

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

### **Sustainable Development for a better 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 term ‘sustainable development’
- 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: Connections, far and near**

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

##### **Activity Two: Our home**

- Map of the world
- Dalai Lama: Teacher Resource Sheet (page 10)
- Our world stem sentences: Teacher Resource Sheet (page 11)

##### **Activity Three: Postcard from a better world**

- Postcard: Teacher Resource Sheet (page 12)

##### **Activity Four: What is ‘Sustainable Development’?**

- Communicating at a distance: Pupil Worksheet (page 13)
- Sustainable Development means...: Teacher Resource Sheet (page 14)

##### **Activity Five: Introducing the Global Goals**

- Global Goals for Sustainable Development: Teacher Information Sheet (page 15)
- ‘The world’s largest lesson: introduced by Malala Yousafzai,’ animation (6.20 mins):  
<https://vimeo.com/138852758>
- Global Goals (child-friendly version): Teacher Resource Sheet (page 16)

##### **Activity Six: A better world jigsaw**

- Global Goal connections: Teacher Resource Sheet (page 17)
- A better world jigsaw: Pupil Worksheet (page 18)
- Scissors for each pair
- Sellotape for each pair

## **Step-by-step instructions:**

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

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

### **Activity Two: Our home, our world**

1. Display [Dalai Lama: Teacher Resource Sheet](#) (page 10) on the board.
2. Ask pupils if anyone recognises the man in the photograph (Dalai Lama).
3. Explain that the Dalai Lama was born in Tibet in 1935. He is a holy and wise man, who is also the leader of the Tibetan people.  
**NOTE:** Depending on your class you may wish to locate Tibet on a map of the world.
4. Explain that the Dalai Lama recognises that our world is our home and it 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 imagines a better world where we all care for and protect our home – planet earth – for our own sake and the sake of all the people who will come after us.
5. Display [Our world stem sentences: Teacher Resource Sheet](#) (page 11).

6. Facilitate a whole class discussion using the following prompt questions arising from the each of the four stem sentences on the resource sheet:

Stem sentence A.	Do all people everywhere in our world experience these good things?
	Will everybody in the future experience these good things?
Stem sentence B.	Do these problems affect everyone in our world equally?
	Will these still be big problems in the future?
Stem sentence C.	Do you belong to any of the groups who can make decision or take actions to solve these problems?
Stem sentence D.	Do you, or any other children you know, already do any of these things?
7. Conclude by agreeing a final class version of each of the four stem sentences.

### **Activity Three: Postcard from a better world**

1. Write ‘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 things would you like to be the same as the world now, in 2020? What would you like to change?
  3. Divide the class into small groups.
  4. Invite pupils to imagine it is the year 2030 and the world is a better place. Their group is going to write a postcard from the future to a group of classmates in the year 2020.
  5. Display [Postcard: Teacher Resource Sheet](#) (page 12) and read through the success criteria to make sure that all pupils understand the task.
  6. ‘Pair’ groups to make sure that each group will receive a postcard.
  7. Tell pupils to ‘send’ their postcards.
  8. Invite each group to present the postcard they received from 2030.
  9. Conclude by asking the class what they think was the most interesting change or development they predicted for the year 2030.
- NOTE:** Ask pupils to keep their postcards safe as they will need them again in Activity Five (page 4).

#### Activity Four: What is Sustainable Development?

1. Ask the class to describe what babies do for the first few months of their lives (e.g. sleep, eat, cry, grow etc.). Now ask them to discuss what children in junior infants can do (talk, walk, run, jump, write their own name, play with their friends, learn new things etc.).
2. Explain that as babies grow into children, they change a lot. When these changes (like learning to speak, or walk) happen, children are ‘developing’.
3. Tell the pupils that they are now going to think about developments in communication by discussing the changes over time in how people communicate when they are at a distance from one another.
4. Divide the class into pairs.
5. Distribute one copy of [Communicating at a distance: Pupil Worksheet](#) (page 13) to each pair.
6. Ask pupils to number the ways of communicating at a distance, from the earliest to the most recent ways of communicating.

**NOTE:** The correct order is as follows: (1) letters sent via post – 1789: first mail coach between Dublin and Cork; (2) telegrams – 1844; (3) phone calls via landlines – 1880; (5) email – 1971; (6) smart phones for texting and phoning – 2000; (7) Skype – 2003; (8) Facebook – 2004; (9) Twitter – 2006; (10) WhatsApp – 2009; (11) Instagram - 2010.

7. Facilitate feedback from pupils by asking the following questions:
  - Which method of communication do you like the best? Why?
  - Do you think the communication methods you like the best are a good change or a good development from the ones before? Why?
8. Explain to the class that ‘development’ is about trying to bring about good changes so that everyone’s lives are improved, and our world becomes a better place.
9. Write the word **sustainable** on the board, and explain that this means lasting for a very, very long time. For example, if we all charged our phones using electricity generated by energy from the sun, that would be sustainable, because solar power is renewable, meaning that it will last forever.
10. Display [Sustainable Development means...: Teacher Resource Sheet](#) (page 14).
11. Conclude by explaining that the Our World Irish Aid Awards lessons and projects are about **sustainable development** that is trying to bring about good and long-lasting changes, so that our world is transformed for the better.

#### Activity Five: 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 good or bad impact on people in other places). They wanted a plan that would transform our world for the better. Making the world a better place is a big job which will take time, so the

world leaders agreed a list of 17 goals for all countries to be achieved by 2030. These goals are called the Global Goals for Sustainable Development.

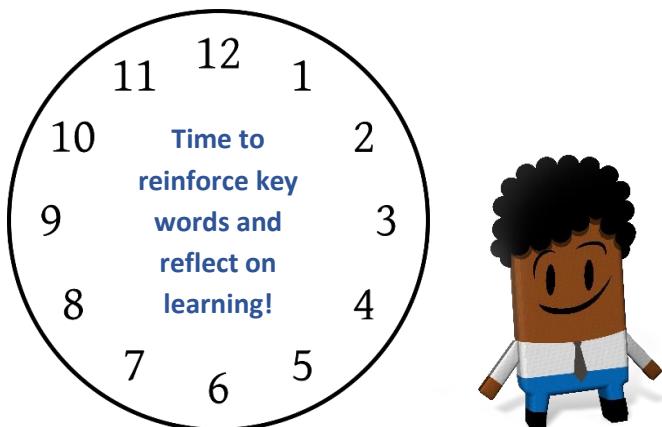
**NOTE:** For more information on the Global Goals for Sustainable Development see [Global Goals for Sustainable Development: Teacher Information Sheet](#) (page 15); [www.globalgoals.org](http://www.globalgoals.org); <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

3. Show ‘The world’s largest lesson: introduced by Malala Yousafzai,’ animation (6.20 mins), available: <https://vimeo.com/138852758>
4. Display [Global Goals \(child-friendly version\): Teacher Resource Sheet](#) (page 16) on the board.
5. Invite pupils to revisit their postcard from a better world (Activity Three, page 3) to see if any of the ideas about a better world in 2030 are reflected in the Global Goals for Sustainable Development.

### **Activity Six: A better world jigsaw**

1. Explain that the United Nations document that outlines the Global Goals is called *Transforming our world: the 2030 Agenda for Sustainable Development*. The 193 countries, including Ireland, committed to this Agenda and in so doing committed to fully achieving all 17 Goals, so that ‘the lives of all will be profoundly improved and our world will be transformed for the better’.
2. Explain that the 17 Goals are linked to each other. All are needed for a better world. They are equally important, and no one Goal can be achieved without the others.
3. Display [Global Goal connections: Teacher Resource Sheet](#) (page 17).  
**NOTE:** Depending on your class, you might also like to share some of the following examples:
  - If children and young people living with disabilities are supported to start and stay in school and get a good education (Goal 4), then they are more likely to get good jobs (Goal 8) and be able to demand that they are treated equally (Goal 10).
  - If everyone works together (Goal 17) to fight against climate change (Goal 13), for example, by buying only what they need (Goal 12), this will lead to a better world.
4. Divide the class into pairs.
5. Display [Global Goals \(child-friendly version\): Teacher Resource Sheet](#) (page 16).
6. Invite each pupil to take a minute to decide which two Global Goals they find most interesting.
7. Encourage pairs to discuss the reasons why they think certain Global Goals are interesting.
8. Distribute one copy of [A better world jigsaw: Pupil Worksheet](#) (page 18) to each pair.
9. Talk through the instructions on the worksheet to ensure that all pupils understand the task.
10. Once they have completed their jigsaw, facilitate a whole class discussion using the following questions:
  - What are the connections between the Global Goals in your jigsaw?
  - What are the Global Goals that are appearing most commonly in your jigsaws?
  - Who are the people and/or places who will benefit when these Goals are achieved?
  - Who has a responsibility to help achieve these Goals?

- What do you want to learn about, or do, where the Global Goals are concerned?
11. Conclude by explaining that the Global Goals can help solve global problems and transform the world for the better – but everyone everywhere has a responsibility to help achieve the Goals.



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

## Activity One

### Anna's Connections: Teacher Resource Sheet

This is Anna...



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

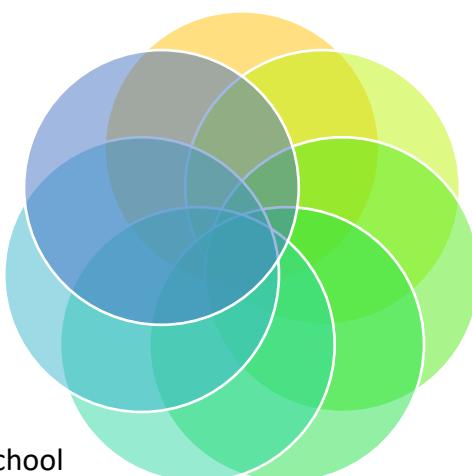
Anna lives with her  
parents and her  
younger sister.

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

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

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

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



## Activity One

### Terms Explained: Teacher Resource Sheet

#### *Fossil fuel*

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

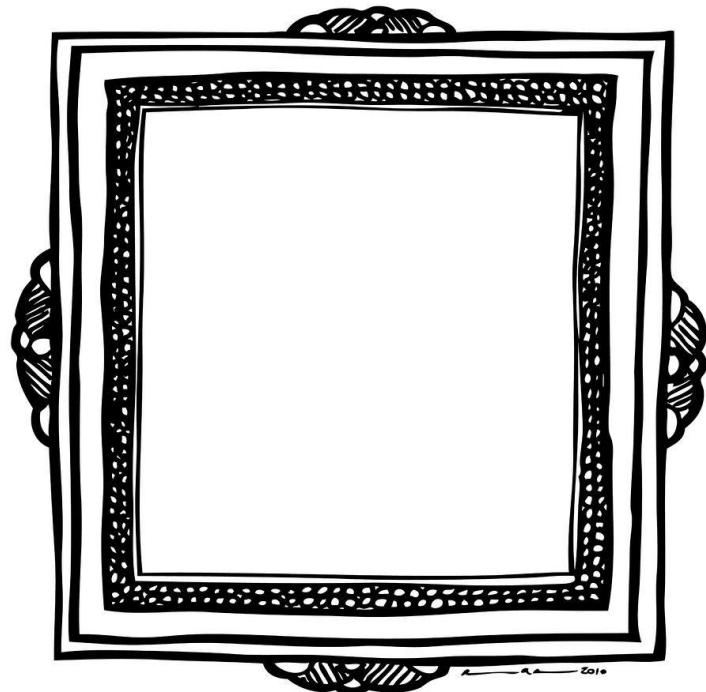
#### *Climate Change*

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



## Activity One

### My Connections: Pupil Worksheet



My family members:

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People/things I rely on  
in school:

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People/things I rely on  
in my locality:

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

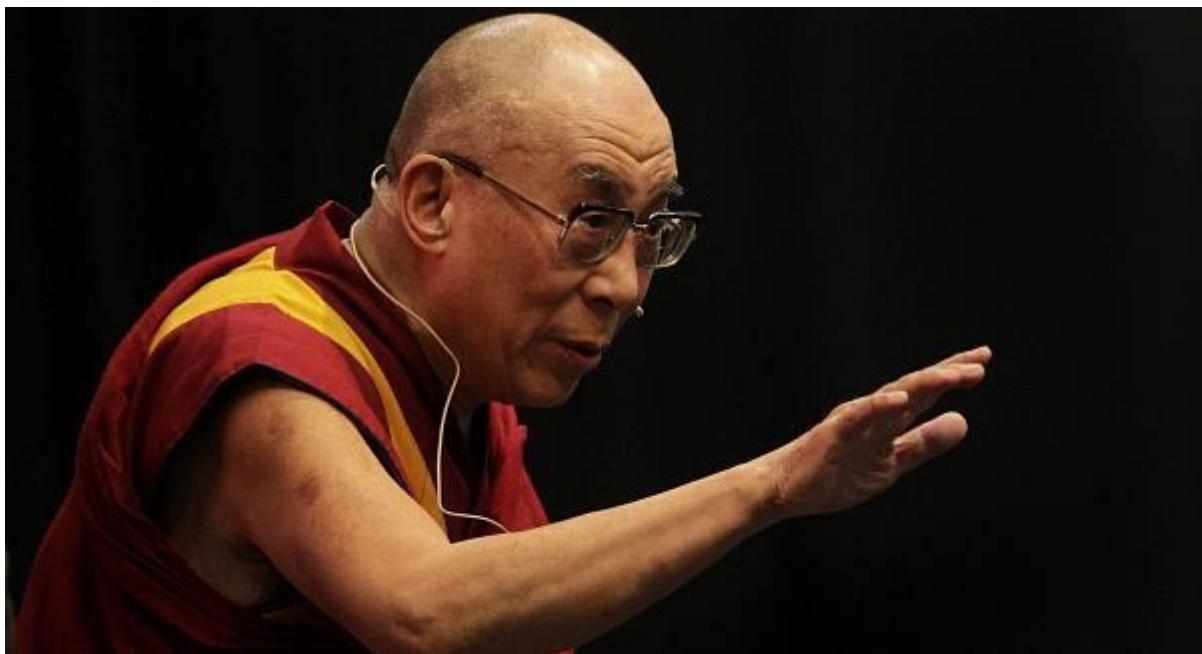
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## Activity Two

### Dalai Lama: Teacher Resource



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

## Activity Two

### Our world stem sentences: Teacher Resource Sheet



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



2. People who do not benefit from the good things in our world are:



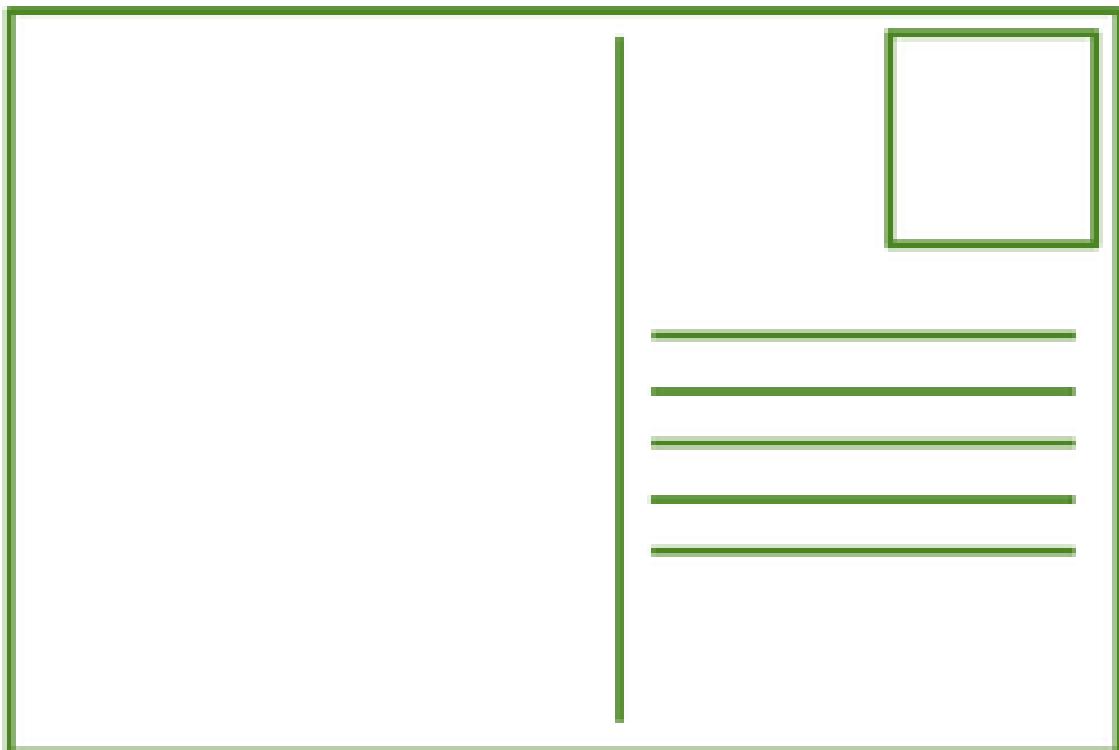
3. The biggest most important problems in our world today are:



4. People or groups who can make decisions or take action to solve these problems are:

## Activity Three

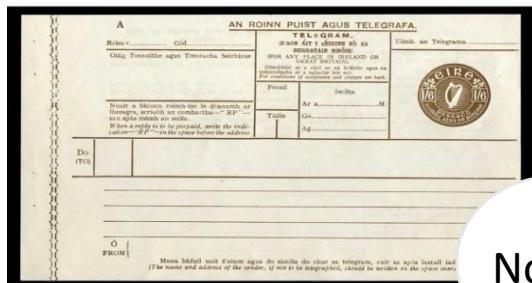
### Postcard: Teacher Resource Sheet



<u>Left side</u>	<u>Right side</u>
<ul style="list-style-type: none"><li>• Date (in 2030)</li><li>• Opening salutation or greeting</li><li>• Information about the better world of 2030.</li><li>• Advice to people living in 2020 about what they can do to make sure that there is a better world by the year 2030.</li><li>• Closing salutation</li></ul>	<ul style="list-style-type: none"><li>• Stamp (drawn)</li><li>• Group names</li><li>• School address</li></ul>

## Activity Four

### Communicating at a distance: Pupil Worksheet



No:



No:



No:



No:



No: \_\_



No:



No: \_\_



No:



No:



No:



## Activity Four

### Sustainable Development means... : Teacher Resource Sheet

Sustainable Development means living in a better world where:

- 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 our world and make it a better place



For this to happen, we all need to work together to bring about good and long-lasting changes.

## Activity Five

### Global Goals for Sustainable Development: Teacher Information 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 Five

### Global Goals (child-friendly version): Teacher Resource Sheet



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

## Activity Six

### Global Goal Connections: Teacher Resource Sheet

**There are many connections between the Global Goals.**

**Here is just one for you to think about...**

Part of getting a good education is learning about how to take care of our world and all the people in it.



If we take care of our world and all the people in it (Goals 13, 14 & Goal 15), this helps farmers to produce food to make sure that we have enough to eat.



Having enough good food to grow (Goals 2 & 3) and being able to go to school (Goal 4) are linked because children need to be well fed and healthy to be able to walk to school and to learn properly.



## Activity Six

### A better world jigsaw: Pupil Worksheet

Cut out the four jigsaw pieces.

Take two pieces each.

Draw/write the two Global Goal you find most interesting on your two jigsaw pieces.

Come up with one good example of how each jigsaw piece is connected to the other. As you discuss your examples, stick your jigsaw back together again.

