

Unit 4 (5th-6th class)

Our World Irish Aid Awards (OWIAA) – Getting Started

Learning intentions:

We will learn to:

- Discuss the people and organizations who are responsible and have the power to create a better world
- Describe simple actions that we can take to help achieve the United Nations Global Goals for Sustainable Development
- Describe the content of the OWIAA Kids Zone
- Generate ideas for Our World Irish Aid Awards projects on the theme of 'A Better World'
- Reflect on what we found out and did across the four OWIAA Units

Materials:

Activity One: Creating a better world

- Creating a better world: Teacher Resource Sheet (page 5)
- From Michael D. to Me: Pupil Worksheet (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 8-12)

Activity Three: Kids Zone

- Computer(s) with internet access
- Kids Zone: Pupil Worksheet (page 13)
- <https://www.youtube.com/channel/UCC6kTEldlcUKwzMZ6lqVAOg>

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 14)
- Post-its

Step-by-Step instructions:

Activity One: Creating a better world

1. Display [Creating a better world: Teacher Resource Sheet](#) (page 5).
2. Ensure that pupils understand all the words in this quote.
1. Explain that this is an extract from an address or speech by President Michael D. Higgins on 9 December 2019, at the BT Young Scientist exhibition in Dublin.
2. Remind the class that the 193 countries, including Ireland, have committed to *Transforming our World: Agenda 2030* 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'*. The Global Goals apply to everyone and every organization, and all countries around the world – they are universal. This means we all share the responsibility to care for other people and our planet.
3. Distribute one copy of [From Michael D. to Me: Pupil Worksheet](#) (page 6) to each pupil.
4. Invite everyone to rewrite the quote from President Higgins in their own words.
5. Ask the class to discuss the following questions:
 - Do you agree/disagree with what President Higgins said? Why/not?
 - How does what President Higgins said make you feel? Why?
 - Other than individual young people, who else (groups, organizations, governments etc.) has a responsibility to transform our world for the better?
NOTE: You may wish to prompt pupils by reminding them that Ireland is a member of the United Nations; and Ireland's aid programme works to contribute to achieving the Global Goals on behalf of all the people in Ireland.
 - What actions do you think you can take to help to end hunger, poverty, injustice, inequality and fight climate change? What actions can you take to persuade those in power to deal with these global challenges and contribute to the Global Goals?
NOTE: For ideas about individual behavioural changes and actions see pages 7-12.
6. Divide the class into small groups.
7. Distribute flipchart sheets and markers to each group.
8. Invite each group to draw a picture and/or write a paragraph representing the quote from President Higgins and what it means to them.
9. Display their completed flipchart sheets on the classroom walls.

Activity Two: What we can do

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

EXTENSION ACTIVITY (approx. 20 mins required):

Facilitate a whole class discussion using the questions provided in [What we can do: Teacher Resource Sheet](#) (pages 8-12).

NOTE: Depending on your class you may decide to direct these questions to the individuals who signed boxes on the worksheets you collected.

8. Conclude by highlighting all the good things your pupils are already doing to create a better world and help achieve the Global Goals. Remind pupils that they should try to put into practice any new ideas they heard during this activity for bringing about good and lasting change (i.e. sustainable development).

Activity Three: 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 the Irish Government's development aid programme, 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 2020 Awards is 'A Better World'. 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 13).
4. Access the Kids Zone on www.ourworldirishaidawards.ie, and allow sufficient time for the pupils to respond to the 3 statements on their worksheet.
5. Take feedback from the pupils, recording their responses on the board.

Activity Four: Bright Ideas Box

NOTE: Read through the completed [Gathering Thoughts: Pupil Worksheet](#) (5th-6th class Reflection/Literacy Activities) as a way of reflecting on learning in Units 1-3.

1. Explain to the class that they are going to begin planning their OWIAA project.

2. Divide the class into pairs.
3. Distribute one copy of the [Bright Ideas Box: Pupil Worksheet](#) (page 14) to each pair.
4. Display the completed worksheets on the wall, floor or on classroom tables.
5. Invite pupils to look at the bright ideas they generated.
6. Ask for more detail/clarification about ideas that seem promising.
7. Distribute one post-it to each pupil and ask them to stick the post-it on the bright idea they find most interesting.
8. Count the post-its and write the 3-5 most popular project ideas on the board.
9. Discuss these ideas with the class, making sure to present the pros and cons associated with each.
10. Facilitate a class vote on the best idea for the Our World Irish Aid Awards.



Time for you and your pupils to get started on the Our World Irish Aid Award project!

Remember the deadline for submissions is:

3 APRIL 2020

For more information see:

www.ourworldirishaidawards.ie

Activity One

Creating a better world: Teacher Resource Sheet



On your efforts, among others, we rely for the creation of that better world, a world that must be changed from its present destructive tendencies.

Our world can be changed. We must always remember that.

The challenge is to make the change accountable, inclusive and responsive to the needs and hopes of future generations.

Michael D. Higgins, 9th President of Ireland: extract from his opening address at the BT Young Scientist Exhibition, 9 January 2019

Activity One

From Michael D. to Me: Pupil Worksheet

What Michael D. Higgins said...



On your efforts, among others, we rely for the creation of that better world, a world that must be changed from its present destructive tendencies.

Our world can be changed. We must always remember that.

The challenge is to make the change accountable, inclusive and responsive to the needs and hopes of future generations.

What Michael D. said - in my own words...



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.

Your name: _____

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



Name: _____

Can name one Fairtrade product.



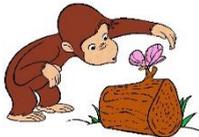
Name: _____

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



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 'sustainable development' means.



Name: _____

Turns off the lights when leaving a room.



Name: _____

Tries to buy less.



Name: _____

Knows one thing about carbon footprints.



Name: _____

Activity Two

What we can do: Teacher Resource Sheet

Statement	Questions for pupils	Possible answers
 <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. 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 2019 United Nations report on the Sustainable Development Goals (2015-2030) 785 million people worldwide are affected by lack of access to a basic drinking water service. 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 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	Possible answers
 <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 shops etc.
	If more people bought Fairtrade what do you think would happen?	See http://www.fairtrade.ie/ for information on the benefits of Fairtrade.
Name the 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	Possible answers
 <p>Doesn't think the brand labels on clothes are the most important thing.</p>	Why do people like buying branded clothes?	Some clothing manufacturers are very good at marketing their clothes as desirable. People are encouraged to think that their life will be better or improve if they own these clothes. 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 clothes in second-hand shops <p>Join the campaign for "clean" clothes and support action to make sure that garment workers are paid enough to support themselves and their families: https://cleanclothes.org/</p>
Name the Global Goals you are helping to achieve by only buying the clothes you need and disposing of your old clothes responsibly.		<p>Global Goal 8: Decent Work and Economic Growth: Help countries to develop and provide good jobs in a way that benefits everyone</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>

Statement	Questions for pupils	Possible answers
 <p>Is interested in things that happen in other parts of the world.</p>	Why is being interested in what is happening in our world important?	Keeping up with the news gives you the chance to learn what is happening in our world, form opinions, inform others and come up with ideas to help transform our world for the better. 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."
Name the Global Goals you are helping to achieve by being interested in things that happen in other parts of the world.		Potentially any of the Global Goals can be progressed, depending on the issue that concerns you and the good changes in behaviour you make or actions you take as a result.

Statement	Questions for pupils	Possible answers
 <p>Tries to walk or cycle where possible instead of asking for lifts in the car.</p>	Why is it not ok to drive everywhere?	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). Too much CO2 makes the earth too warm. In Ireland, the levels of CO2 (emissions) from transport are among the worst in the world!
	Why is walking or cycling better than driving?	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.
Name the Global Goals you are helping to achieve by walking or cycling instead of using the car.		<p>Global Goal 3: Good Health and Well Being: Make sure everyone can live healthy lives</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	Possible answers
 <p>Can explain what 'sustainable development' means.</p>	What does the term 'sustainable development' mean?	Sustainable development that is trying to bring about good and long-lasting changes, so that our world is transformed for the better.
	Why is sustainable development important for people?	<p>Every living thing in our planet world is connected. Unfortunately, the actions of human beings 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 better and healthier 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>
Name the Global Goals you are helping to achieve by making good and long-lasting changes?		Potentially any of the Global Goals can be progressed, depending on the good changes in behaviour you make or actions you take.

Statement	Questions for pupils	Possible answers
 <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 empty rooms saves money on the electricity bill, and because you are using less electricity you are burning less fossil fuel and reducing your CO2 emissions.
	Do you know any other ways that people can reduce their energy 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
Name the Global Goals you are helping to achieve by when you turn off lights when you leave the room.		<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>

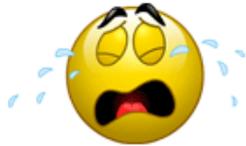
Statement	Questions for pupils	Possible answers
 <p>Tries to buy less.</p>	Why is it important to buy less and only what you need?	Buying less and only what you need means reducing consumption. Reducing is one of the 3Rs: Reduce, Reuse, Recycle. The focus is often on recycling, but first 2 Rs are more important. We all need to think about how we can buy less and how we can reuse things in new and different ways.
	Name one way that you can reuse one of the following: <ul style="list-style-type: none"> • An old scarf • Leftovers from your dinner • Cardboard kitchen roll 	<p>Old scarf: wrap a present; stuff a cushion; cut and plait into a bracelet etc.</p> <p>Leftovers: (depends on what dinner was but possibilities) include soup, casserole, salad or sandwich etc</p> <p>Kitchen roll: extension lead organizers; pen/pencil/marker organizers etc</p>
	What do you recycle at home/school?	<p>The list of things that can be recycled in Ireland includes:</p> <ul style="list-style-type: none"> • Aluminium • Glass • Mobile phones • Organic waste for compost (your brown bin) • Paper and cardboard • Hard or rigid plastic items • 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>Recycling can help us to:</p> <ul style="list-style-type: none"> • Conserve our natural resources such as oil, metal, water and trees

	<ul style="list-style-type: none"> Conserve the energy used in producing new items from scratch – less new items mean we release less harmful gas into the air <p>Add less to rubbish dumps – less rubbish means we release less harmful gas into the air (e.g. methane)</p> <p>For more information about see: https://voiceireland.org</p>
Name the Global Goals you are helping to achieve when you recycle.	<p>Global Goal 11: Sustainable Cities and Communities: Make cities environmentally friendly and safe communities where people can live well</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>Global Goal 13: Climate Action: Act now to fight climate change</p>

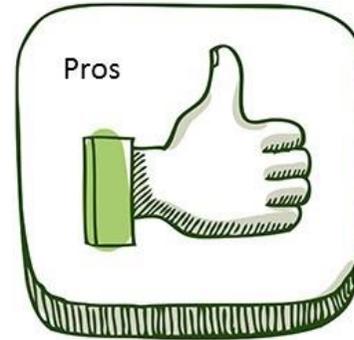
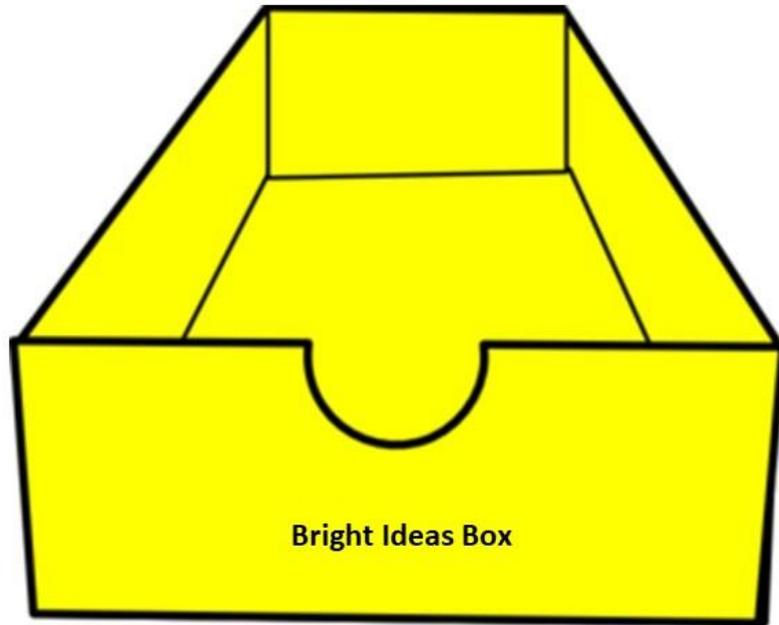
Statement	Questions for pupils	Possible answers
 <p>Knows one thing about carbon footprints.</p>	Can you explain to the rest of the class what you know about carbon footprints?	When you use fossil fuels, like oil to keep your house warm, or petrol/diesel for your family's car, this creates carbon dioxide (CO ₂ for short). Too much CO ₂ makes the earth too warm. Your carbon/eco footprint is the total amount of CO ₂ you create. Carbon footprints are measured in tonnes. We cannot see our carbon footprint, but we know that a big carbon footprint is bad for our planet.
	What kinds of things do carbon/eco footprints measure?	<p>There are lots of different carbon/eco footprint calculators, but they typically measure things like:</p> <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 – plane, car, bus etc. <p>Carbon/eco calculators take all this information and work out how many planet earths would be needed if everyone was to consume in that way.</p>
Name the Global Goals you helping to achieve by reducing your carbon footprint.		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

Activity Three

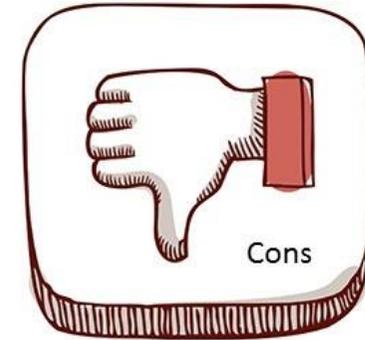
Kids Zone: Pupil Worksheet

	 YES!	 UNSURE	 NO!
I understand what the Our World Irish Aid Awards are about			
I found some interesting ideas for Our World Irish Aid Awards projects			
I have an idea 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...

