

## Lesson Plan 2: 3<sup>rd</sup>- 4<sup>th</sup> class

### Teacher Notes

#### SLIDE 1: INTRODUCTION TO LESSON 1

*Dear 3rd-4th class teacher,*

*Welcome to the second 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 with 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 the first lesson, and we hope that your class found the activities and stories engaging and fun. The next three lessons invite you to take your involvement one step further and submit content for publication in our brand new, Global Goal Getters online magazine by kids, for kids. We will be releasing three issues of the Global Goal Getters from February to May 2021 on our website. For support, more details and information about how to submit pupil's work for the Global Goal Getters magazine see [www.ourworldirishaidawards.ie](http://www.ourworldirishaidawards.ie)*

*All our 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](http://www.ourworldirishaidawards.ie)*

*Every year we are blown away by the creativity and innovation of teachers 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.*

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## **SLIDE 2: CURRICULUM LINKS (no notes)**

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## **SLIDE 3: LESSON CONTENT (no notes)**

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## **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.*

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## **SLIDE 5: MAKING A DIFFERENCE STORY**

### **Teacher notes: Activity 1/Slide 1 of 3 (Making a difference: story) (no animation)**

Invite volunteers to read the Starfish Story on the slide.

Ask pupils to discuss the moral of the story.

Tell pupils that Ireland is just one small country, but we have a really good reputation all around the world as a country that tries to make a difference to people in poorer countries through Irish Aid, the Government of Ireland's programme for overseas development cooperation.

Invite pupils to write down their personal thoughts about the importance of trying to make a difference in our world.

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## **SLIDE 6: MAKING A DIFFERENCE TWO TRUTHS AND A SLIDE**

### **Teacher notes: Activity 1/Slide 2 of 3 (Making a difference: 2 truths and a slide) (no animation)**

Tell the class that you need them to help you to create a slide about Irish Aid.

Invite pupils to take a minute to recall what they know about Irish Aid.

Then ask them to work in pairs to write down 2 facts or things that they know to be true about Irish Aid.

Depending on your class, you might like to use the following prompt questions as a support:

Before now, where have you heard of Irish Aid?

What do people that work in Irish Aid do?

Where in the world does Irish Aid work?

What other groups or organizations does Irish Aid work or partner with?

If your class has engaged with the 2021 Our World Irish Aid Award pupils magazine (<https://www.ourworldirishaidawards.ie/pupils-magazine/>), you might like to remind pupils that they have completed magazine activities about the work of Irish Aid.

Record pupil feedback in the boxes on the slide.

*[NB: to insert pupil feedback on the slide you will need to be in 'normal' rather than 'presenter' mode. Double click on a textbox and type in the pupil's response.]*

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## SLIDE 7: MAKING A DIFFERENCE INPUT

**Teacher notes: Activity 1/Slide 3 of 3 (Making a difference: input) (2 animations at \* Click)**

Remind the class that the Government of Ireland's programme for overseas development cooperation is called Irish Aid.

Irish Aid works 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. In fact, the government document or policy that underpins everything that Irish Aid does is called *A Better World!*

*\* Click to animate in the image of A Better World*

Explain that Global Goal 17 is very important to making sure that progress is made in relation to all the other Global Goals. Goal 17 is about all countries working together in partnership.

*\* Click to animate in the image of Global Goal 17 (Partnership for the Goals) and the gif of the 17 Global Goals.*

Explain that countries that have more money and resources, like Ireland, should support countries, like Uganda, who have less, so that the Global Goals are achieved everywhere.

All governments must work together with concerned people of all ages; and governments should think about the Global Goals when they are making new policies or laws.

Working together in partnership is a big part of making sure that all 17 Global Goals are achieved by 2030; and, because of COVID-19, partnership for the Goals is now more important than ever.

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.

For more information about Irish Aid's work in partnership around our world see: [www.irishaid.ie](http://www.irishaid.ie)

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## SLIDE 8: WORKING IN PARTNERSHIP CASE STUDY

### Teacher notes: Activity 2/Slide 1 of 8 (Working in partnership: case study) (no animation)

*NB: If you have pupils who are from or have family from the Democratic Republic of the Congo, Uganda or another country mentioned in Activity 2, you might like to firstly check in with them, to see whether they would like to contribute any thoughts during the lesson – see our [Good Practice Guidelines for teaching about poverty and development](#) in the lesson plan section of our website: [www.ourworldirishaidawards.ie](http://www.ourworldirishaidawards.ie)*

Explain to the class that to better understand the impact of Ireland’s development cooperation programme, it is useful to look at case studies of individual people.

Tell pupils that the young woman in the photo on the slide is named Yvonne Ishimwe.

Ask pupils to think about the comprehension questions in the speech bubble on the slide as they hear about Yvonne’s story.

*Give a minute or so for pupils to come up with ‘I wonder’ questions in response to the photograph of Yvonne.*

Explain that Yvonne is originally from the Democratic Republic of the Congo (DRC), but this photograph was taken in Uganda when Yvonne was 19 years old.

*Depending on your class, you might like to locate the DRC and Uganda on a map of the world.*

*Pause to ask 2-3 pupils if they have thought of any ‘I wonder’ questions, recording their responses on the board.*

When she was younger Yvonne wanted to be a doctor.

*Pause again for ‘I wonder’ questions, recording their responses on the board.*

Yvonne is a refugee.

*Depending on your class, you might wish to explain that a refugee is a person who has been forced to leave their own country because of war, unfair or harmful treatment, or natural disaster.*

Irish Aid helped Yvonne by partnering with the United Nations refugee agency (UNHCR) to pay for her to complete a course in agriculture (farming).

*Pause again for ‘I wonder’ questions, recording pupil responses on the board.*

When she finished her course in December 2019, Yvonne noticed that some land owned by her church was not being used. She asked the church leaders if she could farm the land. They said yes, and she began to grow tomatoes. She has plans to get more land in future.

Invite pupils to call out their last ‘I wonder’ question(s), recording their responses on the board.

Discuss which questions have been answered and those that are still unanswered.

Invite pupils to draw parallels between the starfish story (Activity 1) and Yvonne’s story.

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### SLIDE 9: WORKING IN PARTNERSHIP STARFISH INSTRUCTION

**Teacher notes: Activity 2/Slide 2 of 8 (Working in partnership: starfish instruction) (no animation)**

Ask pupils to take out their copy, a sheet of paper or their mini-whiteboard.

Read the instructional text on the slide aloud, giving sufficient time for pupils to draw a 5-armed starfish.

*Slides 10-14 provides information about Irish Aid's work in partnership with the organizations listed below in 10 countries around the world. For pupils to complete the task, you should read through the information for five (or more) of these countries.*

- Zambia: Musika (an organisation which supports small farmers to grow different types of crops)
- Palestine: Ministry of Education (a scholarship programme for Palestinian students doing Masters courses in Ireland)
- Ethiopia: UNCHR (United Nations Commissioner for Human Rights) and Government of Ethiopia (supporting refugees)
- Tanzania: Tanzanian Women's Fund (supporting women's participation in politics)
- Vietnam: Mine Action Visitor Centre (mine risk education)
- Columbia: women in rural communities (setting up tourism services)
- Malawi: Irish NGOs (supporting people who were displaced by extreme weather events)
- Zimbabwe: United Nations (working on reform of laws concerning child marriage)
- Uganda: World Food Programme and the Government of Uganda (supporting refugees)
- Sierra Leone: Women in Crisis (COVID-19 precautionary training and the distribution of radios to children and young people)

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### SLIDE 10: WORKING IN PARTNERSHIP COUNTRY INFORMATION

**Teacher notes: Activity 2/Slide 3 of 8 (Working in partnership: country information) (no animation)**

Invite two pupils to read the information about Zambia and Palestine on the slide.

Explain that the lady in the photograph is Dorothy Munengo, a small farmer from Zambia, who was supported by Irish Aid, partnering with a Zambian organization called Musika, to grow different types of crops.

*Depending on your class, you might like to ask pupils to name the Global Goals Irish Aid's work in Zambia might be helping to achieve.*

[possible answers = Goal 1: No poverty, Goal 2: Zero hunger, Goal 3: Good health and wellbeing, Goal 4: Quality education; Goal 5: Gender equality, Goal 8: Decent work and economic growth, and Goal 17: Partnership for the Goals]

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### SLIDE 11: WORKING IN PARTNERSHIP COUNTRY INFORMATION

**Teacher notes: Activity 2/Slide 4 of 8 (Working in partnership: country information) (no animation)**

Invite two pupils to read the information about Ethiopia and Tanzania on the slide.

*Depending on your class, you might like to ask pupils to name the Global Goals Irish Aid's work in Ethiopia might be helping to achieve.*

[possible answers = Goal 2: Zero hunger, Goal 3: Good health and wellbeing, Goal 10: Reduced inequalities and Goal 17: Partnership for the Goals]

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### SLIDE 12: WORKING IN PARTNERSHIP COUNTRY INFORMATION

**Teacher notes: Activity 2/Slide 5 of 8 (Working in partnership: country information) (no animation)**

Invite two pupils to read the information about Vietnam and Columbia on the slide.

Explain that the man in the photograph is Hồ Văn Lai, a landmine survivor, who works as a mine risk educator in the Mine Action Visitor Centre in Dong Ha, a city in central Vietnam. The Mine Action Visitor Centre is run by an organization called Project REWEW (which stands for Restoring the Environment and Neutralizing the Effects of War), with support from Irish Aid.

*Depending on your class, you might like to ask pupils to name the Global Goals Irish Aid's work in Vietnam might be helping to achieve.*

[possible answers = Goal 1: No poverty, Goal 3: Good health and wellbeing, Goal 4: Quality Education, Goal 8: Decent work and economic growth, and Goal 17: Partnership for the Goals]

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### SLIDE 13: WORKING IN PARTNERSHIP COUNTRY INFORMATION

**Teacher notes: Activity 2/Slide 6 of 8 (Working in partnership: country information) (no animation)**

Invite two pupils to read the information about Malawi and Liberia on the slide.

*Depending on your class, you might like to ask pupils to name the Global Goals Irish Aid's work in Malawi might be helping to achieve.*

[possible answers = Goal 1: No poverty, Goal 2: Zero hunger, Goal 3: Good health and wellbeing, Goal 8: Decent work and economic growth, Goal 13: Climate action, and Goal 17: Partnership for the Goals]

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### SLIDE 14: WORKING IN PARTNERSHIP

**Teacher notes: Activity 2/Slide 8 of 8 (Working in partnership) (1 animation at \* Click)**

Invite pupils to hold up their starfish with the five different organizations or groups that Irish Aid partners with to contribute to the Global Goals and make a difference to the lives of people in countries all over our world.

Give them a moment to look at what their nearest classmates wrote on the arms of their starfish.

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 animate the joining together of 5 separate circles into the icon for Global Goal 17.

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## SLIDE 15: 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 their great work will then be submitted for publication in one of the **Global Goal Getters** online magazines by kids, for kids.

*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*

*Submissions for issues 2 and 3 of the Global Goal Getters magazines are ongoing from now through April – so you have plenty of time to start! 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](mailto:ourworld@realnation.ie) or by post to:*

**Our World Irish Aid Awards**

**Real Nation**

**24 Arran Quay Dublin 7**

**D07 W620**

*Further information is available: [www.ourworldirishaidaward.ie](http://www.ourworldirishaidaward.ie)*

*Please 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](mailto: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*



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## SLIDE 16: GLOBAL GOAL GETTERS

**Teacher notes: Activity 3/Slide 2 of 2 (Global Goal Getters) (4 animations \* Click – 3 come in one after another on the 2<sup>nd</sup> 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 the winning basket in the match – if they are happy that they have learned what they were supposed to learn

*\* Click to animate the ball dropping into the net to demonstrate 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](http://www.ourworldirishaidaward.ie) for information about how to get your pupils work published in our **Global Goal Getters** online magazines!*

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## SLIDE 17: IN YOUR OWN TIME

**Teacher notes: Slide 1 of 1 (In your own time) (no animations)**

Depending on your class, you might like to encourage pupils to test their knowledge of the work that Irish Aid supports in different countries around our world by facilitating them to do our Working in Partnership: Quiz.

This Quiz includes 12 questions, based on information covered in this lesson, with one point for each correct answer.

The Quiz can be done individually, in pairs or small groups.

If your class has access to devices, they can access the Quiz **via the hyperlink/URL or QR code on Slide 17**. Alternatively, you can display the Quiz on the board, and read the questions aloud as pupils write down their answers.

Quiz answers are available below **in bold**.

Quiz Questions/Answers:

Question 1: Irish Aid is the name of **the Government of Ireland's overseas development cooperation programme**.



Question 2: In 2019, Cyclone Idai and other extreme weather events forced 97,500 people from their homes in **Malawi**.

Question 3: Monrovia is the capital city of **Liberia**.

Question 4: In Tanzania, Irish Aid's partnership with the Women's Fund in 2019, supported local non-governmental organizations (NGOs or charities) working on gender related issues, including activities to encourage women to participate in politics. This support is obviously linked to which of the following Global Goals? **Global Goal 5 (Gender Equality)**.

Question 5: UNHCR is an agency of the United Nations that looks after **refugees (people who are unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion)**.

Question 6: Dorothy Munengo from Zambia is a **small farmer**.

Question 7: Irish Aid has partnered with which Palestinian Ministry (or Department) to fund 25 students to come to Ireland to get Masters' level qualifications? **Ministry of Education**

Question 8: The Vietnam War began in **1955**.

Question 9: The population of Columbia (a country in South America) is **49.7 million**.

Question 10: Ireland's Policy for International Development is called **A Better World**.

Question 11: Why does Ireland support Women in Crisis in Sierra Leone to distribute radios to children and young people? **So that they can listen to education radio programmes if/when schools are shut because of COVID-19**.

Question 12: What United Nations agency does Irish Aid partner with to provide food to refugees in Uganda? **World Food Programme**

Quiz questions were devised using data from: Irish Aid's 2019 annual report, available: <https://www.irishaid.ie/news-publications/news/newsarchive/2020/november/irelands-official-development-assistance-annual-report-2019.html>

For more information about Irish Aid's work in partnership around our world see: [www.irishaid.ie](http://www.irishaid.ie)

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**END**