

## Unit 1 (5<sup>th</sup>-6<sup>th</sup> class)

### Sustainable Development and the promise to Leave No One Behind

#### Learning intentions:

We will learn to:

- Describe the interdependent relationship between people and planet
- Consider people who are being left behind in our world
- Discuss our role and responsibilities where those who are being left behind are concerned
- 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: Our Planet

- Our Planet: Teacher Resource Sheet (page 6)

##### Activity Two: Taking Stock

- Taking Stock: Pupil Worksheet (page 7)

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

- Sustainable Words: Teacher Resource Sheet (page 8)

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

- Global Goals for Sustainable Development: Teacher Information Sheet (page 9)
- Global Goals (child-friendly version): Teacher Resource Sheet (page 10)

##### Activity Six: Leave No One Behind

- Leave No One Behind: Pupil Worksheet (page 11)
- Richard Curtis (2016) Leave No One Behind (video 3.36 mins):  
<https://www.youtube.com/watch?v=uphifd-Uuys>

#### Step-by-step instructions:

##### Activity One: Our Planet

1. Display [Our Planet: Teacher Resource Sheet](#) (page 6) 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.
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 groups of four.
2. Distribute one copy of [Taking Stock: Pupil Worksheet](#) (page 7) 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 transform our world for the better?
5. Explain that those who are left behind differs in every country and context, but globally the most vulnerable people, those 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: Dear yesteryear

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. Invite pupils to imagine it is the year 2030 and they are writing a letter to their younger selves in the year 2019.  
Completed letters should include the following information:
  - Date (in 2030)
  - Opening salutation or greeting
  - Information about the world in 2030. Advice to people living 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 salutation
5. On the board, record your pupil's ideas about things they can do now to make sure no one is left behind by 2030.
6. 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 'Dear yesteryear' letters safe as they will need them again in Activity Five (page 4).

### Activity Four: What is Sustainable Development?

1. Ask the class what they think the word 'development' means.
2. Ask pupils how people can communicate with family/friends who live far away, recording their responses on the board.
3. Invite pupils to order the different ways of that people communicate, from the earliest forms of communication (e.g. letters sent via post, telegrams, phone calls via landlines etc.) to the more recent forms invented (internet - email, Skype etc.).
4. Facilitate a whole class discussion, using the following prompts:
  - Which method of communication do you like the best? Why?

- Do you think these are a good change or a good development from the ones before? Why?
5. Explain to the class that 'development' is about trying to bring about good changes so that the lives of all people everywhere are better.
  6. Divide the class into small groups.
  7. Display [Sustainable Words: Teacher Resource Sheet](#) (page 8) on the board.
  8. Ask each group to use all the words on the board in linked sentences. Record their sentences on the board.  
**NOTE:** You may wish to provide the following example:  
'A lot of people in Ireland and elsewhere are trying to live in a more sustainable way. They try to drive less, buy less and recycle more. They are making long-lasting and good changes in their lives so that our world is transformed for the better'.
  9. Explain that sustainable development is about transforming our world by making good and long-lasting changes so that in all countries:
    - everyone can live in a healthy, safe environment
    - everyone has enough good food to eat and clean water to drink
    - all children can go to school
    - people everywhere can get help if they are sick
    - people everywhere can get decent work so that they can earn money for their families
    - all people are educated to care for the world we live in
  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.

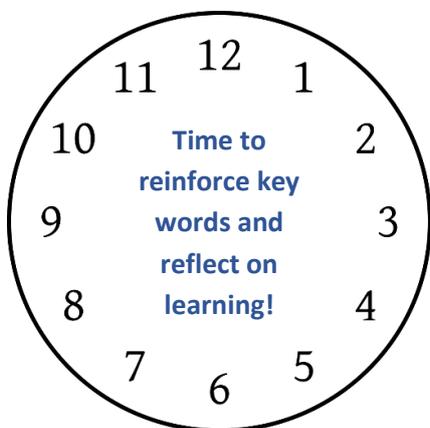
### Activity Five: Introducing the Global Goals

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 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 9).
3. Display [Global Goals \(child-friendly version\): Teacher Resource Sheet](#) (page 10) on the board.
4. Invite pupils to revisit their 'Dear yesteryear' letter (Activity Three, page 3) 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 11) 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 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. For example:
  - Having enough good food (Goals 2) gives children more chance to grow up healthy (Goal 3). These two goals are linked with being able to go to school and learning (Goal 4) because children need to be well fed and healthy to be able to walk to school and pay attention in class.
  - 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 help all people everywhere, now and in the future. This is especially important for people living with poverty (Goal 1) and hunger (Goals 2) in countries who have contributed very little to creating the problem but are most at risk of being left behind because of effects of climate change (Goal 10).
7. 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](http://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 three things that are good about our world.



2. Name at least two 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 two challenges or problems facing people who are left out or left behind in our world today.



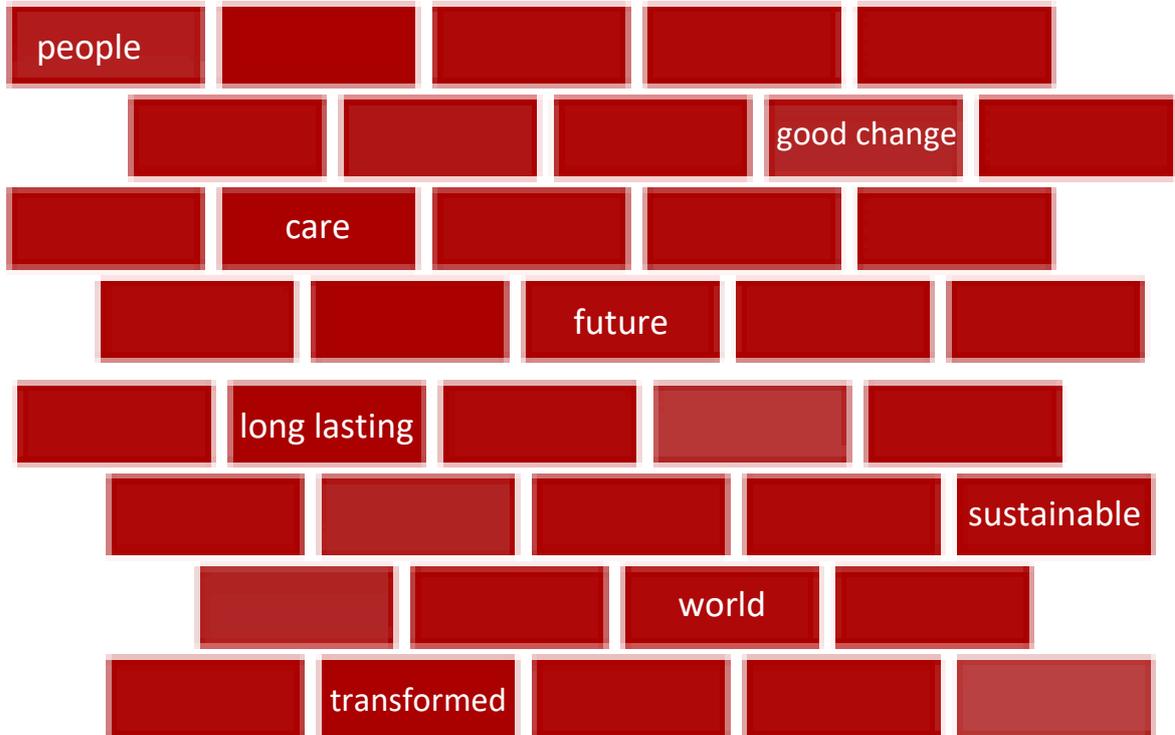
4. Name one person and one group who can make decisions or take actions to solve the problems facing people who are left behind in our world today.

## Activity Four

### Sustainable Words: Teacher Resource Sheet



Work together to use the words on the wall (below) in linked sentences.



## 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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