

Unit 1 (5th-6th class)

Sustainable Development for a better world

Learning intentions:

We will learn to:

- Describe the interdependent relationship between people and planet
- Consider people in our world who are most at risk of poverty, exclusion and discrimination
- Discuss our role and responsibilities where those who are being left behind are concerned
- Explore solutions to the problems facing our world today
- Explain the meaning of the term 'sustainable development'
- Identify connections between the United Nations Global Goals for Sustainable Development
- Reflect on what we found out and did in this Unit

Materials:

Activity One: Our planet

- Our Planet: Teacher Resource Sheet (page 7)

Activity Two: Taking stock

- Taking Stock: Pupil Worksheet (page 8)

Activity Three: Postcard from a better world

- Postcard: Teacher Resource Sheet (page 9)

Activity Four: What is 'Sustainable Development'?

- Sustainable Words: Teacher Resource Sheet (page 10)
- Sustainable Development means... : Teacher Resource Sheet (page 11)

Activity Five: Introducing the Global Goals

- Global Goals for Sustainable Development: Teacher Information Sheet (page 12)
- Global Goals (child-friendly version): Teacher Resource Sheet (page 13)

Activity Six: A better world cube

- A better world cube Pupil Worksheet (page 14) [**NB**: if possible, print one copy for each pair on card]
- Scissors for each pair
- Glue sticks for each pair

Step-by-step instructions:

Activity One: Our Planet

1. Display [Our Planet: Teacher Resource Sheet](#) (page 7) on the board.
 2. Point out that every person in the room lives on our planet; and facilitate a whole class brainstorm about the different forms of life on earth (humans, animals, insects, plants, life under water, volcanoes, oceans/seas, ground/soil etc).
 3. Divide the class into small groups.
 4. Invite pupils to work together in groups to come up with a list of ways that we rely on our planet.
NOTE: Depending on your class, you might like to record pupil feedback on the board.
 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 post on social media (Twitter) from space 'as Gaeilge' (as ISS passed 350 km above Ireland Hadfield tweeted 'Tá Éire fíorálainn!'). When he looked at our planet 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 our planet from space. They need to come up with a caption (in English or as Gaeilge) for the image on the board. Each group must devise a caption that says something about how all people everywhere, now and in the future, rely on our planet. However, their caption will be aimed at a specific audience and will need to take this target group into consideration.
 8. Allocate the following target audiences to the different groups:
 - Children and young people
 - Parents, aunts, uncles, grandparents, i.e. adult family members
 - School principals and teachers
 - Businesspeople, e.g. shop or factory owners and workers
 - Political representatives in Ireland (i.e. elected leaders at national (Dáil) or local (authority) levels)
 - Political representatives outside of Ireland (e.g. in the European Parliament, European Commission, prime ministers or presidents in other countries etc)
- NOTE:** Depending on your class you might like to source and show photographs of representative members of the various target groups so that all pupils are clear about their audience.
9. Facilitate feedback on captions, using the following questions:
 - How did you work together as a group to decide on this caption?
 - How do you think your target audience would react to your caption?
 - Would your caption work with other target groups? Why/not?
 10. Display a copy of [Our Planet: Teacher Resource Sheet](#) surrounded by your pupil's captions on the board.

Activity Two: Taking Stock

1. Direct pupils' attention to their Our Planet display from Activity One.
2. Explain that they are going to reflect further on the positive (good) and negative (bad) things that are happening in our world today and begin to think about who has the power to make good changes so that the world becomes a better place for everyone.
3. Divide pupils into groups of four.
4. Distribute one copy of [Taking Stock: Pupil Worksheet](#) (page 8) to each group.
5. Invite each group to agree a response to the four tasks on their worksheet.
6. Facilitate groups to present their work, using the following questions:
 - What are the good things about our world today?
 - Do all people everywhere in our world experience these good things? Who are the people who are not experiencing these good things? Will everybody in the future experience these good things?
 - What are the biggest problems facing our world today? Why did you focus on these problems? Will these still be big problems in the future? Why/not?
 - Who can make decisions or take actions to solve these problems and transform our world for the better?
7. Explain that the people most at risk of poverty, exclusion and discrimination differs in every country and context, but globally the most vulnerable people may belong to one or more of the following categories or groups: girls and women; people living with disabilities; children/youth; refugees; migrants; older people; religious/ethnic/racial minorities; indigenous peoples (e.g. the Saami of northern Europe or the Aborigines and Torres Strait Islanders in Australia); people living with HIV; those living with mental health issues; unemployed or workers with no job stability; LGBTQI people; and, widows.
8. Invite reactions to the groups on the list (above).
9. Ask the class if anyone has ever heard of a famous Irish poet called Seamus Heaney (1939-2013). Explain that Seamus Heaney wrote a poem in 1992 called 'An Invocation', which means an appeal, or a request. One of the lines from this poem was 'Who is my neighbour? My neighbour is all mankind'. Sometimes the word 'neighbour' is taken to mean the person or people who lives beside or near you, but Heaney was using the word to mean any person in need of friendship or kindness.
10. Ask the class to discuss the idea that all people everywhere, now and in the future, are their neighbours. How does this idea make them feel? Would our world be better if we all thought of others, people near and far, as neighbours?
11. Conclude by asking pupils what, if anything, they can do to improve the lives of people who are at risk now in our world?

NOTE: You might like to invite pupils to write or draw their ideas about ways they can improve the lives of those at risk in our world. These could be added to the Our Planet captions done at the end of Activity One page 2).

Activity Three: Postcard from a better world

1. Write 'YEAR = 2030...' on the board.
2. Facilitate a whole class discussion using the following prompts:
 - What age will you be in the year 2030?
 - What would you like your life to be like in 2030?
 - When thinking about the world in 2030, what things would you like to be the same as the world now, in 2020? What would you like to change?
3. Divide the class into small groups.
4. Invite pupils to imagine it is the year 2030 and the world is a better place. Their group is going to write a postcard from the future to a group of classmates in the year 2020.
5. Display [Postcard: Teacher Resource Sheet](#) (page 9) and read through the success criteria to make sure that all pupils understand the task.
6. 'Pair' groups to make sure that each group will receive a postcard.
7. Tell pupils to 'send' their postcards.
8. Invite each group to present the postcard they received from 2030.
9. Conclude by asking the class what they think was the most interesting change or development they predicted for the year 2030.
NOTE: Ask pupils to keep their postcards safe as they will need them again in Activity Five (page 5).

Activity Four: What is Sustainable Development?

1. Ask the class what they think the word 'development' means.
2. Ask pupils how people can communicate with family/friends who live far away, recording their responses on the board.
3. Invite pupils to order the different ways of that people communicate, 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.).
4. Facilitate a whole class discussion, using the following prompts:
 - Which method of communication do you like the best? Why?
 - Do you think these are a good change or a good development from the ones before? Why?
5. Explain to the class that 'development' is about trying to bring about good changes, so our world is transformed for the better.
6. Divide the class into small groups.
7. Display [Sustainable Words: Teacher Resource Sheet](#) (page 10) on the board.
8. Ask each group to use all the words on the board in linked sentences. Record their sentences on the board.
NOTE: You may wish to provide the following example:
'A lot of people in Ireland and elsewhere are trying to live in a more sustainable way. They try to drive less, buy less and recycle more. They are making long-lasting and good changes in their lives so that our world is transformed for the better'.
9. Display [Sustainable Development means...: Teacher Resource Sheet](#) (page 11).

10. Conclude by explaining that the Our World Irish Aid Awards lessons and projects are about **sustainable development** that is trying to bring about **good and long-lasting changes, so that our world is transformed for the better.**

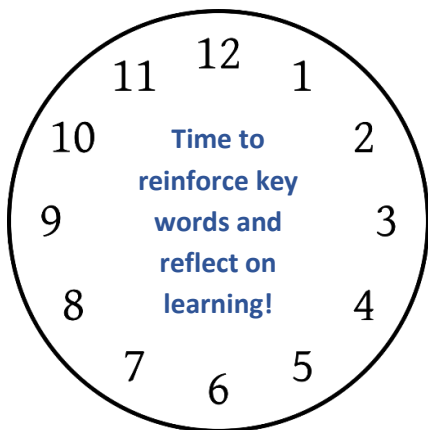
Activity Five: Introducing the Global Goals

1. Write the following on the board: *Goal = something good that you are prepared to work towards*
2. Explain that in the year 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 inequality, and to protect the environment. These leaders, from both rich and poor countries, recognised the interdependent nature of our world (what people do in one place can have a big good or bad impact on people in other places). They wanted a plan that would transform our world for the better. Making the world a better place is a big job which will take time, so the world leaders agreed a list of 17 goals for all countries to be achieved by 2030. These goals are called the Global Goals for Sustainable Development.
NOTE: For more information on the Global Goals for Sustainable Development see [Global Goals for Sustainable Development: Teacher Information Sheet](#) (page 12); www.globalgoals.org; <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
3. Display [Global Goals \(child-friendly version\): Teacher Resource Sheet](#) (page 13) on the board.
4. Invite pupils to revisit their postcard from a better world (Activity Three, page 4) to see if any of the ideas about a better world in 2030 are reflected in the Global Goals for Sustainable Development.

Activity Six: A better world cube

1. Explain that the United Nations document that outlines the Global Goals is called *Transforming our world: the 2030 Agenda for Sustainable Development*. The 193 countries, including Ireland, committed to this Agenda and in so doing committed to fully achieving all 17 Goals, so that *'the lives of all will be profoundly improved and our world will be transformed for the better'*.
2. Explain that the 17 Goals are linked to each other. All are needed for a better world. They are equally important, and no one Goal can be achieved without the others. For example:
 - Having enough good food (Goal 2) gives children more chance to grow up healthy (Goal 3). These two goals are linked with being able to go to school and learning (Goal 4) because children need to be well fed and healthy to be able to walk to school and pay attention in class.
 - If children and young people living with disabilities are supported to start and stay in school and get a good education (Goal 4), then they are more likely to get decent jobs (Goal 8) and be treated equally (Goal 10).
 - If everyone works together (Goal 17) to fight against climate change (Goal 13), for example by buying only what they need (Goal 12), this will lead to a better world.
3. Divide the class into pairs.
4. Distribute one copy of [A better world cube: Pupil Worksheet](#) (page 14) to each pair.

5. Talk through the instructions on the worksheet to ensure that all pupils understand the task.
6. Once they have completed their cube, invite each pair to pass their cube to be read by the pair on their right.
7. Facilitate a whole class discussion using the following questions:
 - What are the Global Goals that are appearing most commonly in square 2?
 - Who are the people and/or places who will benefit when these Goals are achieved?
 - Who has a responsibility to help achieve these Goals?
What do you want to learn about, or do, where the Global Goals are concerned?
8. Conclude by explaining that the Global Goals can help solve global problems and transform the world for the better – but everyone everywhere has a responsibility to help achieve the Goals.



End of unit literacy and reflection activities are available in the lesson plan section of the Our World Irish Aid Awards website:
www.ourworldirishaidawards.ie

Activity One

Our Planet: Teacher Resource Sheet



Commander
Chris Hadfield



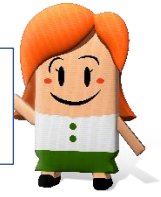
Image of Earth taken by a NASA camera on the Deep Space Climate Observatory (DSCOVR) satellite. The image was taken 6 July 2015, one million miles from Earth. Central Europe is toward the top, with the Sahara Desert to the south, showing the Nile River flowing to the Mediterranean Sea through Egypt.

Source: <https://www.nasa.gov/image-feature/africa-and-europe-from-a-million-miles-away>

Activity Two

Taking Stock: Pupil Worksheet

Work together to agree answers to the four tasks below.



1. List at least three things that are good about our world.



2. Name at least two groups of people who do not benefit from the good things in our world.



3. List at least two challenges or problems in our world today.



4. Name one person and one group who can make decisions or take actions to transform our world for the better.

Activity Three

Postcard: Teacher Resource Sheet

The diagram shows a postcard layout. The left side is a large empty rectangle. The right side is divided into a top section with a square box for a stamp and a bottom section with five horizontal lines for an address.

Left side

- Date (in 2030)
- Opening salutation or greeting
- Information about the better world of 2030.
- Advice to people living in 2020 about what they can do to make sure that there is a better world by the year 2030.
- Closing salutation
-

Right side

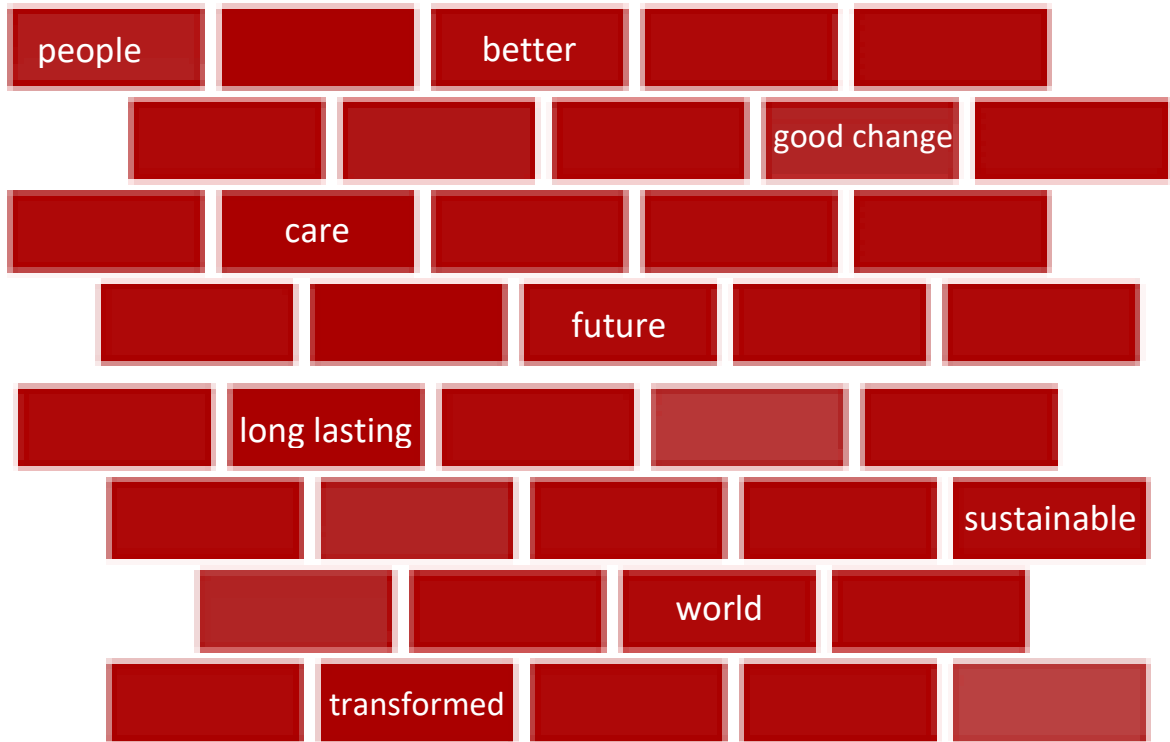
- Stamp (drawn)
- Group names
- School address

Activity Four

Sustainable Words: Teacher Resource Sheet



Work together to use the words on the wall (below) in linked sentences.



Activity Four

Sustainable Development means... : Teacher Resource Sheet

Sustainable Development means living in a better world where:

- everyone can live in a healthy, safe environment
- everyone has enough good food to eat and clean water to drink
- all 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
- all people are educated to care for our world and make it a better place



For this to happen, we all need to work together to bring about good and long-lasting changes.

Activity Five

Global Goals for Sustainable Development: 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

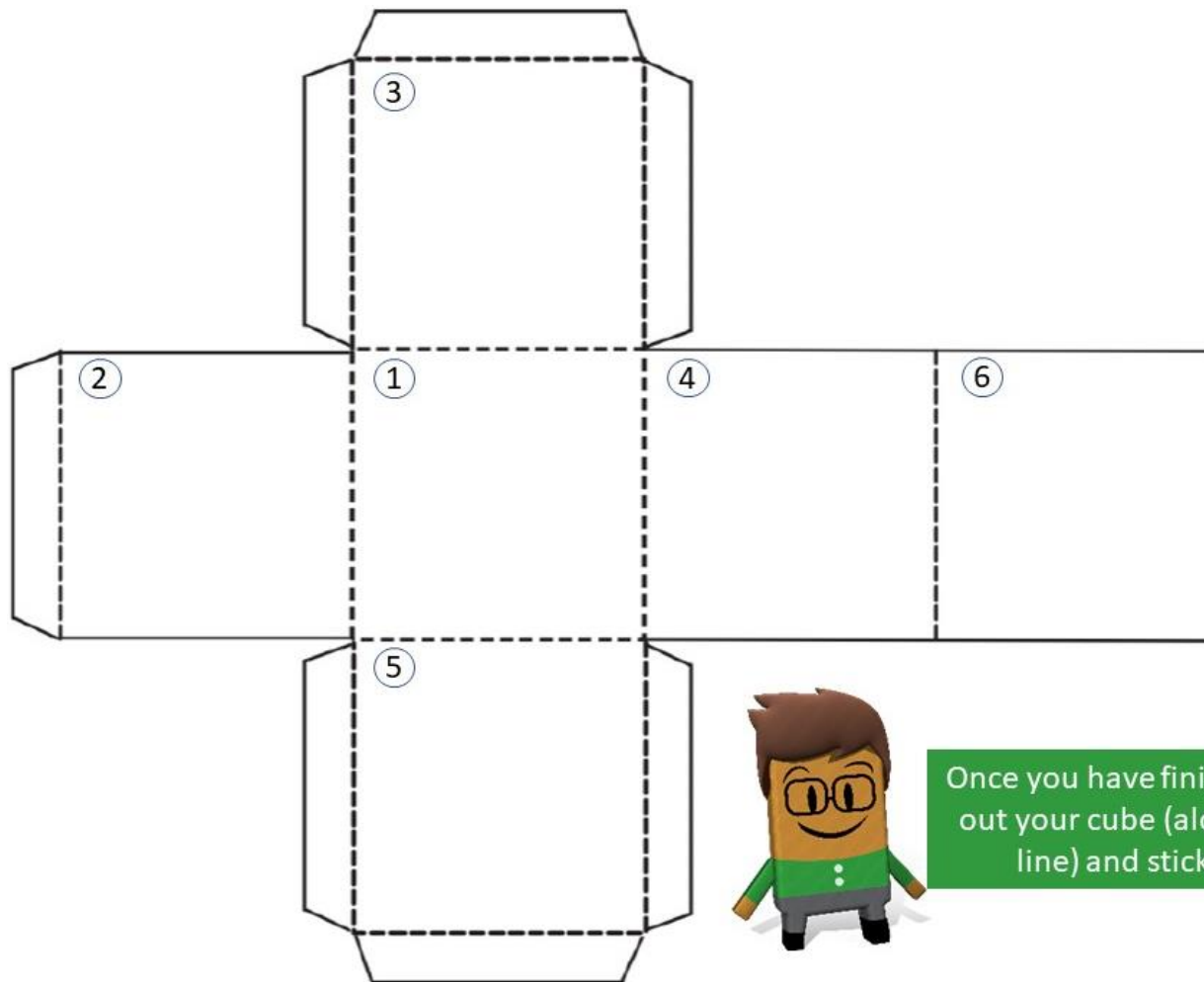
Global Goals (child-friendly version): Teacher Resource Sheet



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 Six

A better world cube: Pupil Worksheet



Square 1:

Write 'A Better World' and decorate the square using Global Goal colours

Square 2:

Draw the logo of the Global Goal you find most interesting

Square 3:

What group of people and/or place will benefit when this Goal is achieved?

Square 4:

Which individuals or groups can help to achieve this Goal?

Square 5:

Draw the logo of one or more Global Goals linked to the Goal you find most interesting

Square 6:

Use this space to write or draw about one thing you would like to do or know about the Global Goals.



Once you have finished writing/drawing on your squares, cut out your cube (along the solid lines), fold (along the dotted line) and stick (along the flaps) your cube together.