

Lesson Plan 3: 5th – 6th class

Teacher Notes

SLIDE 1: INTRODUCTION TO LESSON 3

Dear 5th-6th class teacher,

Welcome to the third of four lessons for 5th-6th class available for the 2021 Our World Irish Aid Awards.*

Irish Aid is the official overseas development cooperation programme of the Irish Government. The Government's overseas development programme focuses on the realization of the United Nations Sustainable Development Goals with a specific emphasis on gender equality, reducing humanitarian need, supporting climate action, and strengthening governance in over 130 countries. The Our World Irish Aid Awards were established in 2005 to encourage primary aged pupils to learn about how Ireland, through the Irish Aid programme, is working on these issues in partnership with international organizations (like the United Nations and the European Union), with governments, non-governmental organizations (NGOs), and with communities of people.

*We are delighted that you have decided to take part in the Awards this year. You may already have done some, or all, of the 2021 Our World Irish Aid Awards pupils' magazine and the first lesson, and we hope that your class found the activities and stories engaging and fun. The next three lessons invite you to take your involvement one step further and submit content for publication in our brand new, **Global Goal Getters** online magazine by kids, for kids. We will be releasing three issues of the **Global Goal Getters** from February to May 2021 on our website. For support, more details and information about how to submit pupil's work for the **Global Goal Getters** magazine see www.ourworldirishaidawards.ie*

All our lessons are designed for approximately 45 minutes of class contact time. They are curriculum linked (see Slide 2) and classroom-ready, with minimal preparation required on your behalf (see Slide 3). However, we recognise that as their teacher, you know your own pupils very well. For this reason, the slides are fully editable so that if necessary, you can tweak the lesson content to best suit the context and needs of the children in your class. You may also find it helpful to download our [Good Practice Guidelines for teaching about poverty and development](https://www.ourworldirishaidawards.ie/lesson-plans-2020-2021/) (<https://www.ourworldirishaidawards.ie/lesson-plans-2020-2021/>).

All that remains is for you to read through the teacher notes (available at the bottom of each slide when in 'normal' mode) and familiarise yourself with the animations (using presenter mode) in advance of class. Depending on your version of PowerPoint you may be able to view the slide notes while in presentation mode, but don't worry, if not, you can access and print a pdf of the [slide notes](https://www.ourworldirishaidawards.ie/lesson-plans-2020-2021/) as a support for you during class (<https://www.ourworldirishaidawards.ie/lesson-plans-2020-2021/>). Please note that when slide notes text is in italics, it is meant for you and is not intended to be shared with pupils.

**If you have colleagues teaching 3rd-4th class, you might like to let them know that lessons linked to the 3rd-4th class curriculum are available on www.ourworldirishaidawards.ie*

Every year we are blown away by the creativity and innovation of teachers and pupils around the country who take part in the Awards. We can't wait to see where you go with this year's theme of 'Partnership for the Goals'. Remember to share your Our World Irish Aid Awards 2021 journey with us [@Irish_Aid](https://twitter.com/Irish_Aid) / [@ourworldirishaidawards](https://twitter.com/ourworldirishaidawards) on social media using the hashtag [#ourworldawards](https://twitter.com/ourworldawards).

All the very best to you and your wonderful pupils.

SLIDE 2: CURRICULUM LINKS (no notes)

SLIDE 3: LESSON CONTENT (no notes)

SLIDE 4: LEARNING INTENTIONS

Teacher notes: Learning intentions (3 consecutive animations at * Click)

Depending on your class, you might like to share the learning intentions on this slide at the start of the lesson.

** **Click** to animate in the three learning intentions for this lesson, one after another, reading aloud as you go.*

Sensitivity note:

As their teacher, you know your own pupils well. Please feel free to edit the learning intentions and the activities in this lesson to best suit the context and needs of the children in your class.

*If you have pupils who are from or have family from the South Sudan or Uganda and/or who are refugees or asylum seekers, you might like to firstly check in with them, to see whether they would like to contribute any thoughts during the lesson – see our [Good Practice Guidelines for teaching about poverty and development](#) in the lesson plan section of our website:
www.ourworldirishaidawards.ie*

SLIDE 5: LOOKING BACK TO MOVE FORWARD

Teacher notes: Activity 1/Slide 1 of 1 (Looking back to move forward) (no animation)

Remind the class that the theme of the 2021 Our World Irish Aid Awards is ‘Partnership for the Goals’.

Invite pupils to think about their engagement with the Our World Irish Aid Awards magazine and/or lesson plans #1 and # 2 (available: www.ourworldirishaidawards.ie).

Depending on your class, you might like to use the following prompt questions:

- What are the United Nations Global Goals for Sustainable Development?
- What is Irish Aid?
- Where does Irish Aid work?
- Who does Irish Aid work in partnership with?

Invite pupil to call out words or phrases that they associate with their learning from engagement with the Awards to date.

Record their responses in the word cloud on Slide 5.

[NB: to insert words in the boxes in word cloud you will need to be in 'normal' rather than 'presenter' mode. Double click on an empty textbox and type in the pupil's response.]

SLIDE 6: UNIQUE STORIES

Teacher notes: Activity 2/Slide 1 of 6 (Unique stories) (1 animation at * Click)

Ask one pupil to read the statistic at the top of Slide 6.

** Click to animate in one question based on this statistic.*

Encourage pupils to discuss the meaning of the word 'refugee'.

Take feedback from a selection of pupils.

Answer:

Refugees are people who have been forced to leave their own country to escape war, unfair and harmful treatment or natural disaster.

Explain to pupils that as they engage in this lesson they are going to be storyboarding the unique experiences of one of the 26 million refugees in our world today. They will also be looking at data (number information) about the countries where refugees come from and escape to, and they might want to include some of this data, along with text and images, in their storyboard.

The storyboard template is available on Slide 7.

Depending on your class, you may need more than one storyboard template per person.

You can either:

(1) photocopy and distribute copies of the storyboard templates on Slide 7

or

(2) invite pupils to copy the storyboard templates on Slide 7

NB: Periodically during this lesson you will need to give pupils time to add to their storyboard.

Sensitivity note:

As their teacher, you know your own pupils well and you can edit the activities in this lesson to best suit the context and needs of the children in your class.

Depending on your class, you might decide to stress that a storyboard is not a comic strip, and while pupils can use their imagination to put themselves in the shoes of Mamcy Karina – the young female refugee whose story they are going to hear – this should be done in the spirit of solidarity and respect.

If you have pupils who are from or have family from the South Sudan or Uganda and/or who are refugees or asylum seekers, you might like to firstly check in with them, to see whether they would like to contribute any thoughts during the lesson – see our [Good Practice Guidelines for teaching about poverty and development](#) in the lesson plan section of our website:
www.ourworldirishaidawards.ie

SLIDE 7: UNIQUE STORIES

Teacher notes: Activity 2/Slide 2 of 6 (Unique Stories)

See notes Slide 6

SLIDE 8: UNIQUE STORIES MAMCY'S STORY PART 1

Teacher notes: Activity 2/Slide 3 of 6 (Unique stories: Mamcy's story, part 1) (no animation)

Ask the class if they remember reading about Mamcy Karina in the Our World Irish Aid pupil's magazine? (available: <https://www.ourworldirishaidawards.ie/pupils-magazine/>)

Invite volunteers to read part 1 of Mamcy's story (*part 2 of Mamcy's story is on Slide 11*).

Pause here for a few minutes to allow pupils to work on their storyboard.

SLIDE 9: UNIQUE STORIES TOP ORIGIN COUNTRIES

Teacher notes: Activity 2/Slide 4 of 6 (Unique stories: Top origin countries) (1 animation at * Click)

Explain that the bar chart on the slide shows the top 5 refugee origin countries in 2019.

** Click to animate in 3 questions based on the chart on Slide 9.*

Encourage different pupils to answer the questions (answers to Questions 1 & 2 below).

Answers:

1. Mamcy is originally from South Sudan.
2. In 2019, the United Nations refugee agency (UNHCR) estimated that 2,200,000 South Sudanese people were refugees.

Depending on your class, you might want to locate South Sudan etc on a map of the world.

You might also want to point out that each of the top 5 origin countries for refugees in our world are experiencing war, conflict, big political/economic challenges or discrimination against ethnic minority groups.

SLIDE 10: UNIQUE STORIES TOP HOSTING COUNTRIES

Teacher notes: Activity 2/Slide 5 of 6 (Unique stories: Top hosting countries) (1 animation at * Click)

Explain that the bar chart on the slide shows the top refugee hosting countries in 2019.

** Click to animate in 3 questions based on the bar chart on Slide 10.*

Encourage different pupils to answer the questions (answers to Questions 1 & 2 below).

Answers:

1. Mamcy is now living in Uganda.
2. In 2019, the United Nations refugee agency (UNHCR) estimated that 1.4 million refugees live in Uganda.

Depending on your class, you might want to locate Uganda etc on a map of the world.

You might also want to point out that in 2019 Germany was the only European Union member state amongst the top five refugee hosting countries.

Pause here for a few minutes to allow pupils to work on their storyboard.

SLIDE 11: UNIQUE STORIES MAMCY'S STORY PART 2

Teacher notes: Activity 2/Slide 6 of 6 (Unique stories: Mamcy's story, part 2) (no animation)

Invite volunteers to read part 2 of Mamcy's story on Slide 11.

Explain that the COVID-19 pandemic makes partnerships in support of refugees, like that between Irish Aid and the World Food Programme, even more important than ever.

Pause here for a few minutes to allow pupils to work on their storyboard.

SLIDE 12: STORY TELLER MAMCY'S QUOTE

Teacher notes: Activity 3/Slide 1 of 2 (Story Teller: Mamcy's quote) (no animation)

Read the text on the slide aloud.

Explain that this is a direct quote from Mamcy, or Mamcy's own words.

Invite pupils to share their reflections/thoughts on Mamcy's quote.

Pause here for a few minutes to allow pupils to work on their storyboard.

SLIDE 13: STORY TELLER

Teacher notes: Activity 3/Slide 2 of 2 (Story Teller) (no animation)

Tell the class that as part of her Story Telling course, which was organized by the World Food Programme (WFP), Mamcy made a video about her story.

Explain to the class that as they watch Mamcy's video they should jot down the Global Goals that can be connected to what they see and hear.

Play the video (1.49 mins).

Depending on your class, you may wish to play the video a second time.

Facilitate a short whole class discussion about the Global Goals that pupils connected to Mamcy's video.

Prompt pupils to give reasons for the Global Goals they mention by asking them to phrase their feedback using the following stem sentence:

I picked Global Goal [number(s)] because...

Encourage pupils to include reference to the Global Goals connected to Mamcy's story in their storyboard.

Give the class a final few minutes to finish off their storyboard.

Invite pupils to share their storyboards in small groups.

SLIDE 14: GLOBAL GOAL GETTERS

Teacher notes: Activity 3/Slide 1 of 2 (Global Goal Getters)

Explain to the class that they are going to take part in the Our World Irish Aid Awards. This means producing short stories, poems, surveying others, performing songs, drawing etc – about the theme of Partnership for the Goals, the Global Goals generally, or the work of Irish Aid. All their great work will then be submitted for publication in one of the **Global Goal Getters** online magazines by kids, for kids.

Depending on your class, you might like to:

- *give pupils the freedom to choose the content and format of their submission*
- *allocate different content/formats to groups of pupils*
- *decide on content focus and format and make a class submission*

Submissions for issues 2 and 3 of the Global Goal Getters magazines are ongoing from now through April – so you have plenty of time to start! Please complete an Entry Form (available for download from our website) and submit your work via email: ourworld@realnation.ie or by post to:

Our World Irish Aid Awards

Real Nation

24 Arran Quay Dublin 7

D07 W620

Further information is available: www.ourworldirishaidaward.ie

Please email or ring our project office if you have any queries about the Our World Irish Aid Awards or submission details **E:** ourworld@realnation.ie / **P:** 01 522 4834H

We would love to hear about how you are getting on with the curriculum materials and Award entries. You can share your Our World Irish Aid Awards 2021 journey with us **@Irish_Aid** / **@ourworldirishaidawards** on social media using the hashtag **#ourworldawards**

SLIDE 15: GLOBAL GOAL GETTERS

Teacher notes: Activity 4/Slide 2 of 2 (Global Goal Getters) (4 animations * Click – 3 come in one after another on the 2nd Click)

Explain to pupils that they are going to think about (reflect) on what they have learned in this lesson.

Invite pupils to imagine they are playing basketball. As each of the things they were learning in this lesson appear on the screen pupils should mime:

- Shooting and scoring the winning basket in the match – if they are happy that they have learned what they were supposed to learn

** Click to animate the ball dropping into the net to demonstrate what you mean*

- Dribbling the ball – if they need some more support from a partner (pupils or teacher) to be able to say that they have learned what was intended

** Click to animate each of the 3 learning intentions for this lesson in separately, reading each aloud as they appear.*

Observe pupils to see who might need some extra support.

Reassure the class that they have done an amazing job and that they are all fantastic Global Goal Getters.

*Don't forget to check out www.ourworldirishaidaward.ie for information about how to get your pupils work published in our **Global Goal Getters** online magazines!*

SLIDE 16: IN YOUR OWN TIME

Teacher notes: In your own time: Global Goal Getters t-shirt (no animations)

Remind the class that the Global Goals are universal – meaning they are for everyone, everywhere.

Encourage pupils to discuss the relevance of the Global Goals in their own lives.

Invite pupils to design a Global Goal Getters t-shirt, inspired by the Global Goal that is most important in their own life.

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