

## Unit 3 (3<sup>rd</sup> – 4<sup>th</sup> class)

### Project Renew - Vietnam

#### Learning intentions:

We will learn to:

- Consider people who are being left behind in our world
- Edit information about Project RENEW, an initiative in Vietnam supported by Ireland's aid programme
- Summarise the impact of Project RENEW on people in Quảng Trị province in Vietnam
- Make links between the impact of Project RENEW and the United Nations Global Goals for Sustainable Development
- Reflect on what we found out and did in this Unit

#### Materials:

##### Activity One: Leave no one behind

- Neighbours: Teacher Resource Sheet (page 4)
- Leave no one behind: Teacher Resource Sheet (page 5)

##### Activity Two: Editing Project RENEW

- Copies of the 2020 Our World Irish Aid Award magazine (also available: <http://www.ourworldirishaidawards.ie/pupils-magazine/>)
- Project RENEW article text: Teacher Resource Sheet (page 6)
- Project RENEW article graphics: Teacher Resource Sheet (page 7)

##### Activity Three: Hoang Than and his family

- Hoang Than and his family: Teacher Resource Sheet (page 8)
- Wordsearch: Pupil Worksheet (page 9)

##### Activity Four: RENEW and the Global Goals

- RENEW and the Global Goals: Teacher Resource Sheet (page 10)

#### Step-by-Step instructions:

##### Activity One: Leave no one behind

1. Display [Neighbours: Teacher Resource Sheet](#) (page 4).
2. 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, a request or a plea. 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.

3. 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? Do they agree/disagree with this idea? Why/not?
4. Explain that *Transforming our world: the 2030 Agenda for Sustainable Development* – the United Nations document that outlines the 17 Global Goals – includes a promise to make sure that *‘the Global Goals are achieved for all people everywhere, now and in the future, and that the poorest, most disadvantaged and powerless are reached first’*.
5. Display [Leave No One Behind: Teacher Resource Sheet](#) (page 5).
6. Ask for a volunteer to read through the Leave No One Behind pledge on the board and invite pupils to explain the pledge in their own words.
7. Explain that as part of the push to achieve the Global Goals by 2030, the United Nations has identified the categories or groups of people who are most at risk of being left behind, and these groups are listed on the board.
8. Invite pupils to reflect on the groups of people who are being left behind in their local or national community. Do these people fit into any of the categories identified by the United Nations?  
**NOTE:** Depending on your class, you may wish to divide pupils into pairs or small groups and invite pupils to compile a list of people who are being left behind in Ireland.
9. Explain that the activities in this unit are going to focus on those in danger of being left behind in Vietnam, a focus country for Ireland’s aid programme since 2005.

### Activity Two: Editing Project RENEW

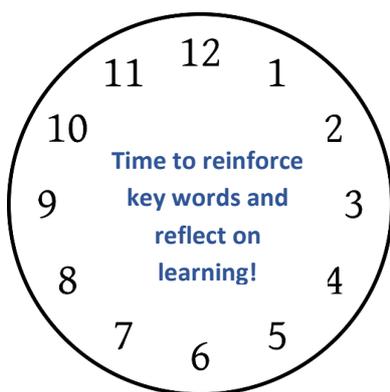
1. Explain to the class that they are going to imagine that they work as editors for the Our World Irish Aid Awards pupils’ magazine, a publication that is aimed at children in 3<sup>rd</sup>-6<sup>th</sup> classes in primary schools. They have been given an article and some images about a project in Vietnam which is supported by Ireland’s aid programme.
2. Divide the class into small groups.
3. Distribute copies of the 2020 magazine or facilitate pupils to access the magazine online at: <http://www.ourworldirishaidawards.ie/pupils-magazine/>
4. Give pupils time to flick through the magazine and invite them to concentrate on pages 8-10.
5. Display [Project RENEW article text: Teacher Resource Sheet](#) (page 6) and distribute one copy of the same resource sheet to each group.
6. Ask for volunteers to read the information on the board.
7. Encourage pupils to ask for help with any tricky words and take note of your explanations.
8. Display [Project RENEW article graphics: Teacher Resource Sheet](#) (page 7).
9. Invite each group to decide where they would insert the graphics in the magazine article. Each graphic is numbered so that they can write the image number beside the relevant paragraph on their sheet. For early finishers, you might decide to tell them to come up with a suitable caption for each graphic.  
**NOTE:** Possible placement of graphics are as follows: Graphic (1) after 3<sup>rd</sup> sentence in paragraph 3; Graphic (2) before, beside or immediately after paragraph 1; Graphics (3) & (4) after paragraph 3.
10. Facilitate feedback from each group about the location and captions for the graphics.

### Activity Three: Hoang Thang and his family

1. Tell pupils that although the prevention work of Project RENEW is having an impact, 8,000 people have been killed in Quảng Trị province since 1975 by bombs and landmines left over from the Vietnam War. Many others have been hurt and they need support and help. One of these people is Hoang Than from Ai Tu Village in Quảng Trị province.
2. Display [Hoang Than and his family: Teacher Resource Sheet](#) (page 8) on the board.
3. Ask for volunteers to read each paragraph aloud and invite the class to stop and jot down any words or phrases that they do not understand between paragraphs.
4. Divide the class into pairs.
5. Distribute one copy of [Wordsearch: Pupil Worksheet](#) (page 9) to each pair.
6. Read through the instructions on the worksheet and make sure that everyone understands the task.
7. Ask pupils to summarise what they have learned about the supports that Project RENEW offers to people who survive accidents involving unexploded ordnance.

### Activity Four: RENEW and the Global Goals

1. Display [RENEW and the Global Goals: Teacher Resource Sheet](#) (page 10).
2. Read through the impacts or outcomes of Project RENEW activities.
3. Encourage pupils to remember specific people, encountered in the Our World Irish Aid Awards magazine and units, who have benefitted from being involved in Project RENEW activities (i.e. Hồ Văn Lai in the magazine and Hoang Than and his family in this unit).
4. Invite pupils to discuss which of the 17 Global Goals for Sustainable Development are Project RENEW helping to achieve with their various activities.
5. Conclude by reminding pupils that that Ireland's aid programme supports Project RENEW. This is one example of how the Government of Ireland is helping to progress the Global Goals, action its' commitment to the pledge to Leave No One Behind in focus countries and transform the world into a better place for all.



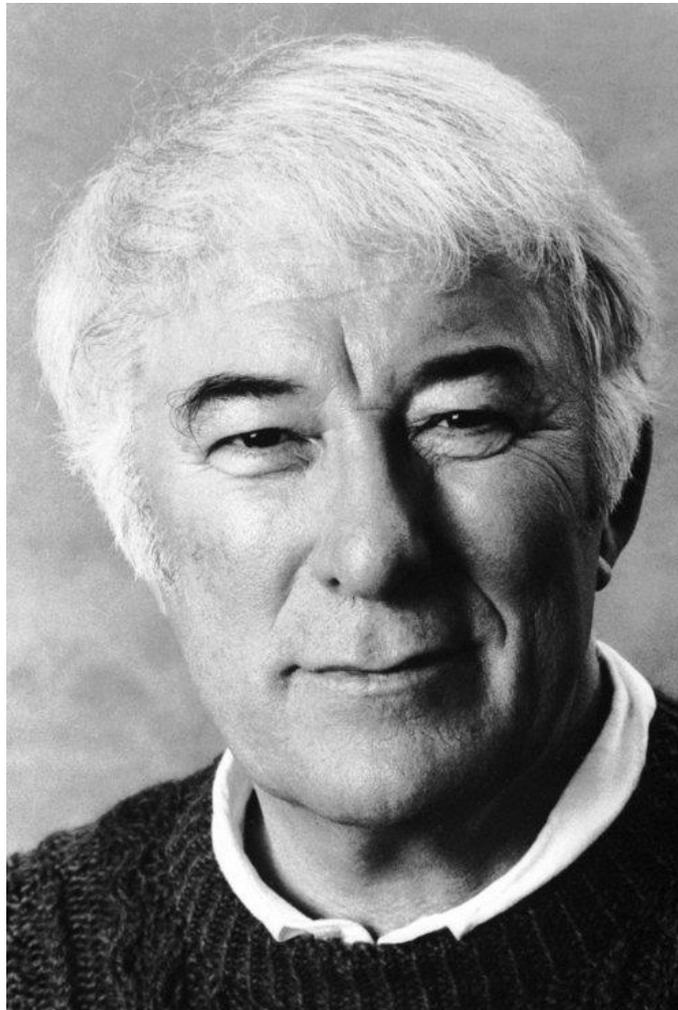
End of unit literacy and reflection activities are available in the lesson plan section of the Our World Irish Aid Awards website: [www.ourworldirishaidawards.ie](http://www.ourworldirishaidawards.ie)

## Activity One

### Neighbours: Teacher Resource Sheet

'Who is my neighbour? My neighbour is all mankind.'

Seamus Heaney (1992) An Invocation



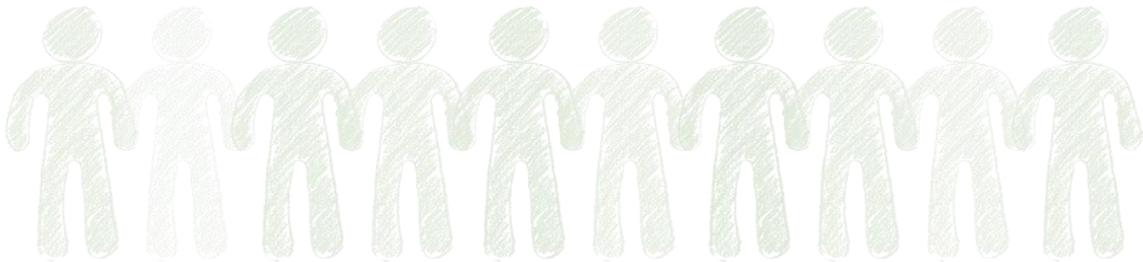
(1939-2003)

## Activity One

### Leave No One Behind: Teacher Resource Sheet

Gender	<i>“We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet.</i>
Disability	
Children / Youth	
Refugees / migrants	<i>We are determined to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path.</i>
Elderly	
Race / ethnicity / religion	
Indigenous	
HIV	<i>As we embark on this collective journey, we pledge that <b>no one will be left behind.</b>”</i>
Mental health	
Unemployed	
LGBT+	
Widows	

Preamble, *Transforming our world: Agenda 2030*



## Activity Two

### Project RENEW article text: Teacher Resource Sheet

In 1955, a conflict broke out between North Vietnam and South Vietnam. During the 20-year long war (1955-1975), over 3 million people were killed. In 1976, North and South Vietnam joined to form the Republic of Vietnam.

Quảng Trị province, on the border between North and South Vietnam, was the scene of lots of fighting. During the war, some of the bombs dropped from army aeroplanes and landmines buried just under the ground did not explode as designed. Unexploded ordnance (bombs and landmines) are still a danger to people today.

In 2001, Project RENEW was set up by the government of Quảng Trị province. RENEW stands for: **R**estoring the **E**nvironment and **N**eutralizing the **E**ffects of **W**ar. This means that Project RENEW tries to solve the problem of unexploded ordnance by carrying out different activities. Survey and de-mining (or clearing of unexploded ordnance) work, together with activities to teach people about the risk of unexploded bombs and landmines, has helped over time to bring down the numbers hurt and killed every year.

**Ireland's aid programme has been funding Project RENEW since 2011.**

## Activity Two

### Project RENEW draft article graphics: Teacher Resource Sheet

1

Running the Mine Action Visitor Centre to tell people about the war and its impact

Going out to communities to teach people how to stay safe around unexploded bombs and landmines

Manning a phone hotline so people can report unexploded bombs or landmines

Sending experts to survey or check areas for unexploded bombs and landmines

De-mining or clearing areas with unexploded bombs and landmines

Organizing the return of cleared land for normal use

2



3



4



## Activity Three

### Hoang Than and his family: Teacher Resource Sheet



Hoang Than talks with his two children, Hoang Anh and Hoang Thi Dieu Anh, about their first day back at school after the summer holidays

Hoang Than and his family live in Ai Tu Village of Trieu Ai Commune in Quảng Trị province.

Than has overcome lots of challenges in his life. In 1991, while out searching for scrap metal, Than lost a hand and both of his legs from the knee down in an explosion of ordnance left over from the war. He was then twenty years old.

Three years later, Than married Le Thi Hiep, a girl from his village. At first, they lived with Than's parents. Their first son was born in 2000. Two years later Than and Hiep managed to build their own small, wooden home. A second son, Anh, was born in 2006.

In 2008, Than's family was contacted by Project RENEW and provided with a breeding cow. By the time their daughter was born in 2009, and with help from their community, Than's family were able to rebuild their house. In 2013, Project RENEW assessed Than and provided him with custom made artificial legs (called prostheses) which meant that he could walk independently.

While his wife raises pigs and chickens at home, Than tends the family's three cows – the offspring of the first cow given by Project RENEW in 2008. The couple also cultivates a small field which yields enough rice for the family to eat.



Than cleaning his daughter's bicycle

## Activity Three

### Project RENEW wordsearch: Pupil worksheet

This wordsearch contains 8 keywords from the story about Hoang Than and his family.

Keywords can be written forwards or backwards, horizontal or vertical. To make things easier, a sample word (RENEW) is already done.

Once you have found all 8 keywords, use the table below the wordsearch to write an explanation of what each keyword means.



C	R	M	E	K	R	A	R	E	N	I	U	B	S	E
U	E	X	P	L	O	S	I	O	N	R	N	E	I	P
L	N	E	N	E	N	U	P	A	R	E	S	T	I	A
T	E	C	N	A	N	D	R	O	Y	E	A	E	L	O
I	W	L	I	V	I	R	A	I	H	C	A	V	E	A
V	E	L	M	E	R	A	O	T	I	F	E	A	N	N
A	M	A	G	A	R	E	S	D	L	E	I	Y	A	L
T	A	P	M	A	R	O	F	F	S	P	R	I	N	G
E	R	Y	A	Y	R	T	N	A	S	L	Y	N	B	O
S	C	R	A	P	M	E	T	A	L	D	K	E	L	E

The words that you are looking for are:	We think this word means...
RENEW	To start again after a pause or interruption; To put more effort into doing something better than before
SCRAP METAL	
EXPLOSION	
ORDNANCE	
PROSTHESES	
OFFSPRING	
CULTIVATES	
YIELDS	

## Activity Four

### RENEW and the Global Goals: Teacher Resource Sheet

