

Unit 4

Our World Irish Aid Awards (OWIAA) – Getting Started

Learning outcomes:

Pupils will be enabled to:

- Discuss who has responsibility for making the world a better place
- Describe several simple actions that they can take to help achieve the Global Goals for Sustainable Development
- Describe the content of the Kids Zone on the Our World Awards website
- Generate ideas for Our World Awards Projects on the theme of 'For People and Planet'
- Reflect on their learning from OWIAA Units 1-4

Materials:

Activity One: Call to Action

- Ban Ki-moon: Teacher Resource Sheet (page 5)

Activity Two: Handprints

- Handprints: Pupil Worksheet (page 6)

Activity Three: Our World Irish Aid Awards – Kids Zone

- Computer(s) with internet access
- Kids Zone: Pupil Worksheet (page 7)

Activity Four: Ideas Bank

- Ideas Bank: Pupil Worksheet (page 8)
- 3.2.1: Pupil Worksheet (completed at the end of Units 1,2 and 3)
- Post-its

Concluding Reflection/Literacy 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:

Unit 4 begins with a circle time activity to focus pupils on the need to care for people and planet, before they think about a quote from Ban Ki-moon (previously General Secretary of the United Nations) calling on Irish people to progress the United Nations Global Goals for Sustainable Development (Activity One). Pupils will get a chance to think about the ways that they already care for other people and our planet (Activity Two), so that they come to recognise that they too have an important role in addressing the big problems facing the world. During Activity Three, pupils learn about the Our World Irish Aid Awards and (internet access permitting) get ideas for projects from the Kids Zone in the OWIAA website

(www.ourworldirishaidawards.ie). Activity Four suggests one possible way for your pupils to generate project ideas and engage in a democratic process to decide on the focus of their OWIAA project.

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: Call to action

1. Sit with your pupils in a circle.
2. Tell them that they are going to imagine that they are holding a sleeping puppy or kitten in their arms. Each person should pass the sleeping puppy/kitten to the person on their right without waking it up, until the sleeping puppy/kitten has been held by everyone in the circle.
3. Ask pupils to close their eyes and imagine that they are holding our planet in their arms.
4. Invite pupils to tell you about the planet they are holding – what does it look like, feel like etc.?
5. Invite pupils to return to their desks.
6. Ask if anyone has heard of Ban Ki-moon and display the photograph on [Ban Ki-moon: Teacher Resource Sheet](#) (page 5).
7. Explain that:

Ban Ki-moon was born in South Korea on 13 June 1944, over 70 years-ago. Ban Ki-moon met his wife, Yoo (Ban) Soon-taek, in school in 1962, and they have one son, two daughters and four grandchildren. Ban Ki-moon went to university and then worked in the South Korean government. He speaks English, French and Korean.

Ban Ki-moon was the eighth Secretary-General (leader or head) of the United Nations. In his job, he worked very hard to encourage governments around the world to fight global problems like climate change. He tried to give voice to the world's poorest people and those who cannot fight for their rights.

8. Write the following Ban Ki-moon quote on the board:

“The world needs you to step up this year and beyond – for people and the planet.”

9. Explain that the quote comes from a speech by Ban Ki-moon to a group of Irish young people in May 2015. He was calling on them to get involved in the United Nations Global Goals for Sustainable Development. Ban Ki-moon believes that all people should work to end poverty and to protect the environment. He thinks that now is our chance to change the way the world works for our own good and the good of everyone, for the good of people in the future, and the good of the environment we live in.
10. Remind the class that the Global Goals aim to protect our planet for people now and in the future, and that looking after our planet is something that we can all do in our everyday lives.

Activity Two: Handprints

1. Tell the class that they are going to work together to think a little more about the things that they do which are good for people and planet.
2. Distribute one copy of [Handprints: Pupil Worksheet](#) (page 6) to each pupil and invite them to list the things that they, and other young people do, which are good for people and planet.
3. Invite pupils to display their finished handprints on the walls/tables.
4. Read aloud any good suggestions on the completed worksheets.
5. Highlight all the good things that pupils in the class are already doing for people and planet. Focus on the fact that many of these decisions or actions are easy, and are simply a case of making slight changes in our lives.
6. Conclude by reminding pupils that they should try to put into practice some of the good ideas that have come up in the class for bringing about good and lasting change (i.e. sustainable development), in their everyday decisions and actions.

Activity Three: Our World Irish Aid Awards – Kids Zone

NOTE: Depending on the number of computers available, this activity can be done as a class or in small groups.

1. Tell pupils that every year Irish Aid, the Irish Government's programme for overseas development aid, runs the *Our World Irish Aid Awards* for primary schools. Pupils prepare projects on a theme linked to the Global Goals and submit the project for adjudication.
2. The theme for the 2017 Award is '*For People and Planet*,' drawing on the Ban Ki-moon quote from Activity 1 in this unit. Tell the class that they are going to look for useful information and ideas for their group/class project on the Our World Irish Aid Awards website.
3. Distribute copies of [Kids Zone: Pupil Worksheet](#) (page 7).
NOTE: If doing this activity as a class, you may decide to ask pupils to work in pairs to complete the worksheet. If there are several computers available you should divide the class into groups, one per computer, and ask each group to complete a worksheet.
4. Access the Kids Zone on the Our World Irish Aid Award website (www.ourworldirishaidawards.ie) and spend sufficient time on each of the pages for the pupils to consider the 3 statements on the [Kids Zone: Pupil Worksheet](#) (page 7).
5. Take feedback from the pupils, recording their responses on the board.

Activity Four: Our World Irish Aid Award - Ideas Bank

1. Remind the pupils that the theme for the Our World Irish Aid Awards this year is 'For People and Planet,' which can be linked to each of the 17 United Nations Global Goals.
2. Distribute one copy of the [Ideas Bank: Pupil Worksheet](#) (page 8) to each pupil and invite them to spend a couple of minutes filling it in.
NOTE: Depending on your group you may also decide to draw your pupils' attention to the [3.2.1: Pupil Worksheet](#) (completed at the end of Units 1, 2 & 3).
3. Display the completed Ideas Bank worksheets on the wall, floor or on classroom tables.
4. Invite the class to look at the ideas that have been generated.
5. Ask for more detail/clarification about any ideas which seem promising.

6. Distribute one post-it to each pupil and ask them to stick the post-it on the idea they find most interesting.
7. Count the post-its and write the 3-5 most popular project ideas on the board.
8. Discuss these ideas with the class, making sure to talk about the pros, cons and possible actions associated with each.

Concluding reflection/literacy activities

3-2-1

- Briefly summarise what has been covered in Unit 4.
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 4.

Word Map

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

Activity One

Ban Ki-moon: Teacher Resource Sheet



Ban Ki-moon, Secretary-General of the United Nations



Ban Ki-moon talking to a group of young Irish people at the launch of Ireland's first United Nations Youth Delegate Programme (organized by the National Youth Council of Ireland and supported by Irish Aid), in May 2015

Activity Two

Handprints: Pupil Worksheet



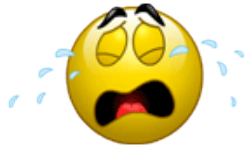
Think about the things that children and young people do that are good for the environment.

List these things on or around the green handprint below.



Activity Three

Kids Zone: Pupil Worksheet

| |  YES! |  UNSURE |  NO! |
|---|--|---|---|
| I understand what the Our World Irish Aid Awards are about | | | |
| I found some interesting examples of things that other primary schools did in other years | | | |
| I have some ideas about what we might do for an Our World Irish Aid Awards project | | | |

Activity Four

Ideas Bank: Pupil Worksheet



Our/My World Awards project idea on the theme of 'For People and Planet' is:
