the pupils to suggest meaning for this verb, e.g., to endure, to support for a long time. List their suggestions on the blackboard and discuss. Consult the dictionary for a more thorough explanation. Now invite the pupils to infer the meaning of 'sustainable'. Elicit that it refers to an activity or process which can be sustained over a long period of time.



## THE RIGHTS OF FUTURE GENERATIONS (continued)

Discuss the following definition of sustainable development which was presented by the Brundtland Commission in 1987:

**Sustainable development is development that meets the needs of the present without limiting the ability of future generations to meet their own needs.**

(v) Discuss with the pupils what they consider to be the needs of the present generation. Ask them to start by considering their own needs and then to think of people in the locality and in the national and international communities. List these needs on the blackboard.

(vi) Ask the pupils to think about what the needs of future generations might be. (you can make this more tangible by asking the pupils to imagine what their grandchildren might have.) Elicit items such as food, jobs, clean air, clean water, fuel, soil, electricity, happiness, peace, trees, etc. Compare the two lists. Are the needs of the future generations likely to be very different from the needs of present generations?

(vii) Refer to the list of needs of future generations. Invite the pupils to think about how to present developments could limit or reduce the ability of people in the future to meet their needs. For example, development which pollute the air, soil or water or which use up the planet's non-renewable resources such as, coal, oil, minerals and gas.

(viii) Discuss the following Indian proverb with the pupils:

***'The frog does not drink up the pond in which it lives'***

What message might this proverb have for people today? Invite the pupils to write their own proverbs on the issue of sustainability.



## WHEN IS DEVELOPMENT NOT SUSTAINABLE

### Gníomhaíocht 7

**Aidhm:** To highlight that all initiatives which are undertaken to bring about development in a society or a sector of society are not necessarily sustainable.

**Cur Chuige:** (i) Divide the class into small groups and distribute one copy of Carta Oibre 7A, 7B or 7C to each group.

(ii) Encourage each group to read and discuss the story that is presented on their worksheet.

(iii) Write the following discussion questions on the blackboard:

- Who was responsible for the development?
- Were local people involved in the decision-making?
- Who was affected by the developments?
- Did the development make life better or worse for the people now and in the future? How?
- Do you think this an example of sustainable development? Why?

(iv) Allow each group an opportunity to discuss and respond in writing to these questions.



## WHEN IS DEVELOPMENT NOT SUSTAINABLE (continued)

(v) Ask each group to appoint a spokesperson to report on their discussion and on their responses to the questions.

(vi) Invite the spokespersons to report to the entire class. Involve the class in a discussion of each report.

(vii) Having established that the example given in Carta Oibre 7A and 7B provide an insight into 'unsustainable development', explore the ways in which they threaten the lives of people and the future viability of basic resources such as water and land.

(viii) Display Poster 1 to the class (see ancillary material which accompanies this pack). Ask the

pupils to identify the activities contained in the poster which they feel are (a) sustainable, (b) unsustainable. Discuss.



## 'DEVELOPING' THE RAINFOREST

### Gníomhaíocht 8

**Aidhm:** To help the pupils understand the adverse effects of development which doesn't take into account the needs of people and the land.

**Cur Chuige:** (i) Divide the class into pairs. Distribute one copy of Carta Oibre 8 to each pair.

(ii) Encourage the pupils to read the story and to answer the questions.

(iii) Discuss the government decision to utilise the rainforest resources for the generation of income. Could this endeavour be termed 'sustainable development'? Why? Discuss both the immediate and the long-term effects of this decision using a blackboard grid as below:

Government Decision to Develop the Forest		
	Who benefits?	Who loses?
Now		
In the future		

(iv) Encourage the pupils to list ways in which life in the favela is different to life on the Pereira's clearing in the forest.

(v) Refer to the optimism and determination of the favela dwellers as they work together to improve conditions. Teach the pupils the Irish seanfhocal: 'Ar scath a cheile a mhaireann na daoine'. Discuss its relevance to the community spirit in the favela. Ask the pupils to reflect on some occasion when they found that by grouping together they were more effective in solving a problem than by working in isolation.





## TOWARDS A MORE JUST PLANET

### Gníomhaíocht 9

**Aidhm:** To help the pupils to understand the meaning of the term 'justice' in the context of their own lives. To highlight that justice involves a reciprocal process of giving and receiving.

**CurCuige: (i)** Read the following story to the pupils:

Noelle O'Connell lives in a small town in Ireland. Last year, a traveller called Josephine Quilligan joined her class at school. A lot of the townspeople were very unhappy to have travellers staying near the town. Most of the shopkeepers would not serve them and they were not allowed into bars and restaurants. The school children treated Josephine in the same way. No one would sit with her and they refused to include her in the games. Noelle felt her classmates were being unfair, so she sat beside Josephine and helped her with her school work. When her birthday came, Noelle invited Josephine to her party. The other children soon discovered that Josephine was great fun to play with. She knew some really good games and was the fastest runner in the school. By the end of the year, everybody wanted to have Josephine on their team for the school sports.

**(ii)** Discuss the story with the pupils using the following questions:

- Why did the townspeople make the travellers feel unwelcome?
- Did the school children treat Josephine fairly?
- How did they make her feel unwelcome?
- Why was Noelle kind to Josephine? How did that make Josephine feel?
- How did Noelle's kindness make a difference?

Ask the pupils to think of times when they were treated unfairly. How did this treatment make them feel? Ask them to think of times when they treated other people fairly. How did this make them feel?

**(iii)** Divide the class into small groups. Give each group to a sheet of paper. On top of the paper ask them to write 'its not fair when...' Encourage

the pupils, working together, to make a list of all things that they consider to be unfair. For example, they might write. Its not fair when...

...adults get served before children in shops even though they are not first in queue;

...everybody gets punished for something one person did wrong;

...we have to wear uniforms when the weather is hot;

...big children gang up on smaller or weaker children

**(iv)** Compile a blackboard list of all the examples of unfair treatment which the groups suggested. Discuss the list with the pupils. Ask them to mark the activities which are unfair to children, to adults, to the environment, to people far away, etc. Explain that another word for fairplay is justice.

**(v)** Display Poster 2: The Justice Poster to the class (see ancillary materials). This poster shows justice in action at four levels-doing justice to yourself, justice in the community, justice and the environment, and justice at the level of civil society. Discuss each example with the pupils. Draw the grid below on the black board. Involve the class in its completion.

Drawing	1	2	3	4
Who benefits?				
Who/What is harmed?				
What are the long-term effects?				

Which activities in the poster show example of Justice? Which activities represent injustice? How? Ask the pupils to think of other examples of justice/injustice at each of the four levels highlighted above.



## DOING JUSTICE TO YOURSELF

### Gníomhaíocht 10

**Aidhm:** To encourage the pupils to think about how they view themselves. To help them focus on their positive qualities.

**Cur Chuige:** (i) Refer to the boy in the poster who perceives a range of different images of himself while looking in the mirror. Discuss each of the images in turn. Ask the pupils to list words which describe how the boy might be feeling about himself in each mirror. Why might he have negative images of himself? Are these images necessarily how others see him? Is doing justice to himself when he allows himself to think in this negative way? Depending on the level of openness and trust in the class, you might choose to ask pupils if they have ever felt like him. Why?

(ii) Divide the class into pairs. Distribute two large sheets of paper and crayons to each pair.

(iii) Ask each pupils to draw, as accurately as possible, their own head and shoulders on the paper. Alternatively, for a more accurate representation, you could use the overhead projector (or any other strong light) to create a silhouette of the pupils' heads and shoulders. The silhouette can be traced

by the pupils' partners and coloured in subsequently.

(iv) Once complicated, ask the pupils to sign their own drawing and to write three positive things about themselves on the drawing.

(v) Ask the pupils to pass their drawings to the pupil immediately to the right of them. Invite the pupils to write one positive comment on the drawing about the pupil whose drawing they have just received.

(vi) Repeat (v) until each child has one positive comment about themselves from each member of the class.

(vii) Display the drawings on the classroom wall. Invite the pupils to think of a clever caption for the display.



## IMAGES OF OURSELVES AND OTHERS

### Gníomhaíocht 11

**Aidhm:** to help pupils recognise that people often hold negative images of other races and nations. To challenge some of the images which they have of themselves and others.

**Cur chuige:** (i) ask the pupils to think about the images which enter their minds then they think of such countries such as France, Canada, Brazil, India, Japan, Holland and China. These images might include images of the land, of the people, of building, clothes, sport, food, music, etc.

(ii) Divide the class into groups of 4-5. Assign

each group to one of the above countries. Ask the groups to list their images of their country which they have been assigned.

(iii) Invite each group to share their bank of images with the rest of the class.

(iv) question the pupils about where their images have come from. Elicit sources such as television, music, tourist promotions, art, photographs, letters, jokes, books, films, other people, food, drink, etc. record on the blackboard. Examine the ensuing class list.





## IMAGES OF OURSELVES AND OTHERS (continued)

(v) Invite the pupils to imagine that they are from another country. They have never travelled to Ireland but they have certain images based on the above sources of information. What kind of images might they have? Compile a blackboard list of the pupils' images. Discuss. Does the list paint a realistic picture of Ireland. In what way is it realistic? In what way is it unrealistic?

(vi) tell the pupils, working in the small groups, that they must choose one or two symbols to represent Ireland to the rest of the world. When the groups have reported on the symbol of their choice, invite them to consider the limitations of using a restricted number of symbols to represent a country and its people.

(vii) Display the poster, A World of Wonder,\* included in the pack, using a removable sticker to cover Ireland. Invite the pupils to comment on the images and symbols that are used to represent other countries.

- Do they represent the whole picture?
- How might the people from the countries shown feel about the images that are presented of them.

(viii) Ask the pupils to guess the symbol that is used to represent Ireland. Reveal the Pint of Stout. Ask the pupils how they feel about such an image.

Does it please them. Is it representative of reality? How might Irish people appear to others if this was the only symbol or image used to portray them? Elicit that there is a danger of stereotyping when a restricted bank of images is used to represent countries or races.

(ix) Cut the map into continents. Distribute each continent to each group. Ask each group to discuss the representation of their particular continent. Encourage them to find out more about the continent they have been assigned and to develop their own set of images and symbols to represent it.

(x) Draw the outline of an enlarged map of the world. Cut it into continents. Invite each group to illustrate their continent with their increased bank of images.

(xi) Reassemble the map of the world. Display and discuss.

**\*Note:** The poster A World of Wonder, which is included in the pack, contains a range of suggested activities on the back, which can be used to complement the above activity.



## TAKING ACTION LOCALLY

### Gníomhaíocht 12

**Aidhm:** To involve the pupils in a role play which helps them to understand how the people might hold different views about the environment and its importance. To encourage them, in role, to think about ways of establishing a more just relationship with the environment.

**Cur Chuige:** (i) Divide the class into six groups as follows:

**1** The Local Council; **2** The Youth Club; **3** Factory Workers; **4** Farmers; **5** Parents; **6** Environmental Experts.

(ii) The pupils should be made aware of the nature of the issue, how the different groups are involved, and of the ways of dealing with the problem. In order to achieve this, each group should be provided with a copy of the newspaper cutting (Cárta Oibre 12A) and a copy of the relevant role card (Cárta Oibre 12B) One spokesman is to be appointed to report on the point view of each group.



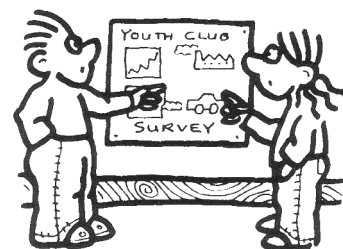


## TAKING ACTION LOCALLY (continued)

(iii) A public hearing should be run by the Local Council, one of whom might be the teacher. The central part of the activity involves acting out the hearing. The Local Council would then need to meet in order to decide what has to be done and to prepare their recommendations. While the Local Council is meeting to discuss these issues, the rest of the pupils should produce a written report of what has transpired at the hearing. In their reports the pupils should state who they think is responsible for the problem, what should be done in order to ensure that the problem did not reoccur, and how people might be encouraged to establish a more just relationship with the environ-

ment.

(iv) The pupils will drive more from this exercise if the teacher discusses it at length after the Local Council has given its judgement. This will ensure that the pupils gain a deeper insight into the problem of pollution, into the different viewpoints people hold on this issue and into the problems associated with trying to prevent it.



## LINK THE WORLD IN 80 WAYS

### Gníomhaíocht 13

**Aidhm:** To involve the pupils in the game which highlights some of many links between the classroom and the rest of the world.

**Cur Chuige:** (i) Invite the pupils to participate in an interactive game which involves finding out how the classroom is connected to the outside world.

(ii) Each pupil will need one copy of Cárta Oibre 13. Explain that the objective of the game is to fill in as many squares as possible by obtaining information from pupils within the class. For example, the first question asks for the name of someone who has travelled to another country. The name of the person who has travelled abroad, and the name of the country to which he/she has travelled, is written in the appropriate spaces, i.e.,

**Ainm do Chara**      **Máire Ní Shé**  
**Ainm na Tíre**      **Portugal**

(iii) When the pupils have completed their worksheets, ask them to list quickly some of the countries to which the class is linked.

(iv) Divide the class into groups of 4-5. Invite each group to work on a large map of the world, where they locate the countries identified during the game.

(v) The particular links between members of the class and the countries identified can be highlighted on the map using a colour code. (Make sure that each group uses the same colour code). For example, each country visited by members of the class could get a red dot, a green dot being used for the countries from which we get food, etc.

(vi) These countries could then be connected to a marker (e.g. a dot or flag) identifying the school's location.

(vii) Invite each group to present a brief summary of its work. When all the groups have reported check if your class managed to 'Link the world in 80 ways'? A discussion of the game should then follow, in which questions such as the following might be pursued:

- What have we learned about each other?
- What have we learned about our connections with other countries?
- In what ways are we dependant on other countries or other people in other countries?



## THE BANANA GAME

### Gníomhaíocht 14

**Aidhm:** Through examining the production and distribution of one commodity, to highlight the relative power of people involved along a chain from producer to consumer.

**Beidh gá le:** 6 Sheets of Paper and Pencils;  
A wall chart of the diagram illustrated below;  
A blackboard drawing of a blank banana shape.

**Cur Chuige: (i)** Divide the class into six groups. Name the different groups of pickers, retailers, wholesalers, importing company, shipping company and packaging company.

**(ii)** Distribute paper and pencils to each group. Tell the pupils that a banana costs 10p.

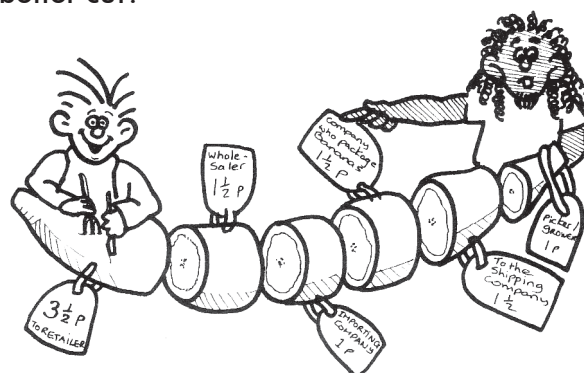
**(iii)** Draw the pupils' attention to the black banana shape marked 10p on the blackboard. Ask each group to decide what cut it should have of the final price. Emphasise that they should base their argument on the amount of labour and other costs the group feels it must meet.

**(iv)** After five minutes, ask each group to present its case. Write the amount each group requests on the blank banana.

**(v)** If the total comes to over 10p, get them to negotiate between themselves until the total is back to 10p.

**(vi)** Reveal the actual situation illustrated below:

**(vii)** How do the two sets of divisions compare? How do the pickers feel? Which group gets the fairest price? How can the pickers and growers get a better cut?



## LOCATING THE GLOBAL FAMILY

### Gníomhaíocht 15

**Aidhm:** To provide an overview of how wealth and population are distributed throughout the world.

**Cur Chuige: (i)** Divide the class into groups of 4-5. Help the pupils to divide the world into these 7 areas: (a) Asia; (b) Africa; (c) Latin America; (d) Europe; (e) CIS; (f) North America; (g) Oceania.

**(ii)** Help pupils to familiarise themselves with the location of these areas using the globe or world map, and the blank map provided in Theme 1: Trees, Cárta Oibre 12.

**(iii)** Ask the pupils to imagine that the population of the world is represented by 100 people. Elicit

that each person represents 1% of the world's population. Encourage the groups to work together to distribute the world's population as accurately as they can on the map of the world.

**(iv)** For each continent or land mass, hold an auction to record the highest and lowest estimates of the class.

**(v)** Discuss and compare the pupils' perceptions with the reality below:

<b>Asia</b>	<b>59</b>
<b>Africa</b>	<b>13</b>
<b>Latin America</b>	<b>8</b>
<b>Europe</b>	<b>9</b>
<b>CIS</b>	<b>5</b>
<b>North America</b>	<b>5</b>
<b>Oceania</b>	<b>1</b>

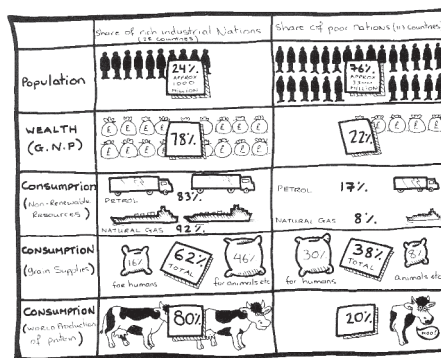


## LOCATING THE GLOBAL FAMILY (continued)

(vi) Review the table overleaf with the pupils and then discuss the following questions:

- Where does the majority of the world's population live?
- Where is the majority of the world's wealth?
- Are the resources of the world distributed equally?
- Who consumes most?
- Do you think some inequalities are more serious than others?

(vii) Invite the pupils to make posters to represent these statistics



## BROADCASTING NEWS

### Gníomhaíocht 16

**Aidhm:** To draw attention to the media as means of heightening awareness of development and environmental issues.

**Cur Chuige:** (i) Divide the class into small groups.

(ii) Ensure that the pupils have brought in a range of old newspapers.

(iii) Encourage the pupils to scan through the newspapers and to make a list of all issues dealt with which relate to development or to the environment.

(iv) Make a list of the most common issues encountered. Discuss.

(v) Display these articles in a scrapbook or on a wall chart. Discuss the local, national and global implications of these issues.

## ACTIONS TAKING EFFECT

### Gníomhaíocht 17

**Aidhm:** To illustrate the link between many of our daily actions and environmental problems, and to suggest some safer alternatives.

**Cur Chuige:** Pupils in primary school today are very concerned about the state of our environment. However, they may not fully understand how their actions can be harmful to the environment or, indeed, how they themselves can act positively to protect and preserve the environment. Cáirte Oibre 17A and 17B invite the pupils to work in groups to relate many of their everyday actions to their environmental effects, and to explore more environmentally friendly alternatives.

Divide the pupils into small groups.

Distribute one copy of Cáirte Oibre 17A to each group. Encourage the pupils to read the list of environmentally unfriendly actions provided on this worksheet.

Distribute one copy of Cáirte Oibre 17B to each group. This worksheet contains a range of cards outlining the effects of the actions contained in the Cáirte Oibre 17A and also cards containing suggestions for alternatives.

Get the pupils to cut out the cards provided on Cáirte Oibre 17B.

The pupils then lay out the cut-out cards on Cáirte Oibre 17A so that each action is matched to an environmentally friendly alternative.



## EARTHLINKS AWARENESS CAMPAIGN

### Gníomhaíocht 18

**Aidhm:** To encourage the pupils to take action to raise awareness about the importance of strengthening our links with people and the planet.

**Cur Chuige:** Encourage the pupils to:

- Hold a special event in their school/ locality, which will attract to environmental and development issues about which they are concerned. Use the newspapers, the local radio station, shop windows, etc., to publicise the event;
- Design a poster that highlights an aspect of the theme, which made the most significant impact on them. Encourage them to display the poster in a prominent place in the school;
- Examine T.V. guides for programmes, which address global development and environmental issues. Encourage the pupils to draw attentions to these programmes at home and at school.
- Write a letter to a factory to complain about over-packing a particular product;
- Write a letter to a local industry to find out how waste from the factory is treated and what steps the factory is taking in order to care for the environment;
- Write to the local County Council or Corporation, inquiring about their policy on the conservation of the local environment;
- Start a recycling scheme in the classroom. The materials can be divided into paper, plastic, glass, cans, etc., and deposited at the local recycling banks;
- Devise posters and slogans about the environmental and development issues, which they think, are most pressing. This material could be displayed in the school or in local shops.



## HOW HAVE WE DONE?

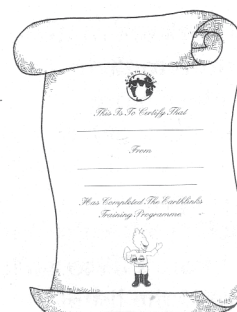
### Gníomhaíocht 19

**Aidhm:** To view progress and to reward the pupils with Earthlinks Certificates.

**Cur Chuige: (i)** Ask the pupils to reflect on what they have learned since first being introduced to Eddie Earthlink. What have they learned about themselves? . . . about other people? . . . about the planet?

**(ii)** Reflect on the list of suggestions made buy the pupils in Cárta Oibre 4. Have we achieved some of the things which we said we would achieve? Invite the pupils to plan how they can continue this work of making the world a better place.

**(iii)** Conclude by ceremoniously awarding the pupils with their Earthlinks Certificates. Try to make the occasion special by, for example organising a party where the pupils have an opportunity to sample foods and dishes from other countries or by conducting the awards ceremony out of doors in a special place.



## THEME 2: EARTHLINKS RESOURCE SHEETS



## A LETTER FROM EDDIE

**'Somewhereon',  
Planet,  
Earth**

### **Greetings Earthling,**

Eddie Earthling here. I bet you are wondering why someone with such a funny name is writing to you! Well, perhaps I should begin by telling you a little about myself.

I come from the beautiful planet Greenus, the greenest planet in the universe. I came to Earth on a mission from Xisa, the ruler of our land. She is worried about the future of Planet Earth because of the way in which the people today are treating the planet. So she gave me two missions on Earth:

**Mission 1: To help make Earthlings more caring towards each other.**

**Mission 2: To help make Earthlings more caring towards the creatures and plants of the planet.**

I was chosen for this special task because, when I lived on Greenus, my job was to link Greenlings (the people of Greenus) to each other and to the plants and creatures of the planet. In this way, I showed my people how to live in harmony and peace. As you can imagine, I could not have succeeded on my own. So I trained thousands of other Greenlings to become Greenlinks like me. They, in turn, trained many thousands more. So, if you ever get a chance to visit my great planet, you will find that every small town and village has many Greenlinks to take care of it!

Now my job is to train Earthlings to become Earthlinks. Already, there are many young Earthlinks all over the planet. Soon you will receive letters from children in other countries telling you about the kinds of things which they have been doing since becoming Earthlinks. Please think about becoming Earthlinks: your planet needs you.

Best of luck in your work for a better world.

*Eddie Earthlink*





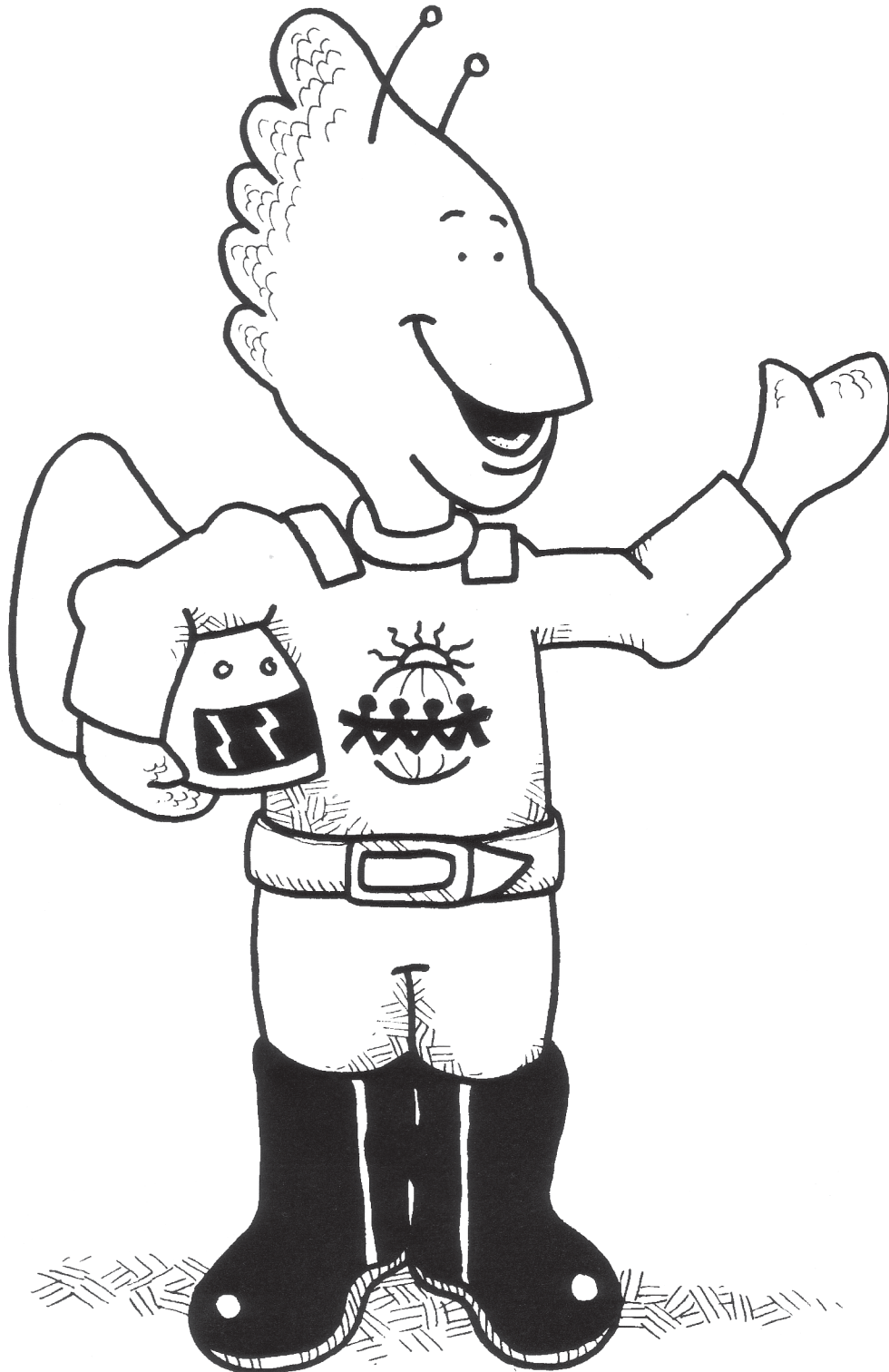
# CÁRTA OIBRE 1

## Eddie Earthlink

Pupil's Page



Write Eddie's message to the people of Earth in a speech bubble.  
Colour the picture.





Kipchimchim  
vKenya  
Africa.

Dear Friend in Ireland,

Eddie Earthlink from the planet Greenus asked us to write to you to tell you our story. You see, one day, about a year ago Eddie came to visit our school. We were frightened at first because he looks so strange, but soon we grew to like him very much. He taught us how to care for one another and for the planet which is our home. He told us lots of stories which helped us to understand ourselves and our world a bit better. One of the stories he told us is an old Kenyan folktale. We had heard it many times before, but never really thought about what it meant until Eddie showed us. E would like to share this folktale with you.

'In the beginning the sky was very close to the earth. In those days people did not have to till the ground, because whenever they felt hungry they simply cut off a piece of the sky and ate it. But the sky grew angry, because often they cut off more than they could eat and threw the leftovers on the rubbish heap. So he warned the people that if they were not more careful in future he would move far away.

For a while everyone paid attention to his warning. But one day a greedy person cut off an enormous piece of the sky. The person ate as much as possible, but was unable to finish it. Frightened, the person called a friend, but the friend couldn't finish it either. In the end, they had to throw the remainder on the rubbish heap. Then the sky became very angry indeed and rose up high above the earth, far beyond the reach of human beings. And from then on people have had to work for their living.

Of course, it is only a folktale, but we think that it has a lesson to teach all of us. Can you think what that lesson might be for you?

The best of luck in learning to care for the planet.

*The Kenyan Earthlinks*



*(Folktale based on a version in the pamphlet, 'Hope for the Earth? It's our choice'; Christian Aid, Harvest 1988)*



Advani  
Himalayas  
Northern India.

Dear Friend in Ireland,

Eddie Earthlink told us to write to you to tell you the story of how we saved our forest by linking together.

Our difficulties began when people came to our village and began to cut down the trees around where we live. They wanted to sell large quantities of timber overseas and make a lot of profit for themselves. We have always cut down some trees ourselves, but only enough to satisfy our needs for housing, making boats, and clearing the land to grow crops. However, when the strangers came to cut down the forests, they brought big machines to clear huge areas of land. They sometimes lit fires which spread through the forest.

At first, our people were afraid to do anything. They were frightened of what might happen if they stood up to the tree cutters. Many meetings were held and at last, most people were convinced that something had to be done. But what could we do? We were no match for the mighty machines. Then one woman had an idea. She said that the only way to prevent the chain saws and bulldozers was if the people hugged the trees. People immediately saw that this was the only hope they had. Then, if the trees were to be destroyed, so would the people.

After that, every time the tree cutters arrived, a large group of women would gather at the edge of the forest and each one would hug a tree. Month after month the women kept guard. Soon the whole of India knew our story, and the news even began to travel across the world. We were known as the Chipko Movement. Soon the tree cutters were beaten. They did not know what to do. We had gained our victory by peaceful means. As a result, the government announced that no company could cut down the trees for at least ten years.

I would like to wish you the best of luck as you strive to make the world a better place. Be sure to strengthen your links with people and with the planet and you will have great success.

*The Chipko Children*





Scoil Mhuire na NGrást  
Beal Guala  
Co. Chorcaí.

A Chara,

Táimid ag scríobh chugat mar duirt Eddie Earthlinks go mbeadh suim agaibh sa timpeallacht. D'iarr se orainn ar sceal a insint daoibh.

Thosaigh ar bhfeachtas tamall o shin nuair a bhiomar ag caint faoin timpeallacht lenar muinteoir. Theastaigh uainn rud eigin a dheanamh chun timpeallacht na scoile a fheabhsu.

Ar dtús, rinneamar staidear ar bhruscar ar fud na scoile. Bhi go leor bruscair i gclos na scoile agus bhi an ait salach. Chuamar timpeall lenar malai bruscair agus ghlanamar an ait o bhun go barr. Ansin d'fhilleamar ar ais go dtí an seomra scoile agus rinneamar staidear ar an mbruscar go leir a bhi bailithe againn. Bhi cupla buideal, deich gcannai, piosai paipeir agus rudai eile ins na malai. Chuir cailin amhain na buideil go leir ins an Glass Recycling Bin, a bhi in aice lei sa bhaile. Chuireamar na cannai oraiste go leir in an Can Recycling Bin a chi i gclos na scoile. Chuireamar na sean-nuachtain go leir le cheile, agus thug an muinteoir go dtí Banc an Phaipeir iad.

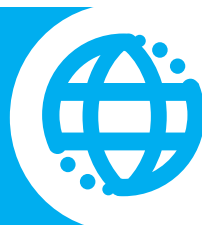
Níor stopamar ansin! Chuanmar timpeall na scoile o rang go rang agus d'iarramar ar na buachailli agus ar na cailini go leir iarracht a dheanamh chun an ait a choimead glan. Rinneamar fograí le cur timpeall na scoile agus ar na boscaí bruscair a bhi sa chlos. Scríobhama litreacha chuig na tuismitheoirí ag iarraidh orthu iarracht a dheanamh buideil, cannai agus paipeir a bhailiú agus a sheoladh isteach sa scoil. Chuireamar fograí isteach sa phaipear nuachta freisin agus anois tá clu agus cail orainn.

Anois tá an scoil go deas glan. Tá timpeallacht na scoile go haoibhinn agus tag ach buachaill agus cailin ag obair chun an ait a choimead mar sin. Tá suil again go mbeidh ar do chumas do timpeallacht a fheabhsu mar an gcéanna. Go n-eirí libh!

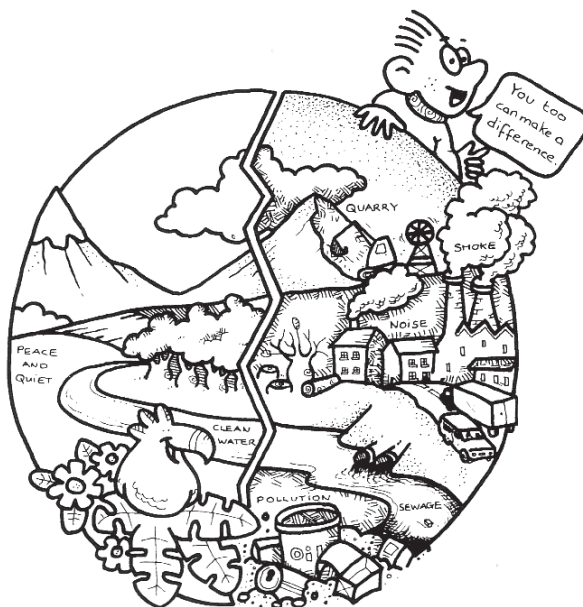
Slán agus beannacht,

*Clontead Young Conservers' Group*





Think about yourself, your school, your locality, your county, your country, and your planet. What needs to be changed in each of these in order to make the world a better place?



### A CHANGE WHICH I FEEL SHOULD BE MADE

Myself	
School	
Locality	
County	
Country	
Planet	

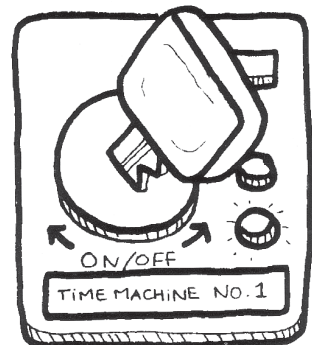
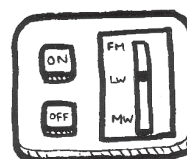
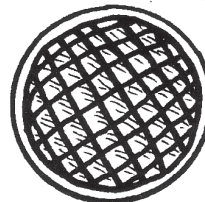
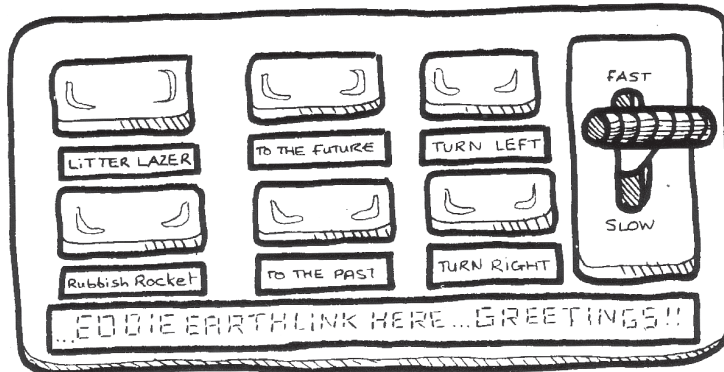
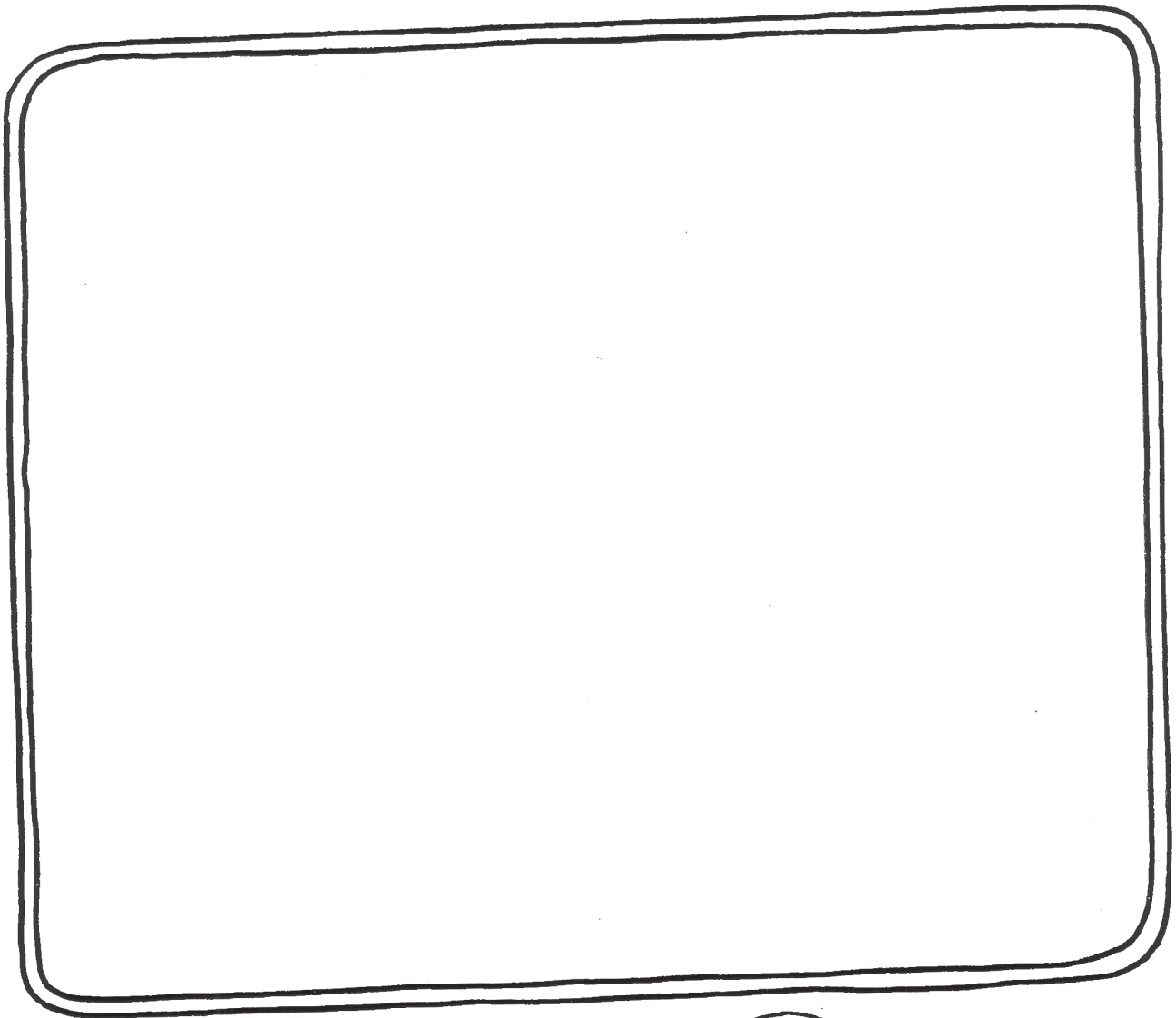
Look at the list of changes that you have suggested. In your copy, write how you can help bring about these changes.



# CÁRTA OIBRE 5

## Imagine the Future

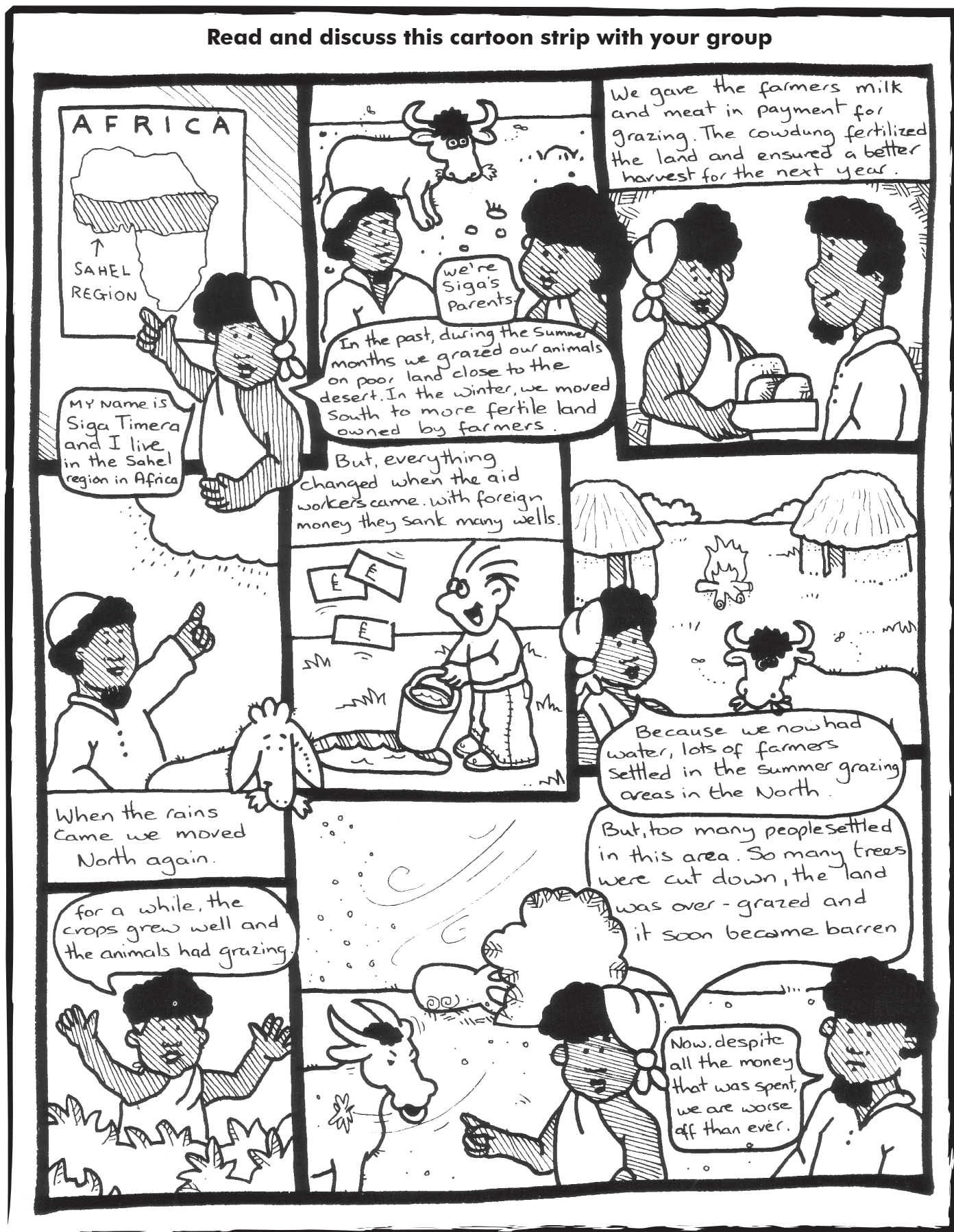
Imagine life in the year 2050. Draw your images of the future on the monitor of the time machine.







Read and discuss this cartoon strip with your group





Read and discuss this cartoon strip with your group







## The Green Belt Movement, Kenya

Read and discuss this cartoon strip with your group





### Read and discuss this story with your group



In the 1980s, the Brazilian government owed a lot of money to the wealthier countries of the world. In order to pay off this debt, the government needed to earn money by exporting Brazilian products. The rainforest was to be developed for its valuable resources like minerals, timber and land. So the government encouraged cattle ranchers, mining and logging companies

to move to the forest to develop it.

Rosa Pereira's family had always lived on a small clearing on the edge of the great Amazonian rainforest. One day, a cattle rancher came with a group of gunmen and forced the Pereira family to leave their land. The cattle rancher said that he had permission from the government to use the land for cattle ranching.



In search of a new life, the Pereira family moved very far away to the great city of Sao Paulo. With very little money left, finding a place to stay was a problem. They could only afford to stay in a wasteland between the railway track and the river where poor people build their houses. This wasteland was called the favela of Villa Prudente (the word 'favela' means honeycomb' and is used in Brazil to describe the slums in which over 20 million people live). Rosa and her family found a tiny space in the favela and built a shack out of wooden packing cases. They were sandwiched in on every side by other people's shacks. They had no privacy, no running water, no electricity light, and no sewerage system.

Now, years later, Rosa and her family still live in the favela of Villa Prudente. Some evenings Rosa's mother and father meet with a group of neighbours to discuss ways of improving the favela. They have found that by grouping together they are more powerful in lobbying the government to provide water, sewerage, health clinic, and schools for their children. This year there was great cause for celebration in the favela, when, after several years of hard work, the favela school was finally completed. The school is a great source of hope for the people of the favela.



### To do:

1. Why did the government decide to develop the rainforest? Do you agree with this decision? Give reasons for your answer.
2. Why did the landowner force the Pereira family off their land? Imagine how the family felt when the pistoleiros came. Write about it.
3. List all the words which come to mind when you think of the favela. Draw your impression of the favela as it was when Rosa and her family came to live there first.
4. What improvements have been made to the favela? How were these improvements made?



# An Lá

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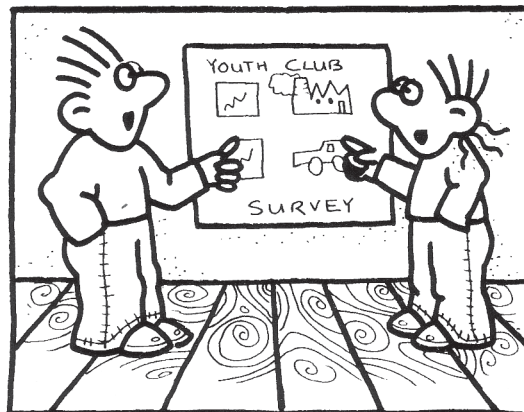
## Pollution in Abha na Carraige Scientists Agree with Survey

Last Friday night a public meeting was held in Baile na Carraige Town Hall. The meeting was called by the local Youth Club. Members of the Youth Club reported on a survey of the local environment which they had undertaken. The results of the survey showed that the river which flows through the town is contaminated. Commenting on the results of their survey, Sean de Brun, a youth club member, stated: 'Our survey has shown that the water in Abha na Carraige is a health hazard. It is too dangerous for people to swim there anymore.

Fish and other river life are severely threatened. We have reason to believe that most of the pollution originates in certain farms and factories in the locality.'

When asked to comment on other types of pollution, Sean de Brun stated that 'air pollution is caused mostly by toxins from factory chimneys and car exhausts. People often for-

get also that when waste material is dumped in a dumping site, dangerous substances may leak from the site and cause soil and water pollution. If crops are grown in this soil, the poisons are passed on to the people who eat them.'



The guest speaker at the meeting was Caitriona Ni Chonaill. She spoke on behalf of a group of scientists who had conducted similar results. She praised the work of the Youth Club. She suggested that the whole community should hear about the survey results.

The Youth Club concluded the meeting by calling on the Local Council to hold a public hearing at which representatives of the various sectors of the community would be present. This meeting will be held in the Town Hall on Thursday night at 8 p.m.





## Role Card 1: The Local Council

Your group must run the public hearing and decide,  
Who is responsible for the pollution, and  
What must be done about the problem of pollution in Baile na Carraige

Call the groups to make their submissions in this order:

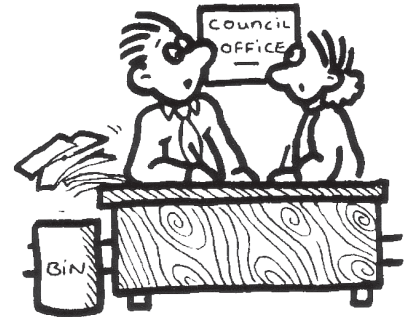
**A** Youth Club Members, **B** The Factory Workers, **C** The Farmers, **D** The Parents,  
and **E** The Environmental Experts.

### What you must do:

Appoint one person to chair the hearing.

Listen to all sides of the story.

When you have heard an account from each group, you  
must decide who is to blame for the high level of pollu-  
tion in the river. You must also decide what is to be done  
about this problem.



## Role Card 2: The Youth Club

You are members of the local Youth Club. You have  
been asked to speak at a public hearing organised  
by the Local Council to give an account of your sur-  
vey. The Club decided to carry out this survey after  
some members had felt unwell after swimming in  
the river. You conducted a full survey of the pollu-

tion in the locality. The results of your survey were printed in the local newspa-  
per, An Lá.

### What you must do:

Discuss the findings of your survey and how you feel about them.

Appoint a spokesperson from the group to present your case at the public  
hearing.





### Role Card 3: The Factory Workers

You are workers in a local factory. The factory gives employment to most of the people in the town. The factory uses a lot of dangerous chemicals in its manufacturing process. There were some complaints in the past that the factory was pumping untreated waste into the river, but no tests were carried out so there was no proof. Now that the Youth Club has drawn attention to it again, you are afraid that the factory might be closed and you might lose your jobs. You don't like pollution, but you feel that the livelihoods of people in the town are more important than swimming and the lives of a few fish.

#### What you must do:

Think about the reasons why the factory should not be closed. Be prepared to talk about them.

Appoint a spokesperson from the group to present your case at the public hearing.



### Role Card 4: The Farmers



Your families have been farming in this area for generations. You have always been well-respected members of the community. Over the last 20-30 years, you have expanded your farms, and your farming methods have changed. You now keep more stock, cut silage instead of hay, use artificial fertiliser, and keep the animals indoors during the Winter. These changes mean that you can produce more from your land. However, they also mean that more harmful waste is produced in the farmyards. The waste that seeps out of silage pits and slurry tanks is very harmful because it often flows into the streams and rivers. Once in the river, it is very damaging to river life. You are worried about this latest fish kill. Farming is your way of life. You don't want to cause pollution, but cleaning up your farms would be very costly.

#### What you must do:

Think about the reasons why you should not be prosecuted and be prepared to talk about them. Appoint a spokesperson from the group to present your case at the public hearing.



## Role Card 5: The Parents

Your children enjoy swimming in the river. However, recently some of your children have complained about feeling unwell after swimming there. When you checked the water, you noticed that it had turned a strange colour. On warm days, there is a very unpleasant smell from the river.

Now you are afraid to take your children swimming in the river anymore. But without any swimming pool in the town, they have nowhere else to go. You feel very angry about the pollution. The river is there to be enjoyed by everybody, not to be destroyed by a few.

### What you must do:

Discuss how you feel about the state of the river. Appoint a spokesperson from the group to present your case at the public hearing.

## Role Card 6: The Environmental Experts

You were surprised to read the results of the Youth Club's pollution survey, so you decided to undertake a survey of your own. Your results were very similar to those of the Youth Club. You tested the river water and found that it contained traces of silage effluent and toxic chemicals which probably came from the factory.

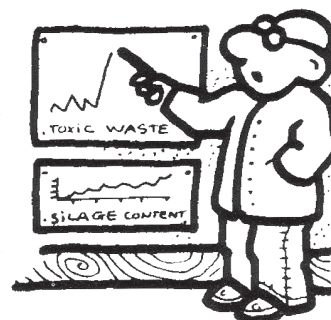
You also discovered that there is a high level of air pollution in the town. The air pollution is caused by the high level of traffic passing through town. You found that most of the people use their cars to travel even the shortest distances.

You also discovered an unacceptable level of dumping of household waste, with very little recycling. There is still time to clean up Baile na Carraige. You are prepared to organise such a clean-up in the town if the people agree.

### What you must do:

Think about how you are going to say all this without making people blame one another.

Appoint a spokesperson from the group to present your case at the public hearing.





1 ... has travelled to another country.

Ainm do Chara \_\_\_\_\_

Ainm na Tíre \_\_\_\_\_

2 ... is wearing something which was made in another country.

Ainm do Chara \_\_\_\_\_

Ainm na Tíre \_\_\_\_\_

3 ... can draw the flag of another country.

Ainm do Chara \_\_\_\_\_

Ainm na Tíre \_\_\_\_\_

5 ... can speak a few words of the language of another country.

Ainm do Chara \_\_\_\_\_

Ainm na Tíre \_\_\_\_\_

6 ... likes to eat food from another country.

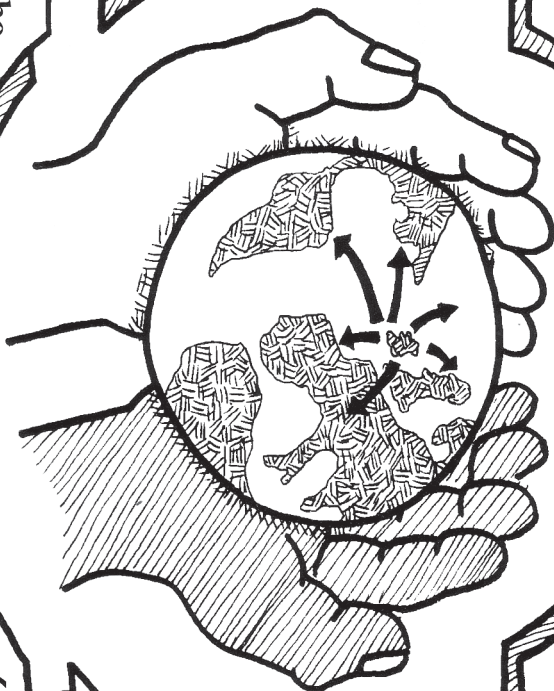
Ainm do Chara \_\_\_\_\_

Ainm na Tíre \_\_\_\_\_

4 ... has relatives in another country.

Ainm do Chara \_\_\_\_\_

Ainm na Tíre \_\_\_\_\_





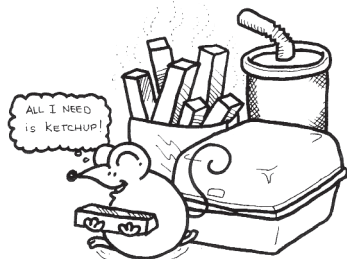
In your group read all of the statements carefully. Match each action to its effects. Match each effect to an environmentally friendly alternative action

ACTION	EFFECT	ALTERNATIVE
1 You leave the tap running when you brush your teeth		
2 You get a drive in a car to school each morning		
3 You leave lights on and electrical appliances running while you are out of the room.		
4 You throw all your household waste and rubbish into the same bin		
5 You buy pre-packaged fruit and vegetables		
6 You buy fast food packaged in polystyrene boxes		





Cutout the cards below. Place them in their correct spaces on Cáirta Oibre 17A



Groceries which are wrapped in plastic or polystyrene cause much unnecessary waste.

Have separate bins for food waste, bottles, paper and aluminium. Food can be put on the compost heap and used as fertiliser for your garden while the other three can be recycled.

Where there is no good reason for doing otherwise, walk, cycle or take the bus to school. These ways are more environmentally friendly than using the car

Switch off all electrical items when leaving a room. Did you know that a 100-watt bulb gives off almost as much light as two 60-watt bulbs, and takes less energy.

A huge amount of fuel is used to generate electricity. This fuel is wasted when electricity is not used wisely.

Many polystyrene cartons give off CFCs when they are burned. This chemical severely damages the ozone layer.

Between 10 and 60 litres of water can be wasted every time you brush your teeth if you leave the water running.

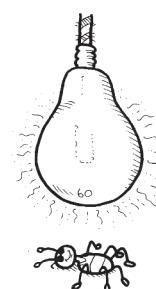
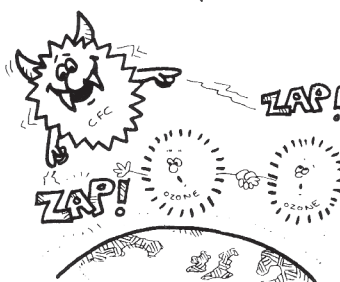
Buy food and other groceries wrapped in the minimum amount of packaging possible. Bring your own cloth bag with you when shopping.

A car can give off as much as 2 kilograms of carbon dioxide for every litre of petrol used. Carbon dioxide in the atmosphere is the main cause of the 'greenhouse effect'

Never leave the tap running while brushing your teeth, when washing vegetables or doing the dishes.

Refuse to buy food that is served in foam plastic. Ask for your fast food on a ceramic plate and your drink in a ceramic or paper cup.

When waste is not recycled, a lot of money is wasted. For every ton of waste material that is re-used, up to three tons of new material is saved.





*This Is To Certify That*

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*From*

---

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*Has Completed The Earthlinks  
Training Programme.*

