

## 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
- Discuss the likelihood and impact of future climate change related scenarios
- Identify solutions in response to the biggest problems facing the world today
- Explain the meaning of the term 'sustainable development'
- Provide one or more examples of the links between the Global Goals for Sustainable Development
- Reflect on what they have learned in this Unit

### Materials:

#### Activity One: People and places, far and near

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

#### Activity Two: Planet Earth

- Planet Earth: Teacher Resource Sheet (page 11)

#### Activity Three: Scenarios

- Scenarios: Pupil Worksheet (page 12)
- Scenarios: Teacher Resource Sheet (page 13)

#### Activity Four: Our Home-Our Future

- Map of the world
- Dalai Lama: Teacher Resource Sheet (page 14)
- Our Home-Our Future: Pupil Worksheet (page 15)

#### Activity Five: What is sustainable development?

- Map of the world

#### Activity Six: What are 'developing countries'?

- Map of the world

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

- Map of the world
- United Nations Global Goals: Teacher Information Sheet (page 16)
- United Nations Global Goals for Sustainable Development (child-friendly version): Pupil Information Sheet (page 17)

- ‘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>

### Concluding Reflection/Literacy Activities:

- Gathering Thoughts: Pupil Worksheet (5<sup>th</sup>-6<sup>th</sup> class Reflection/Literacy Activities, page 2)
- Word Map: Pupil Worksheet (5<sup>th</sup>-6<sup>th</sup> 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 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 discuss the likelihood and possible impact of climate change related future scenarios (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 2-4. For example, they learn about ‘sustainable development’ (Activity Five), and about the term ‘developing countries’ (Activity Six). They then discuss the role of the United Nation’s Global Goals for Sustainable Development in addressing the big problems facing the world today, and begin to think about the need for a joined-up approach to achieving these Goals (Activity Seven).

This Unit ends with two (optional) activities which allow pupils to reflect on their learning and build their vocabulary (Gathering Thoughts and Word Map).

### Step-by-step instructions:

#### Activity One: People and places, far and near

1. Explain that interdependence is when people, places, animals, and the earth itself are connected and depend on each other. Planet earth and everything in it is a connected, and this means that what happens to people or what people do in one place can have a big impact on other people and places.

**NOTE:** Depending on your class you might like to use the analogy of the ripple effect when a stone is thrown into water.

2. Display [Barbara’s Story: Teacher Resource Sheet](#) (page 9) on the board.
3. 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.
4. 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 – it was made by a Korean owned factory in Brazil.
  - Barbara usually listens to is music by English-speaking bands from Ireland, the United Kingdom and America.
  - The family car is a Volkswagen, made with steel (from iron ore) mined in America and Brazil in a German factory.
  - The price of petrol from oilfields in Saudi Arabia affects the cost of running the family's car and the cost of Barbara's bus ticket; and the burning of fossil fuels, like petrol, contributes to climate change.
  - The family's weekly shop usually includes oranges (grown by farmers in Spain or Morocco), tea (from India) and coffee (from Rwanda).
  - The movies Barbara and her friends go to see are usually made in Hollywood with American actors.
5. 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, and write their responses on the board.
  6. Invite pupils to check the tags on the clothes that they are wearing and to call out the country where their clothes were made. Add these responses to the list on the board.  
**NOTE:** Depending on your class you may wish ask pupils to locate these counties and countries on a map.
  7. 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 Story: Pupil Worksheet](#) (page 10) to each pupil.
2. Using Barbara's Story as a guide, invite each pupil to write a similar story based on their own links with people and places, far and near. They can either draw a picture of themselves or insert a photo into the space provided on the worksheet.

#### **Activity Two: Planet Earth**

1. Display [Planet Earth: Teacher Resource Sheet](#) (page 11) on the board.
2. 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).
3. Divide the class into small groups.
4. Invite students to work together in groups to come up with a list of ways that we rely on planet earth.
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 planet earth 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 planet earth from space. They need to come up with a caption for the image on the board, a caption that says something about how all living things in our world rely on planet earth.

8. Facilitate feedback on captions.

**NOTE:** You might like to print a copy of [Planet Earth: Teacher Resource Sheet](#) (page 11) and surround it with your pupil's captions.

### Activity Three: Scenarios

1. Divide the class into small groups.
2. Distribute one copy of [Scenarios: Pupil Worksheet](#) (page 12) to each group.
3. Ask pupils to imagine that in the future there was a big increase in the cost of oil, due to a shortage of oil in the world.

**NOTE:** Depending on your class you might like to explain that:

Oil is a type of fossil fuel, formed underground or under the sea over a very long period from the remains of plants and animals who have died. Oil is the raw material for many of the goods we buy, like petrol for cars, plastic for toys and packaging for food etc. The supply of fossil fuels is running out, and the supplies that remain are subject to changing prices. When fossil fuels are burned, carbon dioxide is released into the earth's atmosphere, and this leads to climate change which causes changing weather patterns like flooding or droughts.

4. Display [Scenarios: Teacher Resource Sheet](#) (page 13) on the board.
5. Invite pupils to use the space provided on their worksheet to indicate whether each of the scenarios on the board are good/likely to happen, good/unlikely to happen, bad/likely or bad/unlikely.
6. Facilitate feedback from each group by using the following questions:
  - How can we help to make sure that your Good/Likely scenario happens?
  - How can we help to make sure that your Bad/Likely scenario doesn't happen?
  - What, if anything, do we need to do about your Good/Unlikely scenario?
  - If a scenario is Unlikely and Undesirable is there anything we should be doing or can we just ignore it?
7. Explain that looking at future scenarios that might happen because of climate change is useful. Thinking about possible futures can help us to make good decision and take good actions now.
8. Conclude by explaining that climate change, caused by the burning of fossil fuels, is a reality and affects people around the world differently. The poorest and the most vulnerable people suffer most. Over 90% of deaths following natural disasters are in developing countries. Most of the poor in the world grow their own food and build their own houses, so they are the worst affected by floods and

droughts. And, if they lose their crops or homes, most people in poorer countries don't have savings or insurance so they quickly fall into absolute poverty (a situation where poverty is so extreme that people find it difficult to access basic needs like food, water, shelter, health and education).

#### Activity Four: Our Home – Our Future

1. Display [Dalai Lama: Teacher Resource Sheet](#) (page 14) 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:
6. 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.
7. 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.
8. Divide the class into groups of four.
9. Distribute one copy of [Our Home-Our Future: Pupil Worksheet](#) (page 15) to each small group and invite each person to take a minute to write their responses to one of the four statements sideways in the space provided. They should then turn the sheet and respond to a second statement etc. Once each person has responded to all four statements they can design/colour 'our home'.
10. Facilitate a selection of groups to present their work, by using the following questions:
  - What are the good things about our world today? Do all people everywhere in the world experience these things? Will everybody in the future experience these good things?
  - What are the biggest, most important problems in our world today? Why did you focus on these problems? Do these problems affect everyone in the world equally? Will these still be big problems in the future?
  - Who are the people/groups who can make decisions or take actions to solve these problems? Which groups do you belong to?
  - What are the decisions or actions you can make or take to mind our world for people now and people in the future?
11. Display the completed worksheets on the classroom walls.

### Activity Five: What is Sustainable Development?

1. Write the word 'development' on the board and ask the class to call out whatever comes to mind when they think of this word. Record their responses on the board.
2. Tell the class that they are going to think about development by discussing changes over time in how people communicate with each other from a distance.
3. Ask pupils to call out the different ways that they communicate at a distance, recording their responses on the board.
4. Ask pupils to order the different ways of communication they have mentioned, 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.).
5. 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?
6. 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.
7. Divide the class into small groups.
8. Write the word 'sustainable' on the board.
9. Invite each group to discuss what they think this means.
10. Take feedback, noting pupil responses on the board.
11. Write the following words on the board: 'people', 'good change,' 'long-lasting,' 'future,' 'care,' 'planet.'
12. Ask each group to use all these words in linked sentences. Record their sentences on the board.

**NOTE:** Depending on your group you may wish to provide the following example: 'A lot of people are showing that they care for our planet by living in a sustainable way. They think about whether they drive a lot when they don't need to, whether they buy less and recycle everything that they can etc. and they make good changes and continue these into the future'.
13. 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
14. 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, now and far into the future, are better.**

### Activity Six: What are 'developing countries'?

1. Explain to the class that they are going to be learning about the lives of people in different countries around the world.
2. Ask the class if anyone has ever heard the term 'developing countries' before? If pupils answer in the affirmative, ask them if they can name any developing countries and locate these countries 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.
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 Uganda, Sierra Leone, Ethiopia and Mozambique in Africa, and locate these on a map.  
**NOTE:** A list of countries officially classified as developing is available in the Teacher section of [www.ourworldirishaidawards.ie](http://www.ourworldirishaidawards.ie).
7. Explain to the class that the Irish Government gives aid (money) 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 16).

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 17).
8. Ask pupils to tick the Goals 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 (Goals 2 and 3) and being able to go to school (Goal 4) are linked because children need to be well fed and healthy (Goal 3) 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.

### Concluding reflection/literacy activities

#### Gathering Thoughts

- Briefly summarise what has been covered in Unit 1: Introducing Sustainable Development.  
**NOTE:** You may find it useful to either draw on the learning intentions listed at the start of the Unit or to summarise the completed activities/content from this Unit.
- Distribute 3-4 copies of [Gathering Thoughts: Pupil Worksheet](#) (5<sup>th</sup>-6<sup>th</sup> class Reflection/Literacy Activities, page 2) randomly. Tell pupils that they should only answer one question on one of the worksheets that have been circulated, before passing it onto someone who has not yet had a chance to answer a question on the worksheet.
- Collect the completed worksheets and ask for volunteers to read the questions and responses aloud.
- Keep the completed worksheets for use during the project planning phase of your involvement in the Our World Irish Aid Awards.

#### 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](#) (5<sup>th</sup>-6<sup>th</sup> class Reflection/Literacy Activities, page 3) as a homework task.

## Activity Two

### Barbara's Story: Teacher Resource Sheet



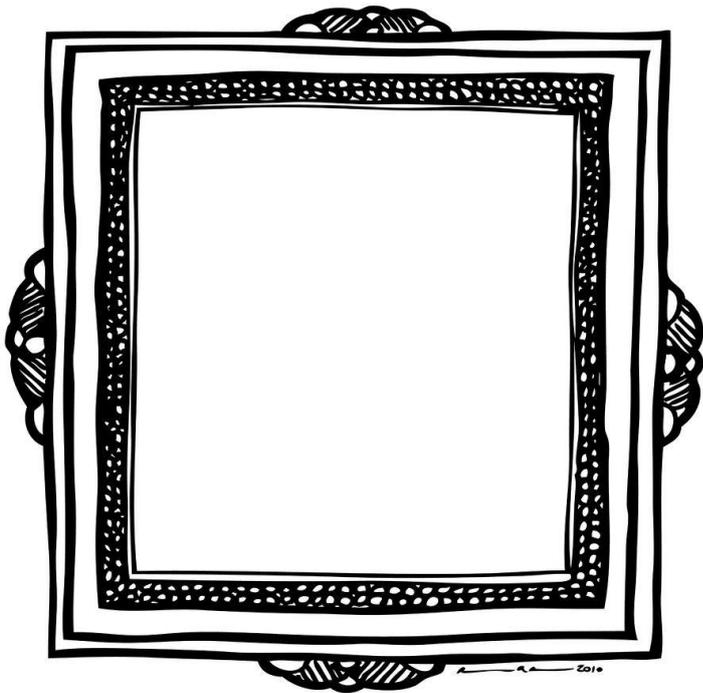
Barbara is 12 years old. She lives with her parents and her younger sister in a small village at the foot of a mountain in the west of Ireland. Even though the village is small, there are always lots of tourists around because it is a very beautiful area with good walking trails.

Barbara is in 6<sup>th</sup> class in the local national school. Her school is 5 miles away so she catches the bus every morning. On the way to school she likes to listen to music on her phone. The phone was a birthday present from her Granny who lives in Dublin.

There is one small shop in the village, so once a week the family drive to the closest town to shop in the big supermarket.

When she isn't in school or doing homework, Barbara likes to hang out with her friends in the village; she plays camogie, listens to music and watches TV. A couple of times recently her mother brought her to the nearest cinema with some friends and took them out for dinner in a restaurant which is part of a famous international pizza chain.

Activity One  
My Story: Pupil Worksheet



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## 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

### Scenarios: Pupil Worksheet

Read the scenarios on the board and think about whether it is a good or bad thing and whether it is likely or unlikely to happen. Write each scenario number in either the Likely/Good, Unlikely/Good, Likely/Bad, Unlikely/Bad box.

	Likely	Unlikely
Good		
Bad		

## Activity Three

### Scenarios: Teacher Resource Sheet

#### Short term scenarios:

1. Barbara's family has less money because the cost of transport (car and bus) and home heating goes up.
2. The cost of transporting food and other goods between countries increases, and this means prices go up and the range of choice available in shops is less than before.

#### Medium term scenarios:

3. The number of tourists visiting the area drops because flights are more expensive. This in turn impacts on local jobs, for instance there is not as much work in hotels and restaurants.
4. High costs mean that people, including Barbara's family, buy less. Buying less helps to slow down the rate of climate change (changing weather patterns caused by human activity and consumption).

#### Long term scenarios:

5. As an oil-importing country the Irish economy suffers greatly. This means there are fewer jobs, so members of Barbara's family, and many others from her village and elsewhere are forced to leave in search work overseas.

#### OR

6. Barbara's family and others switch to solar energy for their home heating. Solar energy comes from the sun and is a renewable energy form (will never be used up); it doesn't create carbon dioxide, which causes climate change; and using solar energy can create new jobs in the renewable energy sector in Ireland, and overseas in developing countries.

## Activity One

### The 14<sup>th</sup> Dalai Lama: Teacher Resource



“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 House – Our Future: Pupil Worksheet

Divide into groups of four. Each person should work alone to respond to the one of the statements, then turn the sheet and add to the response already there, then turn the sheet again and so on until the first statement you responded to comes back to you.



## 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 Five

### United Nations Global Goals: Pupil Information Sheet

#### THE GLOBAL GOALS For Sustainable Development



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.