

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 Irish Aid Awards projects on the theme of '*For People and Planet*'
- Reflect on their learning from the four OWIAA Units

Materials:

Activity One: Call to action

- Map of the world
- Ban Ki-moon: Teacher Resource Sheet (page 6)
- Flipchart sheets
- Markers

Activity Two: What we can do

- What we can do: Pupil Worksheet (page 7)
- What we can do: Teacher Resource Sheet (pages 8-13)

Activity Three: Our World Awards – Kids Zone

- Computer(s) with internet access
- Kids Zone: Pupil Worksheet (page 14)

Activity Four: Bright Ideas Box

- **Completed** Gathering Thoughts: Pupil Worksheet (5th-6th class Reflection/Literacy Activities) from Units 1, 2 and 3
- Bright Ideas Box: Pupil Worksheet (page 15)
- Post-its

Concluding Reflection/Literacy Activities:

- Word Map: Pupil Worksheet (5th-6th class Reflection/Literacy Activities, page 3)

Introduction:

Unit 4 begins with an activity framed around an inspiring quote from Ban Ki-moon (previously General Secretary of the United Nations) which will focus pupils' thinking about who has responsibility for actions 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 about the world (Activity Two), so that they come to recognise that they too have an important role in addressing the big problems faced by the world. During Activity Three, pupils learn about the Our World Irish Aid Awards and 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 own OWIAA project.

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: Call to action

1. Write the following quote on the board:

"You are ...the first generation that can end poverty. And you are also the last generation that can avoid the worst impacts of climate change. The world needs you to step up this year and beyond – for people and the planet."

Ensure that pupils understand all the words in this quote (e.g., generation, poverty, climate change etc.).

2. Ask the pupils to explain this quote using their own words.
3. Explain that this quote is about the United Nations Global Goals for Sustainable Development Goals. If the people today don't act now to end poverty and to work against climate change, then our children and grandchildren and everyone who comes after us will be much worse off. 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.
4. Explain that the quote comes from a speech by Ban Ki-moon, when he was Secretary-General (head or leader) of the United Nations. Ban Ki-moon's speech was to a group of Irish young people in May 2015. Ask if they have heard of Ban Ki-moon and display the photograph on [Ban Ki-moon: Teacher Resource Sheet](#) (page 6).
5. Explain that:

Ban Ki-moon was born in the Republic of Korea on 13 June 1944, at the end of World War II. He grew up during the Korean War (1950-53). 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, eventually becoming the Korean Minister for Foreign Affairs and Trade. He speaks English, French and Korean.

Ban Ki-moon was the eighth Secretary-General of the United Nations. During his term in office he worked very hard to encourage governments around the world to respond to global challenges like climate change. He tried to give voice to the world's poorest and most vulnerable people.

Ban Ki-moon spoke to a group of young Irish people in May 2015 and used the words in this quote as a 'call to action' for young people to get involved working towards the Global Goals for Sustainable Development.

6. Remind the class that the Global Goals aim to protect the environment for people now and in the future, and that looking after the environment is something that we can all do in our everyday lives.
7. Ask the class to discuss the following questions:
 - How does what Ban Ki-moon said make you feel? Why?
 - Do you agree/disagree with Ban Ki-moon? Why?
 - Ban Ki-moon talked about the responsibility of young people in relation to working towards the Global Goals. Who else (individuals, groups, organizations, governments etc.) has a responsibility to do this?
[NOTE: You may wish to prompt pupils by reminding them that Ireland is a member of the United Nations, and Irish Aid, the official overseas aid programme of the Irish Government, works to achieve the Global Goals on behalf of all the people in Ireland.]
 - What actions do you think you can take to help to end poverty and reverse climate change?
8. Divide the class into small groups.
9. Distribute flipchart sheets and markers to each group.
10. Invite each group to draw a picture representing the quote from Ban Ki-moon and what it means to them.
11. Display their completed pictures on the classroom walls.

Activity Two: What we can do

1. Invite pupils to take a moment to think about the different things they do to care for people and planet.
2. Distribute one copy of [What we can do: Pupil Worksheet](#) (page 7) to each pupil. Read through the nine statements in the worksheet to ensure understanding.
3. Invite each pupil to write their name in the space provided at the top of the worksheet.
4. Explain that each pupil needs to find someone who can truthfully say that they do, or know someone who does one of the things in the boxes on their worksheet (for example, someone who tries to remember to turn off the tap when they are washing their teeth). That person then signs their name. They must find a different person to sign each of the boxes. Once pupils have a name in every box they should shout 'done' aloud and hand up their completed worksheet.
NOTE: If you notice, as the activity progresses, that pupils are finding it difficult to get a signature relative to a specific statement (for example, 'knows one thing about carbon footprints') you can offer to sign your name.
5. When you have collected between 3-5 'completed' worksheets invite pupils to return to their seats.
6. Acknowledge the first 2-3 pupils who 'completed' the worksheet.

Extension activity:

- Facilitate a whole class discussion using the questions provided in [What we can do: Teacher Resource Sheet](#) (pages 8-13).
NOTE: Depending on your class you may decide to direct these questions to the individuals who signed boxes on the 'completed' worksheets.
- Conclude by highlighting all the good things that pupils in the class are already doing to help achieve the United Nations Global Goals. Remind 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.

- 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.
- 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.
- Distribute copies of [Kids Zone: Pupil Worksheet](#) (page 14).
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.
- 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 14).
- Take feedback from the pupils, recording their responses on the board.

Activity Four: Bright Idea Box

- Read through the feedback on the three **completed** [Gathering Thoughts: Pupil Worksheet](#) (5th-6th class Reflection/Literacy Activities) as a way of reflecting on learning from Units 1-3.
- Explain to the class that they are now at the stage where they need to begin planning their OWIAA project.
- Divide the class into pairs.
- Distribute one copy of the [Bright Idea Box: Pupil Worksheet](#) (page 15) to each pair and invite them to complete the worksheet.
- Display the completed worksheets on the wall, floor or on classroom tables.
- Invite pupils to look at the bright ideas that have been generated by the class.
- Ask for more detail/clarification about ideas that require explanation or seem promising.
- Distribute one post-it to each pupil and ask them to stick the post-it on the bright idea they find most interesting.

9. Count the post-its and write the 3-5 most popular project ideas on the board.
10. Discuss these ideas with the class, making sure to present the pros and cons associated with each.

Concluding Literacy Activity

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](#) (5th-6th 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: What we can do

Pupil Worksheet

Find people who can truthfully say that they do, or know someone who does, the things written in each of the boxes below. Remember: each person can only sign their name in one box.

Write your own name here: _____

Tries not to leave the tap running when washing their teeth.



Name: _____

Can name one Fairtrade product.



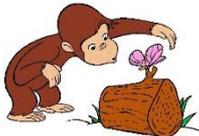
Name: _____

Recycles as much as possible (e.g. plastic, glass, newspaper etc.)



Name: _____

Is interested in things that happen in other parts of the world.



Name: _____

Tries to walk or cycle where possible instead of asking for lifts in the car.



Name: _____

Can explain what 'biodiversity' means.



Name: _____

Turns off the lights when leaving a room.



Name: _____

Doesn't think the brand labels on clothes are the most important thing.



Name: _____

Knows one thing about carbon footprints.



Name: _____

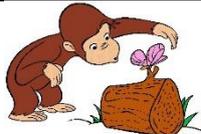
Activity Two

What we can do: Teacher Resource Sheet

Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Tries not to leave the tap running when washing their teeth.</p>	When did you start doing this? Why?	You can save as much as 5 litres of water a day if you turn off the tap when you don't need it.
	Can you think of any other ways you and your family can save water?	Watch out for dripping taps around the house or at school. Don't waste food – it takes lots of water to produce our food, e.g., watering crops, processing and washing food. Only use the washing machine with a full load, because each wash uses up to 45 litres of water. At home and in school, collect rainwater to water the garden rather than using water from the tap. Recycling paper, plastic, cans etc. saves energy and water and creates less waste. Don't litter, because litter can end up in the rivers or in the sea, causing pollution and possibly harming wildlife.
	Why is it important to save water?	Saving water is good for the environment, and it can also help families to save money.
	Can you think of anywhere in the world where access to water is a problem? What problems do people face because of lack of water?	According to the 2016 United Nations report on the Sustainable Development Goals (2015-2030) 2 billion people worldwide are affected by lack of access to clean, safe water and this figure is projected to increase. Lack of access to clean, safe drinking water can cause disease and stop girls from attending school, because they spent so much time walking to collect water (Global Goal 6: Clean Water and Sanitation).
Name the most obvious Global Goals you are helping to achieve by turning off the taps when you wash your teeth.		Global Goal 12: Responsible Consumption and Production : Make sure we only buy or use what we need so that we do not use up the earth's scarce resources

Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Can name one Fairtrade product.</p>	What is Fairtrade?	Fairtrade means better prices, decent working conditions, local sustainability, fair terms of trade for farmers and workers in the developing world.
	What Fairtrade products are available in Ireland?	Chocolate, coffee, tea, bananas, rice, cotton, clothes, cut flowers etc.
	Where can you buy Fairtrade products?	Major supermarkets, cafes, restaurants, workplace canteens, some school tuck shops etc.
	If lots more people bought Fairtrade what do you think would happen?	See http://www.fairtrade.ie/ for information on the benefits of Fairtrade.
Name the most obvious Global Goals you are helping to achieve when you buy Fairtrade products.		Global Goal 8: Decent Work and Economic Growth : Help countries to develop and provide good jobs in a way that benefits everyone Global Goal 10: Reduced Inequalities : Make sure that everyone is treated fairly and that countries treat each other fairly

Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Recycles as much as possible.</p>	<p>Why is it important to recycle?</p>	<p>Recycling can help us to:</p> <ul style="list-style-type: none"> • Conserve our natural resources such as oil, metal, water and trees • Conserve the energy used in producing new items from scratch – less new items mean we release less harmful gas into the air • Adding less to rubbish dumps – less rubbish means we release less harmful gas into the air (e.g. methane)
	<p>Recycle is one of 3Rs. Do you know what the other 2Rs are?</p>	<p>Reduce, Reuse, Recycle = 3Rs. More recycling would be great, but it would be brilliant if everyone reduced their consumption in the first place, or if they could figure out ways of reusing things in new and different ways. In the past, people didn't have disposable things like tetra packs, plastic forks, polystyrene cups, disposable plastic bags etc. Talk to some older relatives to get tips about how they used to manage before these things were available. For more information about recycling see https://www.trocaire.org/getinvolved/climate-justice/recycle</p>
	<p>What do you recycle at home/school?</p>	<p>The list of things that can be recycled in Ireland includes:</p> <ul style="list-style-type: none"> • Aluminium • Glass • Green and garden waste • Mobile phones • Organic waste for compost (your brown bin) • Paper and cardboard • Plastic • Steel • Waste electrical and electronic equipment, household batteries and car batteries <p>Other items: fluorescent tubes, paint, printer cartridges, spectacles, textiles, used gas cylinders and waste oil</p>
<p>Name the most obvious Global Goals you are helping to achieve when you recycle.</p> <p>Who will benefit if we reduce, reuse and recycle?</p>		<p>Global Goal 11: Sustainable Cities and Communities: Make cities environmentally friendly and safe communities where people can live well Global Goal 12: Responsible Consumption and Production: Make sure we only buy or use what we need so that we do not use up the earth's scarce resources Global Goal 13: Climate Action: Act now to fight climate change</p> <p>People now and in the future, especially those living in developing countries, who suffer most from climate change</p>

Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Is interested in things that happen in other parts of the world.</p>	<p>Why is being interested in news from around the world important?</p>	<p>Keeping up with world events by reading or watching the news gives you the chance to learn what is happening in the world, form opinions, inform others and maybe even come up with ideas to help solve the big problems facing the world today. Linus Pauling (1901-1994), the only innovator ever to win two individual Nobel Prizes, once said, "The best way to have a good idea is to have lots of ideas."</p>
<p>Name the most obvious Global Goals you are helping to achieve by being interested in things that happen in other parts of the world.</p>		<p>Potentially any or all the Global Goals can be progressed depending on the issue that concerns you and what you do about it.</p>

Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Tries to walk or cycle where possible instead of asking for lifts in the car.</p>	<p>Why is it not ok to drive wherever you want to go?</p>	<p>In Ireland, we are too dependent on our cars - for example, we often needlessly use our cars for short hops to the shop, or calling to see a friend. Cars use fossil fuels (petrol/diesel), which create carbon dioxide (CO₂). Most scientists believe that too much CO₂ makes the earth too warm. In Ireland, the levels of CO₂ (emissions) from transport are among the worst in the world!</p>
	<p>Why is walking or cycling better than driving?</p>	<p>Walking and cycling are better for the environment, are much cheaper ways of getting around, and are healthy activities which can also be nice to do with family or friends.</p>
<p>Name the most obvious Global Goals you are helping to achieve by walking or cycling instead of using the car.</p> <p>Who will benefit if we fight climate change?</p>		<p>Global Goal 3: Good Health and Well Being: Make sure everyone can live healthy lives Global Goal 7: Affordable and Clean Energy: Make sure that everyone has enough heat, light and power without damaging the environment Global Goal 11: Sustainable Cities and Communities: Make cities environmentally friendly and safe communities where people can live well Global Goal 13: Climate Action: Act now to fight climate change</p> <p>People now and in the future, especially those living in developing countries.</p>

Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Can explain what 'biodiversity' means.</p>	What does the word 'biodiversity' mean?	Biodiversity is all life that exists on earth – plants, animals (including humans), fish etc.
	Why is biodiversity important for people?	<p>Every living thing on our planet relies on the complex web of life to survive: air, water, food, and a healthy environment. The human species is no exception. Unfortunately, our actions have upset the balance of the global ecosystem*, and it is up to us to make decisions and take actions so that the world is a healthy place for ourselves and for people in the future.</p> <p>* The global ecosystem is the system of all the interconnected communities of living things and their environments in the world.</p>
<p>Name the most obvious Global Goals you are helping to achieve by helping to restore or conserve biodiversity (e.g. by not littering or polluting, planting native trees, being careful not to eat endangered fish and animals etc).</p> <p>Who will benefit if we fight climate change?</p>		<p>Global Goal 14: Life Below Water: Look after the life in our oceans and seas</p> <p>Global Goal 15: Life on Land: Look after forests, animals and the earth itself</p> <p>People now and in the future, especially those living in developing countries.</p>

Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Turns off the lights when leaving a room.</p>	Why is it important to turn off the lights when leaving a room?	Turning off lights in rooms as you leave saves money on the electricity bill, and because you are using less electricity you are burning less fossil fuels and reducing your CO2 emissions.
	Do you know any other ways for you or the adults in your life to reduce electricity use?	<ul style="list-style-type: none"> • Switch to low energy light bulbs (CFL or LED light bulbs), because they use less power than other bulbs, but are just as bright and last on average 10 times longer. This means less electricity, less carbon in the atmosphere and saves money in the long-term. • When you're using the kettle, only boil as much water as you need • Make sure your dishwasher and washing machine run with full loads and on eco-friendly settings/lower temperatures • Turn the TV and other appliances off, don't leave things on stand-by or plugged in once they are fully charged
<p>Name the most obvious Global Goals you are helping to achieve by when you turn off lights when you leave the room.</p>		<p>Global Goal 7: Affordable and Clean Energy: Make sure that everyone has enough heat, light and power without damaging the environment</p> <p>Global Goal 11: Sustainable Cities and Communities: Make cities environmentally friendly and safe communities where people can live well</p> <p>Global Goal 13: Climate Action: Act now to fight climate change</p>

Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Doesn't think the brand labels on clothes are the most important thing.</p>	Why do people like buying branded clothes?	Think of the different brands of clothing that young people like to wear? Why are these brands attractive? Some clothing manufacturers are very good at marketing their clothes as 'cool' and desirable. People 'buy-into' the status symbol associated with owning these clothes and think their life will be better or improve if they have them. Branded clothes are often much more expensive than similar clothes which don't have the famous brand labels.
	Is it ok to buy lots of clothes you don't really need?	In Western Europe, we buy 33% of the world's clothes, but we make up only 6% of the world's population. Around the world, workers in the clothing industry are sometimes working in poor and unsafe conditions. The production of clothes also uses up huge amounts of energy and water so is very bad for the environment. The disposal of old clothes also creates a landfill problem.
	How can we reduce the amount of new clothes we buy?	<ul style="list-style-type: none"> • Try not to be influenced by advertising of brands • Buy clothes that will last for a long time • Swap clothes with relatives and friends • Buy in second-hand clothes shops Join the campaign for "clean" clothes and support action to make sure that garment workers are paid enough to support themselves and their families: http://cleanclothescampaignireland.org/
Name the most obvious Global Goals you helping to achieve by only buying the clothes you need and disposing of your old clothes responsibly.		Global Goal 8: Decent Work and Economic Growth: Help countries to develop and provide good jobs in a way that benefits everyone Global Goal 12: Responsible Consumption and Production: Make sure we only buy or use what we need so that we do not use up the earth's scarce resources

Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Knows one thing about carbon footprints.</p>	Can you explain to the rest of the class what you know about carbon footprints?	When you use fossil fuels, like heating oil to keep your house warm, or petrol/diesel for your family's car, this creates carbon dioxide (CO2 for short). Many scientists believe that CO2 is making the earth too warm. Your carbon/eco footprint is the total amount of CO2 you create. Carbon footprints are measured in tonnes. Unlike the footprints we leave in sand or mud, we cannot see our carbon footprint, but we know that a big carbon footprint is bad for the planet.
	What kinds of things do carbon/eco footprints measure?	There are lots of different carbon/eco footprint calculators but they typically measure things like: <ul style="list-style-type: none"> • Types of food (meat, fish, vegetables etc.) you eat • Whether the food you eat is produced locally or abroad • How much clothes, furniture, white goods (fridges etc.) you buy • The size of your family and your house • How much electricity, oil, gas you use • How you travel and how often – plan, car, bus etc. Carbon/eco calculators process this information and work out how many planet earths would be needed if everyone was to consume in that way.

<p>Name the most obvious Global Goals you helping to achieve by reducing your carbon footprint.</p> <p>Who benefits if we reduce our carbon footprint?</p>	<p>Global Goal 12: Responsible Consumption and Production: Make sure we only buy or use what we need so that we do not use up the earth's scarce resources</p> <p>People now and in the future, especially in developing countries.</p>
--	--

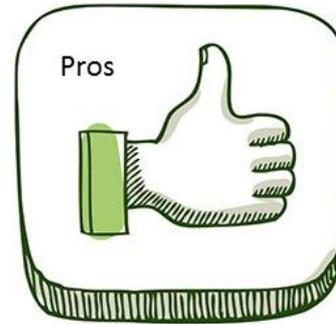
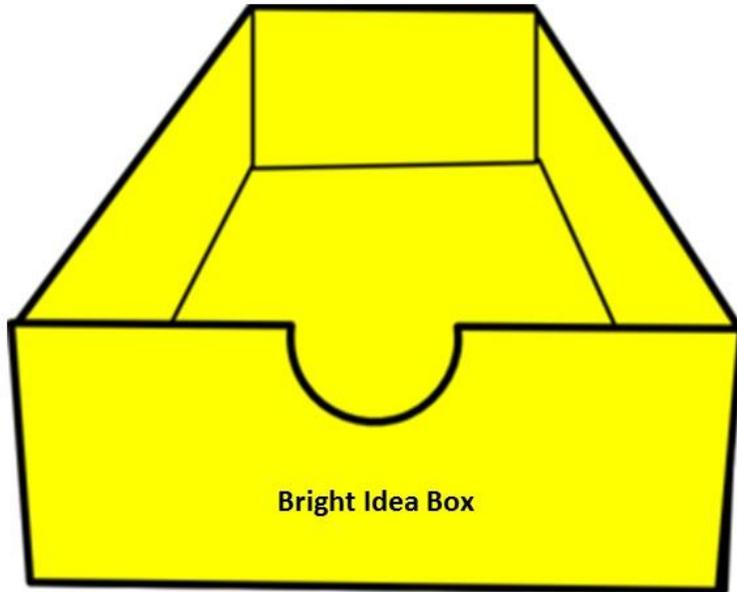
Activity Three: Our World Irish Aid Awards – Kids Zone

Pupil Worksheet

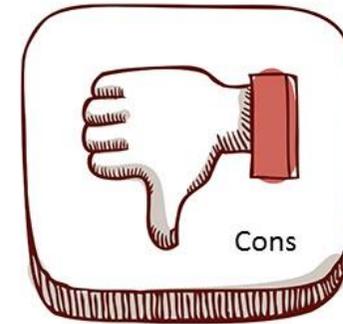
	 YES!	 UNSURE	 NO!
I understand what the Our World Irish Aid Awards are about			
I found some interesting examples of things that other primary schools did in other years			
I have some ideas about what we might do for an Our World Irish Aid Awards project			

Activity Four

Bright Ideas Box: Pupil Worksheet



- 1.
- 2.
- 3.



- 1.
- 2.
- 3.

Actions we could take...

