

LESSON PLAN 1: 5th-6th Class

Teacher Notes

Slide 1

Dear 5th-6th class teacher,

Welcome to the first of four lessons for 5th-6th class available for the 2022 Our World Irish Aid Awards.*

Irish Aid is the official overseas development cooperation programme of the Irish Government. The Government's overseas development cooperation 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 countries all around our world.

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 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 have already engaged with the 2022 Our World Irish Aid Awards pupils' magazine and you are now beginning the Our World Irish Aid Award lessons. We hope that your class finds the activities and stories in the magazine and lessons engaging and fun and go on to generate and submit their own content for publication in our *Global Goal Getters online magazines by kids, for kids*.

EARLY SUBMISSIONS CLOSING DATE: Monday, 7th February 2022

School entries received on or before 7th February 2022 are in with a chance to win a box of sustainable art materials.

FINAL CLOSING DATE: Friday, 8th April 2022

For support, more details and information about how to submit pupil's work for the *Global Goal Getters online magazine* see www.ourworldirishaidawards.ie

All 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.

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 presenting, but don't worry, if not, you can access and print a pdf of the [slide notes](#) as a support for you during class on our website.

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 to best suit the context and needs of the children in your class. You may also find it helpful to consult our [Good Practice Guidelines for teaching about poverty and development](#), also available on our website.

*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 the 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 'Wellbeing for people and planet'.

Remember to share your Our World Irish Aid Awards 2022 journey with us **@Irish_Aid / @ourworldirishaidawards** on social media using the hashtag **#ourworldawards**.

All the very best to you and your wonderful pupils.

The Our World Irish Aid Awards team

Slide 2

Teacher notes (none)

Slide 3

Teacher notes (none)

Slide 4: Learning intentions (3 consecutive animations at * Click)

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.

See also our [Good Practice Guidelines for teaching about poverty and development](#) in the lesson plan section of our website: www.ourworldirishaidawards.ie

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

This is the first lesson for the 2022 Our World Irish Aid Awards. This lesson is all about the idea of 'wellbeing' and how we can work for the wellbeing of all people and our planet by helping to make the Global Goals for Sustainable Development happen.

You don't need to worry if you don't know what wellbeing means, or if you haven't heard about the Global Goals for Sustainable Development before. This will all become clear.

Depending on your class, you might like to share that they will be entering some of their work to the Our World Irish Aid Awards. The Our World Irish Aid Awards are a way for children and young

people, like the pupils in your class, to learn about what Irish Aid does, to learn about the Global Goals, and to think about ways that they can work for the wellbeing of people and planet.

Do you see the Irish Aid logo in the bottom right of the slide?

Irish Aid is part of the Irish Government. Irish Aid works for the wellbeing of people and our planet. Irish Aid does this by working with other governments, with different groups (non-governmental organizations (NGOs) or charities), and with communities in lots of countries around our world. You will be learning more about the work of Irish Aid as we go through the different lessons.

Slide 5: Activity 1/Slide 1 of 2 (Wellbeing) (1 animation at * Click)

Sensitivity note: As their teacher, you know your own pupils well. Please feel free to edit this activity and other lesson content to best suit the context and needs of the children in your class.

Take a minute to think about the word ‘wellbeing’.

It is made up of two words, ‘well’ and ‘being’.

Depending on your class, you might want to flag that ‘wellbeing’ is an example of a compound word (a word formed by joining two different words).

***Click** to animate the separation of ‘wellbeing’ into ‘well’ and ‘being’.

Can anyone explain what the word ‘well’ means?

Depending on your class, you might want to use some of the following prompts:

- *You can do something well (i.e. well as an adverb: She played really well in the match the other day; or, He stirred the cake mixture well.)*
- *You can use ‘well’ to stress certain emotions (i.e. well as an exclamation: Well! That was surprising/a relief!)*
- *You can use the word well to describe something (i.e. well as an adjective: Well done!).*

Is the ‘well’ in ‘wellbeing’ being used as an adverb, an exclamation or an adjective? [Answer = adjective.]

Let’s move onto the ‘being’ in the word ‘wellbeing’.

You will have heard the words ‘human being’ before, but the word ‘being’ isn’t just about humans/people. It can be used to talk about anything that exists, including people, creatures like animals, fish, insects, or grass, plants, trees.

Let’s swap these words around, so that it becomes ‘being well’.

***Click** to animate word swap to ‘being well’.

What do you think ‘being well’ means? What might this feel like?

Imagine that you have a couple of minutes to go off and find something (a drawing, photo or an object) that captures for you a feeling of being well...what would you come back with?

Depending on your class, you might want to use the following prompts:

Would you come back with a football, a photo of your friends, a postcard of a place that you love, your dog's lead, a musical instrument, your favourite book, the scones your granny makes...?

Take feedback from a selection of pupils, writing their responses on the board.

Individual people, like you and I, experience wellbeing (being well) when we feel healthy and happy and have positive connections to people and places, near and far.

There are a couple of really important things to know about wellbeing.

- *What helps to make us be/feel well can change as time passes. Playing in the yard with friends might mean being well now, but when you grow up being well might be about having a chat over coffee with friends.*
 - *No one feels well all of the time. Everyone has off-days. This is completely normal. But wellbeing is something that we try for or work towards. It's a journey that we are all on.*
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Slide 6: Activity 1/Slide 2 of 2 (Wellbeing) (no animations)

Read the poem on the slide aloud.

Share detail about Chief Si'ahl (Seattle) and the context for his poem (see short biography below).

An analogy is when you explain something by comparing it to something else.

What is the analogy that is used in this poem? (Answer = a spider's web).

Why does Chief Si'ahl use the analogy of a spider's web? (Answer = Like a spider's web, the people, places, plants and animals on our planet are connected and depend on each other).

Our planet is also like a spider's web because it is very strong and flexible, but if one strand gets damaged, all are affected.

What do you think that Chief Si'ahl (Seattle) was trying to say in this poem?

Encourage pupils to come up with different analogies for the relationship between people and planet in their answers.

Our planet, and everything in it, is connected. This means that what people do in one place can have a big impact on the health and happiness of other people and on other places. We all live on our planet, and we depend on our planet to live. The wellbeing of people and planet are very closely connected. As we all learn to live with COVID-19, it's more important than ever that we are kind to ourselves, look after each other and our planet.

Chief Si'ahl (Seattle) – short biography

Chief Si'ahl (pronounced Seattle by European-Americans) was thought to have been born in the mid-1780s in a place now called the Puget Sound in the state of Washington in America. He was the son of a chief of the Suquamish tribe, and his mother was from the Duwamish tribe. He is known to have welcomed early European-Americans who came to settle in the area and these settlers later named Seattle (now a city) after him. The poem on the slide is part of a speech about the relationship between people and planet that is thought to have been given by Chief Si'ahl in the 1850s. We can't know for sure whether these are the exact words used by Chief Si-ahl because he gave the speech in his native Lushotseed language, and it was translated into English and written down roughly at the time.

Slide 7: Activity 2/Slide 1 of 5 (The Global Goals for Sustainable Development) (3 animations at * Click)

Have you ever seen this image with the coloured boxes, numbers and icons before? These are called the Sustainable Development Goals, or sometimes they are called the Global Goals.

*** Click** to animate in the first bullet point

The 17 Global Goals are a plan that was designed by all of the countries in the United Nations.

The United Nations is a big organization, like a club, which makes decisions about our world. Ireland is one of the 193 countries that is part of the United Nations.

*** Click** to animate in the second bullet point

The Global Goals are about working together for the wellbeing of all people, everywhere. They talk about things like being able to go to school to learn and go to a doctor when you are sick, about having enough good food to eat, about being treated fairly and being paid fairly for the work that you do. The Goals are also about the wellbeing of our planet, which we depend upon for our survival and our wellbeing. The Goals ask that people think about buying less, so that we don't use up too many of our world's resources; and about looking after all the creatures and living things that exist on our planet.

*** Click** to animate in the third bullet point

The Global Goals are universal. This means that they are for everyone and especially the people in our world who are most at risk – people who do not have enough good food or clean water to live well or cannot afford to send their children to school or get medical help when they need it. The fact that the Goals are universal also means that we all have a responsibility to do something about the Global Goals. We all have a part to play in making them happen.

Depending on your class, and how familiar they are with the Global Goals, you might decide to read through the child-friendly version of the full text for all 17 Global Goals (see below).

Child-friendly version of the Global Goals

- 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 all 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 all people can live well*
12. *Make sure we do not 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 in partnership to achieve the Global Goals and make the world a better place for everyone*

Further information about the Global Goals available: <https://sdgs.un.org/goals>;
<https://www.globalgoals.org/>

Slide 8: Activity 2/Slide 2 of 3 (The Global Goals for Sustainable Development) (no animations)

Has anyone has ever heard of Malala Yousafzai? What do you know about Malala? (see short biography below).

Malala is an activist, or someone who takes action to bring about positive change in our world. Malala focuses on helping girls go to and stay in school.

Play the short video (6.19mins), introduced by Malala and about the Global Goals by clicking 'play' on the video on the slide (also available: <https://www.youtube.com/watch?v=p2hyORs83EE> (English language version) or <https://youtu.be/fpju2446PY> (Irish version)).

Can anyone name the 3 problems and solutions to these problems mentioned in the video? (Problems = inequality, extreme poverty, and climate change. Solutions = don't waste food, water, or electricity; stick up for people who aren't being treated fairly; respect each other's human rights; take care of the planet and each other; share our resources fairly and sustainably).

Malala Yousafzai – short biography

Malala Yousafzai was born in the Swat Valley in Pakistan, in 1997. When she was younger, Malala's basic right to education was threatened when the Taliban (a militant Islamic group) took control in the Swat Valley. Because of this, Malala is an activist, who is known for speaking out about the need to support the education of girls and women. In 2014, Malala was awarded the Nobel Peace Prize. The Malala Fund is a charity run by Malala which supports girls to go to and stay in school.

Slide 9: Activity 2/Slide 3 of 3 (The Global Goals for Sustainable Development) (no animations)

Depending on your class, you may wish to pre-teach the adjectives on the slide.

Choose an adjective (describing word) to explain your thoughts and feelings about what you saw/heard in the video. Pick from the adjectives on the slide or choose another adjective that better describes your thoughts and feelings.

Explain what has made you feel this way by completing the following stem sentence:

I feel/am [insert chosen adjective] because...

Facilitate a short whole class discussion, using the following questions as prompts:

- Did how you feel change in any way as you watched the video?
- Would you have picked a different adjective if the video had been paused after the section which talked about the problems (before you heard about the solutions)? Why/not?
- What was the main thing you saw/heard that made you pick your adjective?
- Why is it important to think about the things that you see and hear about our world?
- What, if anything, do you think this has to do with wellbeing?

Depending on your class, you might want to remind pupils that personal wellbeing is about being healthy, happy and connected in a positive way to people and places, near and far. This is why it is important to know about what is happening in our world and reflect (think about) what this means and what we can do to make things better.

Slide 10: Activity 2/Slide 1 of 1 (Postcard from 2030) (1 animation at * Click)

Ask pupils to copy the postcard template on the slide in their copies.

Imagine you are living in 2030, in a world where the Global Goals have happened.

* **Click** to animate the countdown from 2022 to 2030

There are many good things about our world in 2030, including the fact that:

- No one in our world is living in extreme poverty
- That there has been a steady decrease in global carbon emissions (the gasses that are released into our planet's atmosphere when we burn non-renewable fossil fuels, like oil or coal)
- Much fewer children are getting sick
- Half of our politicians (elected leaders) are women and half our men
- Everyone has internet access
- All children get enough good food to eat so they can grow up healthy
- All children finish primary and secondary school

Let's write a postcard to someone living in the year 2022.

Your postcard can be addressed to your younger self, another person, a non-governmental organization, government (or a section of the government, like Irish Aid), or international organization (like the European Union or the United Nations).

Remember to say what it is like to live in the year 2030 and share your ideas about what can be done in the year 2022 for the wellbeing of people and planet and to make the Global Goals happen by 2030.

Early finisher/Extension tasks:

- Work out how many days are left between now and 1st January 2030
 - Be influenced by the icons and colours of the Global Goals to design the 2030 stamp for your postcard
 - Be inspired by the description of the world in 2030 when the Global Goals have happened to draw the picture at the front of your postcard
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Slide 11: Activity 4/Slide 1 of 1 (Global Goal Getters)

We are going to take part in the Our World Irish Aid Awards.

The format for Awards entries is wide open; we can submit video, audio, written, or multimedia entries. This means we can enter postcards (like the one you just did!), short stories, poems, surveys, performances, drawings etc.

Our entries must be about the 2022 Awards theme of 'Wellbeing for people and planet', the Global Goals generally and/or the work of Irish Aid in different countries.

Another great thing about the Awards is that we can take as much or as little time as we like to create our entry and we can enter more than once!

Everyone who enters will get a certificate of participation.

Selected entries will feature in one of two, **Global Goal Getters magazines, by kids, for kids** on <https://www.ourworldirishaidawards.ie/>

The best entries overall will appear in our **Global Goal Getters Annual** published in June 2022, available online and as an insert in a national newspaper. *These teachers/pupils will also be invited to attend a National Awards ceremony in June 2022.* Each winner will receive copies of the Global Goal Getters Annual and a plaque or trophy for their school.

For more support, see Lessons 2-4 and check out the fantastic entries featured in the last year's **Global Goal Getters**: <https://www.ourworldirishaidawards.ie/global-goals-archive/>

EARLY SUBMISSIONS CLOSING DATE: Monday, 7TH February 2022

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FINAL CLOSING DATE: Friday, 8th April 2022

Please complete an Entry Form (available in your teacher pack or 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

You can also 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 4834

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 2022 journey with us **@Irish_Aid / @ourworldirishaidawards** on social media using the hashtag **#ourworldawards**

DID YOU KNOW?

The Irish Aid Centre delivers interactive workshops for 5th-6th class. These workshops provide an insight into Irish Aid's work and how this work contributes to progress on the Sustainable Development Goals.

In-person workshops are subject to public health advice. To book or for enquiries contact: IrishAidCentre@dfa.ie

Online workshops and additional resources are available: <https://www.irishaid.ie/teaching-and-learning/primary/>

Slide 12: Reflection on learning (4 animations at * Click – 3 come in one after another on the 2nd Click)

Let's take a few minutes to think about (reflect) on what we have learned in this lesson.

Imagine you are playing basketball.

As each of the things you were learning in this lesson appear on the board, you should mime:

- *Shooting and scoring the winning basket in the match – if you are happy that you have learned what is on the board*

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

- *Dribbling the ball – if you still need a little support from either myself or your classmates to be able to say that you have learned what is on the board*

* **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.

You have all done an amazing job and are all fantastic Global Goal Getters.

Don't forget to check out www.ourworldirishaidawards.ie for information about how to get your pupils' work published in one of our 2022 *Global Goal Getters online magazines, by kids, for kids!*

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