

LESSON PLAN 1: 3rd – 4th Class

Teacher Notes

SLIDE 1 – INTRODUCTION TO LESSON PLAN

Dear 3rd-4th class teacher,

Welcome to the first of four lessons for 3rd-4th class, available for the 2021 Our World Irish Aid Awards.*

Irish Aid is the official overseas development cooperation programme of the Irish Government. The Government's overseas development programme focuses on the realization of the United Nations Sustainable Development Goals with a specific emphasis on gender equality, reducing humanitarian need, supporting climate action, and strengthening governance in over 130 countries. The Our World Irish Aid Awards were established in 2005 to encourage primary aged pupils to learn about how Ireland, through the Irish Aid programme, is working on these issues in partnership international organizations (like the United Nations and the European Union), with governments, non-governmental organizations (NGOs), and with communities of people.

*We are delighted that you have decided to take part in the Awards this year. You may already have done some, or all, of the 2021 Our World Irish Aid Awards pupils' magazine and we hope that your class found the activities and stories engaging and fun. Following this lesson (Lesson One), your pupils can submit content for publication in our brand new, **Global Goal Getters** online magazines by kids, for kids (deadline for February issue = 4 December 2020). If you submit their work, you will be invited to take your involvement one step further and will be supplied with Lessons Two-Four. For support, more details and information about how to submit pupil's work for the **Global Goal Getters** magazine see www.ourworldirishaidawards.ie*

All lessons are designed for approximately 45 minutes of class contact time. They are curriculum linked (see Slide 2) and classroom-ready, with minimal preparation required on your behalf (see Slide 3). However, we recognise that as their teacher, you know your own pupils very well. For this reason, the slides are fully editable so that if necessary, you can tweak the lesson content to best suit the context and needs of the children in your class. You may also find it helpful to download our [Good Practice Guidelines](#) for teaching about poverty and development (<https://www.ourworldirishaidawards.ie/lesson-plans-2020-2021/>).

All that remains is for you to read through the teacher notes (available at the bottom of each slide when in 'normal' mode) and familiarise yourself with the animations (using presenter mode) in advance of class. Depending on your version of PowerPoint you may be able to view the slide notes while in presentation mode, but don't worry, if not, you can access and print a pdf of the [slide notes](#) as a support for you during class (<https://www.ourworldirishaidawards.ie/lesson-plans-2020-2021/>).

Please note that when slide notes text is in italics, it is meant for you and is not intended to be shared with pupils.

**If you have colleagues teaching 5th-6th class, you might like to let them know that lessons linked to the 5th-6th class curriculum are available on www.ourworldirishaidawards.ie*

Every year we are blown away by the creativity and innovation of teacher and pupils around the country who take part in the Awards. We can't wait to see where you go with this year's theme of 'Partnership for the Goals'. Remember to share your Our World Irish Aid Awards 2021 journey with us @Irish_Aid / @ourworldirishaidawards on social media using the hashtag #ourworldawards.

All the very best to you and your wonderful pupils.

SLIDE 2 – CURRICULUM LINKS (no notes)

SLIDE 3 – LESSON CONTENT (no notes)

SLIDE 4 – LEARNING INTENTIONS

Teacher notes: Learning intentions (3 consecutive animations at * Click)

Depending on your class, you might like to share the learning intentions on this slide at the start of the lesson.

** Click to animate in the three learning intentions for this lesson, one after another, reading aloud as you go.*

Sensitivity note: As their teacher, you know your own pupils well. Please feel free to edit the learning intentions and the activities in this lesson to best suit the context and needs of the children in your class.

SLIDE 5 – ICEBREAKER ACTIVITY

Teacher notes: Activity 1/Slide 1 of 3 (icebreaker) (no animation)

Sensitivity note: As their teacher, you know your own pupils well. Please feel free to edit this activity and other lesson content to best suit the context and needs of the children in your class. For example, if you have pupils in your class for whom home may be a challenging environment, you might decide to place an emphasis on the idea of ‘my favourite place, where I feel comfortable and relaxed’, rather than on the concept of ‘home’, editing the Slides 5-7 and notes for these slides accordingly.

Invite pupils to take turns saying one item they can find in their home (or their favourite place) that begins with the same letter as their first name, for example, Aoife = attic, Isabel = iron, Sophie = seat etc.

If anyone has trouble thinking of an item beginning with their initial, they can ‘phone a friend’ for some help.

Invite pupils to call out words or feelings that they associate with the idea of ‘home’ (favourite place). Depending on your class, you might like to give some of the following prompts: cosy, safe, building, family.

Record pupil feedback on the board.

SLIDE 6 – HOME IMAGE

Teacher notes: Activity 1/Slide 2 of 3 (Home: image) (no animation)

Encourage pupils to call out words or feelings that come to mind as they look at the image of our world from space.

Add their feedback to the words or feelings on the board from the discussion of 'home' (favourite place).

If pupils do not spontaneously come up with the idea of our world as our home (favourite place), then gently suggest this concept to the class.

SLIDE 7 – HOME QUOTE

Teacher notes: Activity 1/Slide 3 of 4 (Home: quote) (no animation)

Ask pupils if anyone recognises the man in the photograph (Answer = Dalai Lama).

Explain that the Dalai Lama was born in Tibet in 1935. He is a holy and wise man, who is also the leader of the Tibetan people.

Depending on your class, you may wish to locate Tibet on a map of the world.

Explain that the Dalai Lama recognises that our world is our home and that it is a wonderful place in many ways, but he also knows that there are lots of problems (e.g. hunger, poverty, injustice, inequality and climate change). He imagines a better world where we all care for and protect our home – planet earth – for our own sake and the sake of all the people who will come after us.

SLIDE 8 – PARTNERSHIP FOR THE GOALS

Teacher notes: Activity 2/Slide 1 of 4 (Partnership for the Goals) (3 consecutive animations at * Click)

** Click to animate in the three bullet points, one after another, reading the text aloud as you go.*

Depending on your class, and how familiar they are with the Global Goals, you might decide to read through the child-friendly version of the full text for all 17 Global Goals (see below), and/or play The Global Goals (2015), 'The World's Largest Lesson animation part 1' (3 mins):

<https://www.youtube.com/watch?v=cBxN9E5f7pc&t=72s>

Invite pupils to ask and answer questions about the Global Goals information they have been presented with. Encourage pupils to use a mixture of question types – open, closed, leading, rhetorical – during their discussion.

Child-friendly version of the Global Goals text:

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 all 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 all people can live well
12. Make sure we do not 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 in partnership to achieve the Global Goals and make the world a better place for everyone

Further information about the Global Goals available: <https://sdgs.un.org/goals>;
<https://www.globalgoals.org/>

SLIDE 9 – PARTNERSHIP FOR THE GOALS

Teacher notes: Activity 2/Slide 2 of 4 (Partnership for the Goals) (no animation)

Explain that Global Goal 17 is very important. Goal 17 is about all countries working together in partnership. Countries that have more money and resources, like Ireland, have to support countries, like Uganda, who have less, so that the Global Goals are achieved everywhere. All governments have to work together with concerned people of all ages and governments have to think about the Global Goals when they are coming up with new policies or laws. Working together in partnership is a big part of making sure that all 17 Global Goals are achieved by 2030. We can all play a role as partners for the Goals – everyone can be a partner – children and young people, teachers, parents, businesses, governments and big international organizations like the European Union or the United Nations.

The Government of Ireland's programme for overseas development cooperation is called Irish Aid. Irish Aid is working in partnership with other governments, with different groups (NGOs or charities), and with communities, in countries all over our world, to try to make the Global Goals happen, so that everyone everywhere, now and in the future, can live in a better world.

One of the examples of how Irish Aid works together in partnership for the Goals is in the 2021 Our World Irish Aid Award [pupils' magazine](#) (pages 8-9) / [\(https://www.ourworldirishaidawards.ie/pupils-magazine/\)](https://www.ourworldirishaidawards.ie/pupils-magazine/)

Mamcy Karina (on the slide) lives in Uganda, but she is originally from South Sudan. She had to leave South Sudan because of a war. She is now living, with her family, in a refugee settlement in Uganda. Mamcy does not know when she will be able to return home, but for now she knows she is safe in Uganda.

Mamcy and her family have enough good food to eat because Irish Aid, working in partnership with the World Food Programme (an organization that is part of the United Nations) and the Government of Uganda, give food to Mamcy and many other refugees living in Uganda. This is an example of how Irish Aid (Government of Ireland) is working with others to achieve Global Goal 2 (Zero Hunger).

Because of COVID-19, partnership for the Goals is now more important than ever. For this reason, the Government of Ireland, through the Irish Aid programme, has given extra money to the World Food Programme to help protect Mamcy and other refugees in Uganda from COVID-19.

SLIDE 10 – PARTNERSHIP FOR THE GOALS

Teacher notes: Activity 2/Slide 3 of 4 (Partnership for the Goals) (1 animation at * Click)

Remind the class that partnerships are a big part of making sure that all 17 Global Goals are successfully achieved by 2030. That means everyone working together collectively and also individual people, like each person in the class, making good changes and taking action about one or more of the Goals.

- *Click to split the Global Goal 17 icon into 5 separate circles.*

Explain that each pupil is going to get a piece of paper with a circle, one of the five circles on the slide (worksheet available Slide 11). They are going to work individually to create a circular stained-glass window, inspired by the idea of ‘partnership’ (stained-glass window instructions below).

Depending on your classroom layout and guidance related to physical distancing etc, you might decide to encourage pupils to collaborate and plan in groups of 5 before creating their individual circular windows, or you can instruct them to work individually from the start.

As they consider what to include in their ‘partnership’ window, remind pupils to think about the idea of our planet as our home, about the 17 Global Goals, and in particular to think about the importance of working together in partnership for achieving the Global Goals.

Depending on your class, you might like to use the following prompt questions to get pupils thinking about what they might include:

- Can you explain what partnership means in your own words?
- What are the different ways you work together in partnership in class? What about outside of school or at home?
- What happens when you work in together in partnership with someone else? (does it take less effort? less time? a better result or outcome?)
- How does it make you feel when you know you have partners (teacher, friends, family) that you can ask for help or work with someone to help yourself or others?
- Can you draw this feeling?
- What colours, shapes/patterns or things to draw would you pick to show or describe how it would feel to know that everyone and all countries were working together in partnership for our planet/our home?

Stained-glass (circular) window instruction:

- Distribute a copy of Slide 11 to each pupil.
- Tell pupils to use crayons to draw something/someone/a scene to show their thoughts about the idea of ‘partnership’ inside the circle on their page.
- Using a paint brush, they should paint olive oil over their drawing and leave to dry for 24 hours.
- Then, cut around the circumference of their circle and stick the 5 completed circles together, as per the icon for Global Goal 17.
- Present their artwork in class and display it on a window/wall in the classroom.

Consider submitting a photo of your pupil’s finished artwork for publication in one of our 2021 Global Goal Getters online magazines, by kids, for kids...for more details see Slide 12!

SLIDE 11 – PARTNERSHIP FOR THE GOALS (PUPIL WORKSHEET)

Teacher notes: Activity 2/Slide 4 of 4 (Partnership for the Goals) (PUPIL WORKSHEET – see notes Slide 10)

SLIDE 12 – GLOBAL GOAL GETTERS

Teacher notes: Activity 3/Slide 1 of 2 (Global Goal Getters)

Explain to the class that they are going to take part in the Our World Irish Aid Awards. This means producing short stories, poems, surveying others, performing songs, drawing etc – about the theme of Partnership for the Goals, the Global Goals generally, or the work of Irish Aid. All of this great work will then be submitted for publication in one of the three Global Goal Getters online magazines by kids, for kids (submit by 4th December 2020 to be included in the February 2021 edition!).

Depending on your class, you might like to:

- *give pupils the freedom to choose the content and format of their submission*
- *allocate different content/formats to groups of pupils*
- *decide on content focus and format and make a class submission*

The deadline for the February edition of the Global Goal Getters magazine is 4th December 2020. Please complete an Entry Form (available in your teacher pack or for download from our website) and submit your work via email: ourworld@realnation.ie or by post to:

Our World Irish Aid Awards
Real Nation
24 Arran Quay Dublin 7
D07 W620

Content that is submitted after the 4th December date may appear in a later edition of the magazine.

If you submit, we will contact you with an invitation to take your involvement one step further and provide you with more fun and engaging lesson plans!

Further information is available: www.ourworldirishaidaward.ie

You can also email or ring our project office if you have any queries about the Our World Irish Aid Awards or submission details E: ourworld@realnation.ie / P: 01 522 4834H

We would love to hear about how you are getting on with the curriculum materials and Award entries. You can share your Our World Irish Aid Awards 2021 journey with us @Irish_Aid / @ourworldirishaidawards on social media using the hashtag #ourworldawards

SLIDE 13 – GLOBAL GOAL GETTERS

Teacher notes: Activity 3/Slide 2 of 2 (Global Goal Getters) (4 animations at * Click x 2 – 1st at the first * Click and 3 one after another on the second * Click)

Explain to pupils that they are going to think about (reflect on) what they have learned in this lesson.

Invite pupils to imagine they are playing basketball. As each of the things they were learning in this lesson appear on the screen pupils should mime:

- Shooting and scoring a winning basket in a basketball game – if they are happy that they have learned what they were supposed to learn

** Click to animate the ball dropping into the net to help them visualise what you mean*

- Dribbling the ball – if they need some more support from a partner (pupils or teacher) to be able to say that they have learned what was intended

** Click to animate each of the 3 learning intentions for this lesson in separately, reading each aloud as they appear.*

Observe pupils to see who might need some extra support.

Reassure the class that they have done an amazing job and that they are all fantastic Global Goal Getters.

Don't forget to check out www.ourworldirishaidaward.ie for information about how to get your pupils work published in one of our 2021 Global Goal Getters online magazines by kids, for kids.

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