

Unit 1

Interdependence and Sustainable Development

Learning outcomes:

Pupils should be enabled to:

- Describe how they are connected to people and places, far and near
- Consider how people everywhere, now and in the future, rely on planet earth
- Identify solutions in response to the problems facing the world today
- Describe what the term 'sustainable development' means
- Use their own words to explain the United Nations Global Goals for Sustainable Development
- Depict the Global Goals using visual images
- Reflect on what they have learned in this Unit

Materials:

Activity One: Connections, far and near

- Barbara's Connections: Teacher Resource Sheet (page 9)
- My Connections: Pupil Worksheet (page 10)

Activity Two: Planet Earth

- Planet Earth: Teacher Resource Sheet (page 11)

Activity Three: Gergera Connections

- Map of the world
- Berihun's Story: Teacher Resource Sheet (page 12)

Activity Four: Our Home-Our Future

- Map of the world
- Dalai Lama: Teacher Resource Sheet (page 13)
- Our Home-Our Future: Teacher Resource Sheet (page 14)

Activity Five: What is sustainable development?

- Map of the world
- Communicating at a Distance: Pupil Worksheet (page 15)
- Cloze Test: Pupil Worksheet (page 16)

Activity Six: What are 'developing countries'?

- Map of the world

Activity Seven: Introducing the United Nations Global Goals for Sustainable Development

- United Nations Global Goals: Teacher Information Sheet (page 17)

- United Nations Global Goals for Sustainable Development (child-friendly version): Pupil Information Sheet (page 18)
- 'The world's largest lesson: introduced by Malala Yousafzai,' a short animation (6.20 mins), available: <https://vimeo.com/138852758>
- 'We the People,' video (2.59 minutes), available: <http://globalgoals.org>

Activity Eight: Global Goal Logos

- Goal Logo card (page 19)

Concluding Literacy/Reflection Activities:

- 3-2-1 Pupil Worksheet (3rd-4th class Reflection/Literacy Activities, page 2)
- Word Map: Pupil Worksheet (3rd-4th class Reflection/Literacy Activities, page 3)

Introduction:

This Unit begins with four activities to encourage pupils to think about interdependence – the way that people everywhere, now and in the future, are connected to each other and to our planet. In Activity One pupils are encouraged to think about their connections to people and places, far and near. They consider the many ways that people rely on planet earth (Activity Two), and engage with a case study from Ethiopia (Activity Three). Pupils identify the biggest problems facing our world today and think about decisions/actions they and others can make/take to mind the world for people now and in the future (Activity Four).

The next two activities are designed to help pupils understand some of the words, phrases and concepts they will encounter as they proceed through Units 2-5. For example, they learn about 'sustainable development' (Activity Five), and about the term 'developing countries' (Activity Six). They will then discuss the role of the United Nation's Global Goals for Sustainable Development in addressing the big problems facing the world today (Activity Seven) and will imagine they work for the United Nations and have been asked to work together in pairs to design a Global Goal logo (Activity Eight).

This Unit ends with two (optional) activities which offer an opportunity for pupils to reflect on their learning and build their vocabulary (3-2-1 and Word Map).

Step-by-step instructions:

Activity One: Connections, far and near

1. Ask the class to describe or draw 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 planet works in a similar way to a stone being thrown into water because everyone and everything on our planet are connected and depend on 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 [Barbara's Connections: Teacher Resource Sheet](#) (page 9) on the board.

4. Read through Barbara's Story and ask pupils to brainstorm the different ways that Barbara and her family are connected to, and reliant upon people and places, far and near. Note their responses on the board.
5. Add the following to pupil's responses as necessary:
 - Barbara lives with her family.
 - Tourists from all over the world come to see the beautiful scenery around Barbara's village.
 - Barbara's phone is a Samsung – Samsung is a Korean-owned company but Barbara's phone was made in a Samsung factory located in Brazil.
 - Barbara usually listens to music by bands from Ireland, Britain and America.
 - The price of oil drilled in Saudi Arabian oilfields affects the price of petrol worldwide and this in turn affects the cost of Barbara's bus ticket; and the burning of fossil fuels, like petrol, contributes to climate change.

FOSSIL FUEL EXPLANATORY NOTE:

Plants and animals die, but their remains still have chemical energy. They are buried and preserved, and over a very long period, the 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 fuels'.

CLIMATE CHANGE EXPLANATORY NOTE:

Burning fossil fuels emits carbon dioxide into the earth's atmosphere. Carbon dioxide, along with other greenhouse gases, acts like a blanket around the earth, trapping heat and so warming the planet. This warming causes changes in long-term weather patterns and so can lead to droughts and floods, which in turn contribute to crop failure.

- Barbara's granny lives in Dublin.
 - The movie Barbara and her friends go to see was made in Hollywood with American actors.
6. Ask pupils to call out the different counties or countries their families are originally from, or where some members of their family are now living, locate these on a map and write their responses on the board.
 7. Invite pupils to check the tags on the clothes that they are wearing and to call out the countries where their clothes were made. Locate these on a map and add them to the list on the board.
 8. Highlight the range of connections that people in the class have with people and places, far and near.

EXTENSION ACTIVITY OR HOMEWORK TASK

1. Distribute one copy of [My Connections: Pupil Worksheet](#) (page 10) to each pupil.
2. Using Barbara's Story as a guide, invite each pupil to think about their connections to people and places, far and near. They can either draw a picture of themselves or insert a photo into the space provided, then complete each of the boxes on the worksheet.

Activity Two: Planet Earth

1. Display [Planet Earth: Teacher Resource Sheet](#) (page 11) on the board.
 2. Ask each pupil to write down their name and home or school address starting with the actual postal address and finishing with 'planet earth'.
 3. Take feedback from four-five pupils.
 4. Point out that every person in the room lives on planet earth, and facilitate a whole class brainstorm about the different forms of life on planet earth (humans, animals, insects, plants, life under water, volcanoes, seas, ground/soil etc).
 5. Divide the class into small groups.
 6. Invite pupils to work together in their group to come up with a list of ways that we rely on planet earth.
 7. Facilitate feedback, recording pupil responses on the board.
- NOTE:** You might like to print a copy of [Planet Earth: Teacher Resource Sheet](#) (page 11) and surround it with your pupil's feedback.

Activity Three: Gergera Connections

1. Locate Ethiopia on a map of the world. Point to the Tigray region, in northern Ethiopia, the setting for the story upon which this activity is based.
2. Display the first 3 paragraphs of [Berihun's Story: Teacher Resource Sheet](#) (page 12) (i.e. to the end of the section entitled 'The Problem') on the board.
3. Read aloud up to the end of the '**The Problem**' section, making sure that pupils understand the key words and terms.
4. Divide the class into pairs.
5. Ask each pair to draw a picture of life for Berihun and his family as they tried to cope with the difficulties they faced.
6. Display and read through '**The Solution**' section of [Berihun's Story: Teacher Resource Sheet](#) (page 12) (i.e. paragraphs 4 and 5), making sure that pupils understand the key words and terms.
7. Invite each pair to draw a picture of life for Berihun and his family **after** they received the improved beehives.
8. Ask pupils to display and present their completed drawings to the class.
9. Conclude by explaining that Berihun and his family knew that taking care of and improving their environment could lead to a lot of improvements in other areas. Stress the connections between people and planet, and the importance of a healthy environment for humans to survive and do well, now and in the future.

Activity Four: Our Home – Our Future

1. Display [Dalai Lama: Teacher Resource Sheet](#) (page 13) on the board.
2. Ask pupils whether anyone recognises the man (Dalai Lama).
3. Locate Tibet on a map of the world.
4. 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.

5. Ask pupils to use their own words to explain what the Dalai Lama is saying in the quote under his picture.
NOTE: Depending on your class you may wish to provide the following explanation: Dalai Lama means that planet earth is our home, and it is a home for all the people living now and all the people who will live in the future. We all need to mind and protect our home – planet earth – for our own sake and the sake of all the people who will come after us.
6. Explain that the Dalai Lama recognises that our planet is a wonderful place in many ways, but he also knows that there is lots of poverty, inequality and injustice; he believes that if people are kinder to each other and take better care of the environment, the biggest problems facing the world will be solved.
7. Display [Our Home-Our Future: Teacher Resource Sheet](#) (page 14) on the board.
8. Invite pupils to work together in pairs to complete each of the four stem sentences on the board.
9. Take feedback, noting pupil responses on the resource sheet.
10. Facilitate a more in-depth whole class discussion using the following questions arising from the four stem sentences:

Stem sentence A.	Do all people everywhere in the world experience these good things? Will everybody in the future experience these good things?
Stem sentence B.	Do these problems affect everyone in the 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?

Activity Five: Introducing Sustainable Development

1. Ask the class to think about a small baby – what do babies do for the first few months of their lives (e.g. sleep, eat, cry, grow etc.)? Now ask them to think about the small children who start in junior infants every year – what kinds of things can these children do (talk, walk, run, jump, write their own name, play with their friends, learn new things etc.)?
2. Explain that as babies grow into small 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 **development** by discussing changes over time in how people communicate with each other from a distance.
4. Divide the class into pairs.
5. Distribute one copy of [Communicating at a Distance: Pupil Worksheet](#) (page 15) to each pair.
6. Ask pupils to number the ways of communicating at a distance, from the earliest ways of communicating, i.e. (1) letters sent via post, (2) telegrams, (3) phone calls via landlines etc) to the more recent forms invented, (5) email, (6) smart phones for texting and phoning, (7) Skype, (8) Facebook, (9) Twitter.
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 the lives of everyone in the world are better.
 9. Write the word **sustainable** on the board.
 10. Explain that this word means something which can last for a very, very long time.
 11. Give an example of a 'sustainable' change, for example:
'If you wanted to eat buns, you could watch another family member baking buns, then practise and learn how to do it yourself, because this would mean you could bake buns yourself, without depending on other people from then on.'
 12. Divide the class into pairs.
 13. Distribute one copy of Cloze Test: Pupil Worksheet (page 16) to each pair to complete.
 14. Take feedback from a selection of pupils.
 15. Explain to the class that when you put the words **sustainable development** together it means making good and long-lasting changes so that in all countries:
 - everyone can live in a healthy, safe environment
 - everyone has enough food to eat and clean water to drink
 - 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
 - people are educated to care for the world we live in
 16. Conclude by telling the class that in the following activities and units they will be learning about sustainable development that is trying to bring about good and long-lasting changes, so that planet earth is valued and cared for, and the lives of people are better, now and into the future.

Activity Six: What are 'developing countries'?

1. Explain to the class that they are going to be learning about different countries around the world.
2. Ask the pupils to locate Ireland on a map of the world.
3. Ask pupils to identify the different continents, drawing their attention to Africa and mentioning that this continent is made up of 55 different countries.
NOTE: You may wish to ask if anyone can name any African countries and point these out on the map.
4. Explain that large numbers of poor (developing) countries are in Africa, but there are also developing countries in Asia, Latin America, and other parts of the world, including Europe.
5. Explain that developing countries are countries where there are lots of poor people (people who live on less than €2 every day). The governments in these countries are working to fight poverty and hunger and provide basic services like medical services, and build roads, hospitals and schools. In developing countries families are working hard to lift themselves out of poverty and so create better life chances for themselves and their children. Many developing countries get help from better off

countries, including Ireland. Ireland has been helping developing countries for over 30 years.

6. Name some developing countries such as Ethiopia, Malawi, Mozambique, Sierra Leone, Tanzania, Uganda and Zambia in Africa, and locate these on a map.

NOTE: A list of countries officially classified as developing is available in the Teacher section of the OWIAA website (www.ourworldirishaidawards.ie).

7. Explain to the class that the Irish Government gives aid (money and support) to developing 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. Conclude by saying that they will find out more about the work of Irish Aid in Unit 2.

Activity Seven: Introducing the Global Goals

1. Write the word 'Goal' on the board and ask the class to call out whatever comes to mind when they think of this word.
2. Record pupil responses on the board.
3. Present a simple and clear definition of 'goal', e.g. something good that you are prepared to work towards.
4. Tell the class in 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 to protect the environment. These leaders of both rich and poor countries wanted to make a better life for all people now and in the future. This is a big job which will take time, so they agreed a list of goals to be achieved by the world by 2030. They have called these goals the **Global Goals for Sustainable Development**.
5. Explain that the United Nations is an international organization, a bit like a big club of almost all countries in the world (193 countries). In the United Nations – called the UN for short - the leaders/governments of all countries work together to fight poverty, protect the environment and make sure that the world is as safe and peaceful as possible.
For more information on the Global Goals for Sustainable Development see [Global Goals: Teacher Information Sheet](#) (page 17).
6. Show one of the following videos:
 - 'The world's largest lesson: introduced by Malala Yousafzai,' a short animation (6.20 mins), available: <https://vimeo.com/138852758>
 - 'We the People,' a short motivational video (2.59 mins) with well-known personalities speaking about the Global Goals, available: <http://globalgoals.org>
7. Distribute copies of the [Global Goals \(child-friendly version\): Pupil Information Sheet](#) (page 18).
8. Ask pupils to tick the Goal that they think is most important for the planet, and the Goal they think is most important for people.
9. Explain that the 17 Goals are linked to each other. All the Goals are equally important and no Goal can be achieved without the others. Provide the following examples:
 - If everyone works together (Goal 17) to take care of the world and protect the environment (Goal 14 and Goal 15), this helps farmers to produce food to make sure that everyone has enough to eat (Goals 2 and 3).
 - Having enough food and being healthy (Goal 2 and 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.

10. Conclude by saying that the Global Goals for Sustainable Development are there to help us all solve the problems facing the world today – we all need to think and act to fix these problems, and the Global Goals are a type of guide to help us look after our planet for people now and in the future.

Activity Eight: Global Goal Logos

1. Divide the class into pairs, telling them that each pair is going to represent one of the 17 Global Goals.
2. Invite the pairs to imagine that they work for the United Nations/UN and they have been asked to create a logo (or picture) to best show one Global Goal.
3. Give one [Goal Logo card](#) (page 19) to each pair.
4. Distribute flipchart/A2 sheets and markers/crayons as required.
5. Encourage pupils to think carefully about use of colour, perspective etc to create a logo for their Goal.
NOTE: If any pair finishes their task quickly you can give them a second Global Goal card.
6. Display the completed logos on the wall and ask a representative from each group to tell the class about their logo.
7. Show the class the Global Goals poster (included in the Our World Awards Teachers' envelope with the Pupils' Magazines) and ask each pair to identify their Global Goal number on the poster and compare their logos with the 'official' Global Goal logo.

Concluding Reflection/Literacy Activities

3-2-1

- Briefly summarise what has been covered in Unit 1: Introducing Sustainable Development.
NOTE: You may find it useful to either draw on the learning outcomes listed at the start of the Unit or to summarise the completed activities/content from this Unit.
- Invite each pupil to complete the [3-2-1: Pupil Worksheet](#) (3rd-4th class Reflection/Literacy Activities, page 2).
- Ask for volunteers to share what they have learned, what they found interesting and questions they still have after Unit 1.
- Record pupil feedback and draw on this when it comes to the project planning stage.

Word Map

- Ask pupils to brainstorm a list of the new words/phrases pupils have come across in Unit 1.
- Invite pupils to complete [Word Map: Pupil Worksheet](#) (3rd-4th class Reflection/Literacy Activities, page 3) as a homework task.

Activity One

Barbara's Connections: Teacher Resource Sheet

This is Barbara...

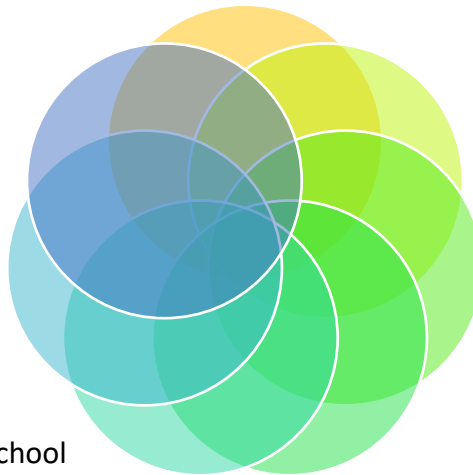


Barbara lives with her parents and her younger sister.

For her 12th birthday Barbara'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.

She is from 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.

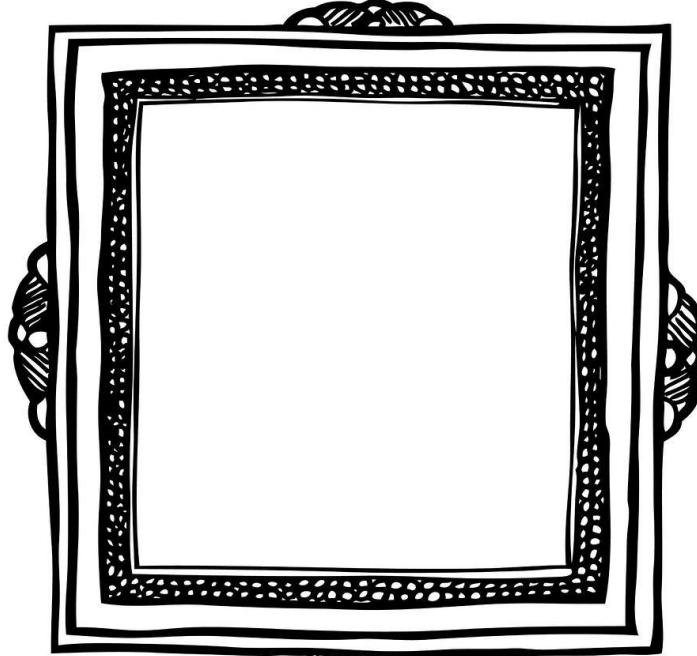


On the bus to school Barbara likes to listen to music on her phone, a present from her Granny who lives in Dublin.

Barbara is in 6th class in the local national school.

Activity One

My Connections: Pupil Worksheet



My family members:

People/things I rely on
in school:

People/things I rely on
in my locality:

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

Activity Two

Planet Earth: 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 Three

Berihun's Story: Teacher Resource Sheet

Hi! My name is Berihun (pronounced “bear – e – hune”), which means ‘let him guide us’. I’m from Ethiopia, in East Africa. I live in Gergera, which is in the Tigray Region in the mountainous north of Ethiopia. A few years ago, we had a terrible crisis in my area, which threatened my family and others with hunger and even famine.

The Problem

My family has always grown our own food, and kept cows and bees to earn money. But, over time, we cut down a lot of trees to clear the land for farming, so the soil was poor and our crops were not growing very well. We had no money to buy farm tools or fuel for our fires, so we had to chop down even more trees. Because there were fewer trees, plants and grass, the bees in our beehives produced less honey and our cows produced less milk, so we had nothing to sell.

To make matters worse the weather changed. There was sometimes no rain at all for months (drought), and at other times heavy flooding washed away all the fertile topsoil (the top layer which is rich in nutrients and helps plants to grow). Our family was running out of food. My mother and sisters had to walk further to get water and find firewood. I had to take the cows miles away to find grass. We were often too hungry and exhausted to go to school!

The Solution

The villagers realised that they needed help for those most badly in need of money and food, but they also wanted to improve their farms and find ways of coping with drought and flooding. My father joined a group who went to our local Government (people chosen to make decisions about the region) and explained our problems to the people working there – the government officials (staff).



They asked the officials to help them to produce honey again. The officials agreed and helped our families to get new and better beehives and bees which made lots of honey. So, families had honey to sell, and the trees and grass on farms grew back because bees pollinate (carry the pollen or seeds between plants) the plants. Our cows had plenty to eat and produced lots more milk for us to drink and sell. The money from selling milk meant that my parents could continue to send me and my sisters to school. This means that we have a better chance of a good life in future.

Activity Four

The 14th Dalai Lama: Teacher Resource Sheet



“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 Four

Our Home-Our Future: Teacher Resource Sheet

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

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

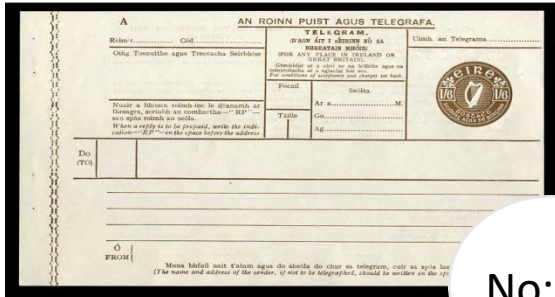


C. People or groups who can make decisions or take actions to solve these problems are:

D. Things I can do to help mind our world for people now and in the future are:

Activity Five

Communicating at a Distance: Pupil Worksheet



No: ____



No: ____

facebook

No: ____



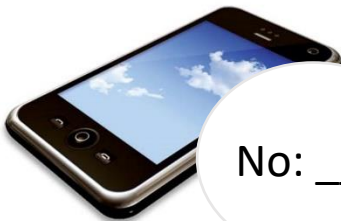
No: ____



No: ____



No: ____



No: ____

twitter

No: ____

Activity Five

Cloze Test: Pupil Worksheet

Work together to fill in the blanks in this paragraph, using the words listed underneath. To make things easier the first word (care) has been done already.

A lot of people are showing that they c a r e for our
_____ by living in a _____ way. They think
about whether they drive a lot when they don't need to, they
buy less and recycle everything that they can etc. and they
make good _____ and continue these into the
_____.

- ~~care~~
- changes
- future
- world
- sustainable
- planet



Activity Seven

Global Goals: 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 Seven

Global Goals: Pupil Information 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 Eight

Goal Logo Cards

Distribute one Global Goal logo card to each pair of pupils.

Goal 1

End poverty

Goal 7

Make sure that everyone has enough heat, light and power without damaging the environment

Goal 13

Act now to fight climate change

Goal 2

End Hunger

Goal 8

Help countries to develop and provide good jobs in a way that benefits everyone

Goal 14

Look after the life in our oceans and seas

Goal 3

Make sure everyone can live healthy lives

Goal 9

Build schools, hospitals and roads, and promote businesses and industries, that make the people's lives better

Goal 15

Look after forests, animals and the earth itself

Goal 4

Make sure everyone gets a good education

Goal 10

Make sure that everyone is treated fairly, and that countries treat each other fairly

Goal 16

Work for peace and justice inside and between countries

Goal 5

Make sure that women and girls get the same chances as men and boys

Goal 11

Make cities environmentally friendly and safe communities, where people can live well

Goal 17

Countries will work together as partners to achieve the Global Goals and make the world a better place for everyone

Goal 6

Make sure that everyone has access to clean water and proper toilets

Goal 12

Make sure we don't buy too many things so that we do not use up the earth's scarce resources