

Unit 1 (3rd-4th class)

Sustainable Development and the promise to Leave No One Behind

Learning intentions:

We will learn to:

- Describe the different ways that people rely on planet earth
- Consider people who are being left behind in our world
- Discuss what we can do to help and support people who are left out or left behind in our world
- Explore solutions to the problems facing our world today
- Explain the meaning of the term 'sustainable development'
- Make connections between the United Nations Global Goals for Sustainable Development
- Reflect on what we found out and did in this Unit

Materials:

Activity One: Our Planet

- Our Planet: Teacher Resource Sheet (page 7)

Activity Two: Taking Stock

- Taking Stock: Pupil Worksheet (page 8)

Activity Three: Wish you were here

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

Activity Four: What is 'Sustainable Development'?

- Communicating at a distance: Pupil Worksheet (page 10)

Activity Five: Introducing the Global Goals

- Global Goals for Sustainable Development: Teacher Information Sheet (page 11)
- '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 12)

Activity Six: Leave No One Behind

- Leave No One Behind: Pupil Worksheet (page 13)
- Richard Curtis (2016) Leave No One Behind (video 3.36 mins): <https://www.youtube.com/watch?v=uphifd-Uuys>
- Global Goals Connections: Teacher Resource Sheet (page 14)
- Climate Change Explained: Teacher Resource Sheet (page 15)

Step-by-step instructions:

Activity One: Our Planet

1. Display [Our Planet: Teacher Resource Sheet](#) (page 7) on the board.
2. Point out that every person in the room lives on our planet; and facilitate a whole class brainstorm about the different forms of life on earth (humans, animals, insects, plants, life under water, volcanoes, oceans/seas, ground/soil etc).
3. Divide the class into small groups.
4. Invite pupils to work together in groups to come up with a list of ways that we rely on our planet (food, water, air, materials to make clothes, books, machines, medicines, houses, schools etc).
5. Ask the class if anyone knows what an astronaut is (person who is trained to travel beyond the earth's atmosphere, into space). Has anyone ever heard of an astronaut called Commander Chris Hadfield?
6. Explain that Chris Hadfield is a retired Canadian astronaut. He was born in 1959, and in 2012 spent 144 days commanding the International Space Station (ISS). He was the first astronaut to send a message 'as Gaeilge' on social media (Twitter) from space. When he looked at our planet from space, he thought it was beautiful, saying it 'roar[ed] silently in colour and texture', 'a self-propelled art gallery'.
7. Invite each group to imagine they are astronauts, like Chris Hadfield, looking at our planet from space. They need to come up with a caption (in English or as Gaeilge) for the image on the board, a caption that says something about how all people everywhere, now and in the future, rely on our planet.
8. Facilitate feedback on captions.
NOTE: You might like to display a copy of [Our Planet: Teacher Resource Sheet](#) surrounded by your pupil's captions on the board.

Activity Two: Taking Stock

1. Divide pupils into small groups.
2. Distribute one copy of [Taking Stock: Pupil Worksheet](#) (page 8) to each group.
3. Invite each group to agree a response to the four tasks on their worksheet.
4. Facilitate groups to present their work, using the following questions:
 - What are the good things about our world today?
 - Do all people everywhere in our world experience these good things? Who is being left out or left behind? Will everybody in the future experience these good things?
 - What are the biggest problems facing people who are in danger of being left out or left behind in our world today? Why did you focus on these problems? Will these still be big problems in the future? Why/not?
 - Who can make decisions or take actions to solve these problems and change or transform our world for the better?
5. Explain that those being left behind is different in every country and context, but globally the people most at risk of poverty, exclusion and discrimination may belong to one or more of the following categories or groups: girls and women; people living with disabilities; children/youth; refugees; migrants; older people; religious/ethnic/racial minorities; indigenous peoples (e.g. the Saami of northern

- Europe or the Aborigines and Torres Strait Islanders in Australia); people living with HIV; those living with mental health issues; unemployed or informal workers; LGBTQI people; and, widows.
6. Ask the class if anyone has ever heard of a famous Irish poet called Seamus Heaney (1939-2013). Explain that Seamus Heaney wrote a poem in 1992 called 'An Invocation', which means an appeal, or a request. One of the lines from this poem was 'Who is my neighbour? My neighbour is all mankind'. Sometimes the word 'neighbour' is taken to mean the person or people who lives beside or near you, but Heaney was using the word to mean any person in need of friendship or kindness.
 7. Ask the class to discuss the idea that all people everywhere, now and in the future, are their neighbours. How does this idea make them feel? Do they agree/disagree with this idea? Why/not?
 8. Conclude by asking pupils what, if anything, they can do to improve the lives of people who are being left behind now in our world?

Activity Three: Wish you were here

1. Write 'The YEAR 2030...' on the board.
2. Facilitate a whole class discussion using the following prompts:
 - What age will you be in the year 2030?
 - What would you like your life to be like in 2030?
 - When thinking about the world in 2030, what things would you like to be the same as the world now, in 2019? What would you like to change?
 - What people or groups do you think need kindness, care and special attention in 2019 so that they and their children can have better lives by 2030?
3. Divide the class into small groups.
4. Distribute copies of [Wish you were here: Pupil Worksheet](#) (page 9) to each group.
5. Invite pupils to imagine it is the year 2030 and they are sending a postcard to their younger selves in the year 2019.
The left-hand side of the completed postcards should include the following information:
 - Date (in 2030)
 - Opening salutation or greeting
 - A piece of advice to their younger self in 2019 about what they can do to make sure that no one is left behind, and the world is changed for the better by the year 2030.
 - Closing salutationOn the right-hand side of the postcard pupils should write the class name/number and school address.
6. Invite each group to present their completed postcard.
7. On the board, record your pupil's ideas about things they can do now to make sure no one is left behind by 2030.
8. 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 completed postcards as they will need them again in Activity Five (page 5).

HOMEWORK TASK:

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

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

Activity 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 at a distance from one another.
4. Divide the class into pairs.
5. Distribute one copy of [Communicating at a distance: Pupil Worksheet](#) (page 10) to each pair.
1. Ask pupils to number the ways of communicating at a distance, from the earliest to the most recent ways of communicating.
6. **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.
2. 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?
7. Explain to the class that 'development' is about trying to bring about good changes so that the lives of everyone in our world are better.
8. 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.
9. Explain that sustainable development is about transforming our world by making good and long-lasting changes so that in all countries all people:
 - can live in a healthy, safe environment
 - have enough good food to eat and clean water to drink
 - can go to school
 - can get help if they are sick
 - can get decent work so that they can earn money for their families
 - are educated to care for the world we live in

10. 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, and the lives of all people everywhere, now and in the future, are better.**

Activity Five: Introducing the Global Goals

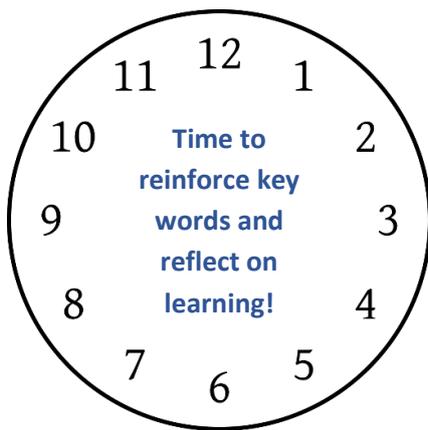
1. Write the following on the board: *Goal = something good that you are prepared to work towards*
2. Explain that in the year 2015, leaders of 193 countries, including Ireland, came together in the United Nations at a big meeting to agree a plan to rid the world of poverty and hunger, to fight injustice 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 impact on people in other places). They wanted a plan that would change or transform our world so that all people everywhere, now and in the future, can have better lives and no one will be left behind. Transforming our world for the better 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. For more information on the Global Goals for Sustainable Development see [Global Goals for Sustainable Development: Teacher Information Sheet](#) (page 11).
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 12) on the board.
5. Invite pupils to revisit their 'Wish you were here' postcard (Activity Three, pages 3-4) to see if any of the ideas they included to make sure that no one is left behind, and the world is changed for the better by the year 2030 are reflected in the Global Goals for Sustainable Development.

Activity Six: Leave No One Behind

1. Explain that the pledge or promise to Leave No One Behind is included in the opening section of *Transforming our world: the 2030 Agenda for Sustainable Development* – the United Nations action plan which describes the 17 Global Goals. This pledge is about making sure that the Global Goals are achieved for all people everywhere, now and in the future, and that the poorest, most disadvantaged and powerless are reached first.
2. Divide the class into pairs.
3. Give one copy of the [Leave No One Behind: Pupil Worksheet](#) (page 13) to each pair.
4. Watch the Leave No One Behind video (<https://www.youtube.com/watch?v=uphifd-Uuys> – 3.36 mins).
5. Ask pupils to tick the Goals that they think are most likely to improve the lives of people who are left behind, such as the people they saw in the video.
6. Explain that the 17 Goals are linked to each other. All the Goals are equally important, and no one Goal can be achieved without the others.
7. Display [Global Goals Connections: Teacher Resource Sheet](#) (page 14) which shows links between Goals 2, 3, 4, 14 and 15.

NOTE: Depending on your class you may wish to display [Climate Change Explained: Teacher Resource Sheet](#) (page 15).

8. Conclude by explaining that the Global Goals can help solve the problems in our world today – everyone everywhere needs to act to fix these problems. The Global Goals are a type of guide to help us to care for our planet and treat all mankind, especially those being left behind, as neighbours.



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

Activity One

Our Planet: Teacher Resource Sheet



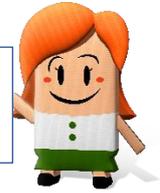
Image of Earth taken by a NASA camera on the Deep Space Climate Observatory (DSCOVR) satellite. The image was taken 6 July 2015, one million miles from Earth. Central Europe is toward the top, with the Sahara Desert to the south, showing the Nile River flowing to the Mediterranean Sea through Egypt.

Source: <https://www.nasa.gov/image-feature/africa-and-europe-from-a-million-miles-away>

Activity Two

Taking Stock: Pupil Worksheet

Work together to agree answers to the four tasks below.



1. List at least 3 things that are good about our world.



2. Name at least 2 groups of people who do not benefit from the good things in our world and instead are left out or left behind.



3. List at least 2 problems facing people who are left out or left behind in our world.



4. Name one person and one group who can make decisions or take actions to solve the problems facing people who are left behind in our world.

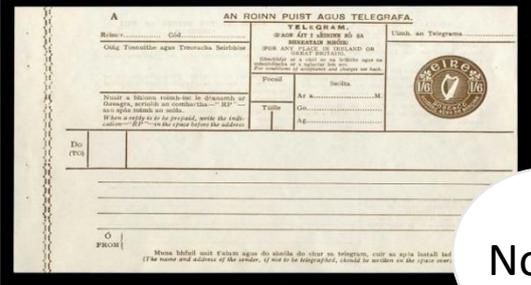
Activity Three

Wish you were here: Pupil Worksheet

The worksheet features a large rectangular frame. Inside this frame, there is a horizontal line positioned approximately one-third of the way down from the top. Below this horizontal line, there are five vertical lines of equal length, spaced evenly across the width of the frame. To the right of these vertical lines, near the bottom right corner of the frame, there is a small square.

Activity Four

Communicating at a distance: Pupil Worksheet

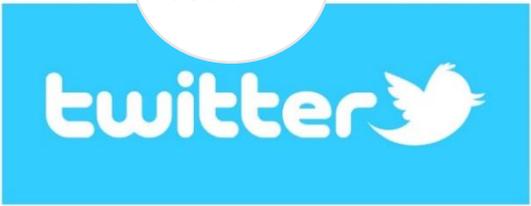


No:

No:



No:



No:



No: __



No:



No: __



No:



No:



No:

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

Leave No One Behind: Pupil Worksheet



Tick the Goals that you think are most likely to improve the lives of people who are left behind.

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	
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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 helps children 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

Climate Change Explained: Teacher Resource Sheet

Burning fossil fuels or non-renewable fuels (coal, gas, peat, oil) releases greenhouse gas emissions into the earth's atmosphere. Greenhouse gas emissions act 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.

People in poorer countries (sometimes referred to as least developed countries or LDCs*) suffer more from the effects of climate change because these countries do not have the resources or systems to deal with climate change. This is an unfair situation because least developed countries contribute very little emissions compared to wealthier or developed countries.

The Irish Government gives aid (money) to least developed countries on behalf of all the people of Ireland, through its Irish Aid programme. This money is used to help the poorest families in these countries.

* An official list of least developed countries can be downloaded from www.ourworldirishaidawards.ie (end of the lesson plan section).

