



This pack was written by Owen McCarthy.

The contribution of the Advisory Committee and the teachers and development educators who gave their advice is gratefully acknowledged.

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Front cover image courtesy of Concern.

Summia, age 12, a Shia muslim from the Hazara group of people – originally from northern Afghanistan. Summia is attending a Reflective Learning Centre for adolescent girls in Mominabad on the outskirts of Quetta – run by local NGO, IDSP, and funded by Concern. Pakienne Fossez Concern

Our World, Our Future

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Foreword

Our children live in a world of greater choice and opportunity than ever before, but also in a deeply divided world where one person in five lives in absolute poverty, where 30,000 children die every day from preventable diseases and where present and future generations are faced with the consequences of environmental degradation.

Today's children and young people will become the decision makers of the future in their own right as citizens and as leaders. We cannot predict the future but we can be certain that they will be faced with serious challenges about a range of issues in an increasingly interdependent and changing world.

Mindful of this context Irish Aid has produced this new teaching resource "*Our World, Our Future*" for 5th and 6th class Geography, on the theme of development.

Pupils who use this resource will be young adults in 2015, the target year by which the Millennium Development Goals are to be achieved. It is in all of our interests, but especially important for future generations and for the future of the planet, that we achieve these goals, which seek to significantly reduce global poverty and to ensure sustainable development for all of the earth's people.

Education is central to enabling people to improve their own lives and the lives of their children. In Ireland education plays a

crucial role in enlarging people's understanding of development issues, both locally and globally. Development education enables children to understand the links between their own lives and the lives of people in other parts of the world.

Our World Our Future is based on the belief that people everywhere are entitled to certain basic supports so that they can provide adequately for themselves and their families and that they should become active participants in the development process. It also supports the view that the earth and global society are interconnected, so that what happens in one part of the world is of concern to us all and local actions can have global repercussions.

Young people as citizens should understand the important role that Ireland plays globally in terms of overseas development assistance. Presently, with a budget of 745 million euro in 2006, Ireland ranks as the 5th highest aid donor among the OECD countries. By 2012 Ireland will commit 0.7% of its GNP in overseas aid. This will amount to at least 1.5 billion euro annually, making Ireland one of the biggest donors in the world.

It is important that pupils understand, not only the facts and figures of the aid programme, but also the underlying reasons why we give aid, which reflect on our identity as Irish people and the values we espouse.

The White Paper on Irish Aid (2006) states: "We give aid

because it is right that we help those in greatest need. We are bound together by more than globalisation. We are bound together by a shared humanity. The fate of others is a matter of concern to us. From this shared humanity comes a responsibility to those in great need beyond the borders of our own state...For Ireland the provision of assistance and our cooperation with developing countries is a reflection of our responsibility to others and of our vision of a fair global society."

This teaching resource supports teachers in helping their pupils to explore the concepts of development and aid, which are strand units in the Geography curriculum. It is designed in a way which will promote active engagement and understanding by pupils. It seeks to develop a range of skills and critical thinking in pupils to prepare them as global citizens, both to understand the world they live in and to play their part in creating a better world.



Conor Lenihan

Minister of State for Development Cooperation and Human Rights at the Department of Foreign Affairs, October 2006

Introduction

Our World Our Future is a development education resource for senior primary classes, produced by Irish Aid. While it has special relevance for Geography and the strand unit of Development and Aid, it is also designed for cross-curricular use across most subject areas.

The resource encourages pupils to explore the meaning and importance of development in today's world from a child's perspective, in relation to local and global development issues, interdependence and self-reliance, human rights, equality and social justice. There is a strong focus throughout on the Millennium Development Goals which are central to understanding development in the current context.

We live in a world which has achieved huge technological and economic progress but whose future is threatened by increasing inequity in access to the world's resources and by environmental degradation.

Development Education aims to increase understanding of our rapidly changing, interdependent and unequal world. It seeks to engage children in investigation, analysis, reflection and action and educates them to act with responsibility appropriate to their personal development. It is values-driven and encourages children to engage with issues concerning human rights, social justice and a sustainable world.

The Millennium Development Goals (MDGs) are a set of 8 specific goals or targets which Ireland, along with 188 other countries, signed up to in the year 2000 in order to reduce global poverty and promote equitable and sustainable development. The year 2015 has been set as the target

by which certain objectives are to be achieved in relation to each of these goals.

The goals are achievable only if underpinned by a genuine commitment by every country. The generation of children now in primary school will be approaching adulthood as the timescale for the MDGs reaches completion and will live with the consequences of their success or failure. It is of crucial importance that they are equipped to play their part in creating a more equitable and sustainable world.

The specific objectives of this resource are that
pupils will understand:

- the links between their lives and the lives of people in other parts of the world
- the concepts and processes of development and equality
- the importance of sustainability and self-reliance
- the links between rights and responsibilities
- the importance of becoming active global citizens, of thinking

globally and acting locally

- the purpose and function of the Millennium Development Goals
- the work of Irish Aid in helping to alleviate global poverty

pupils will develop:

- the values, skills, and understanding to become active and ethical global citizens

Irish Aid hopes that this resource will assist teachers in mainstreaming ethical and global issues across the curriculum, and in preparing Irish pupils to create a better and safer world for themselves and others.

Using this resource

Activities in this resource are structured to reflect the cross-curricular nature of development education, while maintaining a focus on Geography.

Our World Our Future is intended for use in fifth and sixth class. It contains six units: each of which is based on a key concept related to development:

- **Unit 1**
Interdependence
- **Unit 2**
Rights and Responsibilities
- **Unit 3**
Development: Local and Global
- **Unit 4**
Development: The Environment
- **Unit 5**
Development:
Working towards a better future
- **Unit 6**
Children as Citizens

Each unit contains teacher instructions, information, activities, web references and worksheets.

Depending on previous learning, it may be appropriate for a class to start using the resource at different points.

Our World, Our Future is presented in integrated learning units. However, lessons, activities, extensions and project work may all be used separately.

It is strongly recommended that teachers maintain a portfolio of work for progress evaluation by both teacher and pupil. There are many opportunities, in extension activities and suggested online resources for pupils to engage in independent learning under teacher guidance. For further resources, consult the *Guide to Development Education*, available free from Irish Aid or online at www.irishaid.gov.ie

The pack also contains a photopack, a poster and a world map. These can be used in conjunction with the book and also on their own.

Our World, Our Future uses methodologies advocated in the Primary School Curriculum including discussion, debate, group work, role play, fieldwork and simulation games. There is strong encouragement throughout to engage in co-operative learning. It supports the development of conceptual understanding, skills and values, rather than focusing merely on transmission of information.

The whole school focus and emphasis on project work encourage display, presentation and discussion and provide opportunities for peer teaching and learning throughout the school. Project work may also provide an opportunity to enter Irish Aid's annual *Our World Children's Primary School Media Awards*, www.irishaid.gov.ie

The Photopack

The photopack is an essential part of *Our World, Our Future*.

Photos are an excellent teaching tool, providing an entry point to discussion, regardless of literacy levels or general knowledge.

The photos are only loosely tied to lessons, except in the case of Lesson 16 which features Photo 1: *The Tree of Life*. The photos may be used to illustrate and develop activities but can also be used as an open-ended resource to explore issues. They are particularly useful for exploring the **Millennium Development Goals**.

Ideas for using the Photopack

Masking: show only part of a photo and ask pupils to predict the rest; gradually reveal more, and finally ask pupils what is happening (Photo 6, for instance, works well, presented in this way).

Display all photos above head height, around the classroom. Ask pupils to choose one to stand under and explain their choice. Limit the number that can choose any one photo. Allow pupils to share their thoughts.

Add captions to photos – each group decides on a suitable caption to display.

Display photo in centre of a large flipchart/page to explore issues or questions which can then be noted around the central picture by pupils or teachers.

Ranking the photos in any number of ways e.g. in order of preference, level of empathy, power in illustrating an issue, portrayal of rights, happiness, remoteness from or closeness to pupils' experience.

Question the photo: pupils devise a list of questions about the photo. This encourages close visual examination.

Tell a story based on any aspect of the image.

Construct a day in the life of characters in a photo.

Role play the characters.

Keep a diary for one of the characters.

Memory game: show a photo and see how accurately details are recalled – it helps stimulate visual analysis.

Creative activities using photos for art, drama, story or other creative work.

What are characters in the photo thinking? Use speech bubbles.

Photographer's view: What message did s/he want to convey?

Speak to the people in the photos or have them speak to you; develop as a drama.

List the desires of characters in the photos.

Freeze Frame: groups depict scenes from the lives of children and communities in the photos.

1. The Tree of Life

MDG 1

*Photo by David Rose,
courtesy of Christian Aid*



The Tree of Life is a sculpture made entirely of weapons reclaimed after Mozambique's long civil war. The civil war in Mozambique, which ended in 1992, lasted 16 years but many guns are still in circulation and more than half of the population live in poverty. The risk remains that the guns will be used in Mozambique or in neighbouring countries. The Tree of Life is part of the effort to encourage people to exchange weapons for useful implements such as sewing machines or farm equipment but is also a symbol of transformation and renewal.

In the 1980s and 1990s droughts added to the damage caused by war leading to severe food shortages and famine for millions. In 2000, Mozambique was devastated by floods. It is now recovering and poverty has been steadily decreasing since 2003.

2. Children at school in Adele Gosie Salen Primary School, Ethiopia.

MDG 2

*Photo by Patsy Toland, courtesy of
Self Help Development International*



Education is a primary means of escape from poverty and of access to a better lifestyle. Literacy, numeracy and life-skills are essential to a people's development. The education of girls is particularly important in maintaining the health and well-being of families as they are usually the main carers. A new roof water harvesting system has been installed in this school to collect rain water during the rainy season, providing drinking water for all pupils during the school year. Pupils, up to now, have brought their own water to school.

3. Girls enjoy the craic collecting water in Haiti

MDG 3

*Photo by Liam Bourke,
courtesy of Concern*



The construction of wells on La Gonave island in Haiti has brought relief to thousands of people who were previously forced to walk 18km per day to fetch water. The girls' mood here is lighthearted, their task far removed from the drudgery of long distance water collection which can be difficult, exhausting and dangerous.

The need for children, particularly girls, to contribute to their family's survival by daily work is a major factor in their missing out on schooling.

4. Baby Haruna from Kilosa district, Tanzania

MDG 4

Photo: Irish Aid



Irish Aid helps with funding for training in primary health care. Health is one of the key sectors supported by Irish Aid. Good health is a fundamental human right. It is widely recognised that poor health both contributes to, and is the result of, poverty.

5. Water from the well

MDG 5

*Photo by Patsy Toland,
courtesy of Self Help*



The family is getting water from the well in Adifinia in Eritrea, which borders Ethiopia. This area has seasonal water shortage and local people told of women walking up to 10km to the nearest well daily. This caused such hardship that pregnant women were losing their babies.

6. A missing generation

MDG 6

Photo: Irish Aid



The devastation caused by the spread of HIV/AIDS has meant that many families, like this one, are composed of only grandparents and young children. In many cases, children have to take up the burden of adulthood at an early age, caring for the whole family and missing out on childhood and schooling.

HIV/AIDS has left many children as the sole carer for younger children and for sick family members and elderly relatives.

The facts on the reverse of photos under the heading, *Our World Today* are, unless otherwise indicated, taken from the Millennium Development Youth Action Guide. The Millennium Campaign is a United Nations Initiative. See www.millennium.org

7. Woman at a stove in Ethiopia

MDG 7

Photo by Patsy Toland, courtesy of Self Help



The photo shows a woman in Ethiopia cooking on a stove, rather than on an open fire. This frees up time for the user, conserves wood and also shows an example of a cooperative venture.

The stove is a labour saving device funded by the local Savings and Credit Co-ops (SACCO). The stoves are twice as efficient as an open fire and allow women to halve the time spent in collecting firewood, which can take up a full day per week.

8. Fair Trade

MDG 8

Photo by Felicia Webb/IPG courtesy of Christian Aid



Celina Francisco Mojane, 30, has been a cane cutter for 2 years, working for the Illovo Sugar Factory, Maragra, Maputo Province, Mozambique.

The cane is burnt before harvesting to remove leaf material and some of the waxy coating. It burns quickly and the cane and its sugar content are not harmed.

It is dirty work but can employ lots of people in areas where jobs are scarce.

Fair trade means a fair market and a fair return for labour.

9. A family from the Sodo region of Ethiopia show off their produce.

Photo by Patsy Toland, courtesy of Self Help



Mr. Habti is a farmer in Gogoti, Ethiopia. Both he and his wife are members of local co-ops and credit unions, allowing them to finance poultry and crop production. The local credit union or Savings and Credit Co-op (SACCO) enables communities to pool resources to promote self-development.

10. Immunisation day at Ulaya Health Centre, Kilosa district, Tanzania: the centre was built by Irish Aid

Photo: Irish Aid



Preventable diseases kill many people annually, mostly in less developed countries where immunisation and the most effective drugs are less available. Irish Aid supports this immunization programme in Tanzania.

11. A Traveller march in Dublin

Photo by Derek Spiers, courtesy of Pavee Point Travellers Centre



Travellers are the largest ethnic minority in Ireland. In 2002, Travellers and settled people, from all over the country, marched to protest at new trespass laws introduced by the Government. Travellers felt that the new laws were targeted directly at them and threatened their right to live their traditional life-style.

12. The South Asian Tsunami (December 2004)

Photos: Irish Aid



These scenes from Aceh in Northern Sumatra, Indonesia show the aftermath of the 2004 tsunami. Over 200,000 people died in the South Asian tsunami, most in Indonesia, and Sri Lanka. Many were also displaced. Before the tsunami, the United Nations listed seventeen million people across the globe as displaced. The tsunami added close to two million to that number as people sought shelter and fled the coast.

Natural disasters cause most damage to people living in poverty.

Pupil Country Factsheet

Irish Aid's Programme Countries

Ireland's development partner countries are **Uganda, Ethiopia, Mozambique, Tanzania, Lesotho, Zambia** and **Malawi** in Africa and **Timor Leste** and **Vietnam** in South East Asia.

Country	Capital	Population (millions)
Vietnam	Hanoi	85
Ethiopia	Addis Ababa	73
Tanzania	Dar es Salaam	37
Uganda	Kampala	27
Mozambique	Maputo	20
Zambia	Lusaka	11
Ireland	Dublin	4
Lesotho	Maseru	2
Malawi	Lilongwe	13
Timor Leste	Dili	1

How long do people live?	Years
Ireland	78
Vietnam	70
Timor Leste	56
Ethiopia	48
Uganda	47
Tanzania	46
Mozambique	42
Zambia	38
Lesotho	36
Malawi	41

The Human Development Index (HDI) measures a country's well being

(see Unit 3: Lesson 3).

Norway	1 (first)
Ireland	8
Vietnam	108
Timor Leste	140
Uganda	144
Malawi	165
Lesotho	149
The Gambia	155
Tanzania	164
Zambia	166
Mozambique	168
Ethiopia	170
Niger	177 (last)

(Source: United Nations, UNDP, 2005)

Doctors per 100,000 people

Ireland	237
Vietnam	53
Zambia	7
Lesotho	5
Uganda	5
Ethiopia	3
Tanzania	2
Mozambique	2
Malawi	2
Timor Leste	no info.

Pupil Map of Africa



1. Algeria
2. Angola
3. Benin
4. Botswana
5. Burkina Faso
6. Burundi
7. Cameroon
8. Cape Verde
9. Central African Rep
10. Chad
11. Congo
12. Dem. Rep. Congo (Zaire)
13. Djibouti
14. Egypt
15. Equatorial Guinea
16. Eritrea
17. Ethiopia
18. Gabon
19. Gambia
20. Ghana
21. Guinea Bissau
22. Guinea
23. Ivory Coast
24. Kenya
25. Lesotho
26. Liberia
27. Libya
28. Madagascar
29. Malawi
30. Mali
31. Mauritania
32. Mauritius
33. Morocco
34. Mozambique
35. Namibia
36. Niger
37. Nigeria
38. Reunion
39. Rwanda
40. São Tomé and Principe
41. Senegal
42. Seychelles
43. Sierra Leone
44. Somalia
45. South Africa
46. Sudan
47. Swaziland
48. Tanzania
49. Togo
50. Tunisia
51. Uganda
52. Zambia
53. Zimbabwe



KURINISHI

ZAO LISI

2415

X 36

490

1245

Unit 1 Interdependence

Lesson 1

Our World

The first unit of this resource explores global interdependence. Lesson 1 establishes the necessary geographical background for exploring development issues. It also introduces global inter-connections and the idea of global citizenship based on our condition as inhabitants of a shared planet.

Learning Objectives

That pupils will

- 1) begin to appreciate global inter-connections
- 2) develop an understanding of Planet Earth as an ecosystem
- 3) take the first steps to considering the world from a citizenship viewpoint

Curriculum Geography

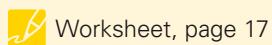
Natural Environments:

Planet Earth in Space

SPHE

*Myself and the Wider World:
Developing Citizenship*

You will need



- An image of Earth or a globe;
- a political world map,
- atlases

Activity 1

Globingo



Class



Active exploration



Distribute the worksheet and allow pupils to circulate freely. Encourage them to consult the world map and atlases.

Discuss pupils' findings emphasising the range of countries encountered.

Activity 2

Planet Earth



Class



Brainstorm, map work

- Explain that, in the course of the following lessons, pupils will embark on a journey where they will discover many new things about the world, how it works and how they fit into its web of life. Above all, they will explore how people are connected to one another.
- Brainstorm what might disrupt the earth's equilibrium (but ensure that pupils do not settle into disaster mode and remain aware of Earth's inherent stability), while including ideas such as meteorites, global warming, climate change and natural disasters. Distinguish natural from man-made threats. This will establish a shared knowledge base for later work on environmental issues.

- Identify Ireland on the world map and discuss its position relative to the continents.
- Ask pupils to identify the continents and compare their size. Ask what they know about Africa. In later lessons, they will discover that much of Ireland's development assistance is targeted on Sub-Saharan Africa.

Ensure that students register the oceans and continents as geographical features; some may not yet fully distinguish continents from countries, particularly in the case of Africa.

Activity 3

Our world today



Group



Reflect, discuss

- Begin with a few minutes silent reflection on what each pupil likes best about life on Planet Earth today – and also about things they do not like. Encourage pupils to examine wider issues such as ease of travel and transport, technology, availability of drugs, spread of disease.
- Ask pupils to list them, by writing or drawing, on a divided page. The group should then share ideas and record best and worst things. Each group extracts an agreed list of 5 best and worst things. Record results on display paper. (Suggested format: design a globe in the centre with the 5 best listed above and the 5 worst below.)
- Discuss results with the rest of the class and introduce the idea of responsibility – who is responsible for maintaining the good things and for improving the bad.
- Wrap up by explaining that pupils, by learning about the world, are earning the right to a voice as both citizens and stewards of the world's resources.

Extension Activity

Music

Music around the globe

Use the following website to investigate global music

[www.bctf.ca/social/GlobalEd/
music/main.html](http://www.bctf.ca/social/GlobalEd/music/main.html)

Music without borders: classroom resources including audio clips.

Online



World population clock

[www.ibiblio.org/lunarbin/
worldpop](http://www.ibiblio.org/lunarbin/worldpop)

Use the *World Population Clock* on a regular basis. It updates population constantly as well as comparing current population to that at any date back to the start of 1970. Growth, including daily population increase, can be monitored and charted.

[www.diceproject.org/
teachingmaterials.aspx](http://www.diceproject.org/teachingmaterials.aspx)

Teaching resources on natural disasters and the sections of society most affected by them, from DICE, the Irish Development and Intercultural Education website



Earth from space

Download *Google Earth* and use it throughout this resource

Global geography

www.geography4kids.com/

Gives a good general overview of the Earth pitched at senior primary level, explaining concepts such as climate and biosphere.

Worksheet: Unit 1, Lesson 1

Globingo



Activity 1

Connecting to the world

Name:

Date:

Find a different person for each global connection.

Find someone who:

Global connections	Which country?	Who?
ate something recently with ingredients from another country		
has a relative from another country		
has a piece of news about another country		
can count to five in a foreign language		
has visited another country		
can name a river in another country		
can name a desert in another country		
has read a book about another country		
can name an animal native to another country		
can say “Hello” in a foreign language		
can name the capital city of another country		
is wearing clothes made in another country		

Lesson 2

Independent Lives

Lesson 1

→ **Lesson 2**

Lesson 3

Understanding the range and depth of interdependence is a foundation stone for learning about development issues. This lesson explores global links through family and everyday actions. The whole school extensions at the end of the lesson give an opportunity for investigating local and global aspects of inter-dependence.

Learning Objectives

pupils will

- 1) develop a deeper understanding of the network and range of global connections in their lives
- 2) increase their familiarity with political maps of the continents

Curriculum

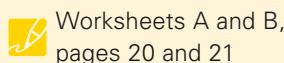
Geography

Human Environments: People and other lands

SPHE

Myself and the Wider World: Developing Citizenship

You will need



- atlases

Activity 1

Global connections in daily life



Class



Brainstorm,
record

Discuss with pupils the number of countries they think they may have depended on in the course of the morning. Ask them to think about their own household and what each family member would have done by now, getting dressed, washing, eating, travelling, using appliances etc. Reinforce this short activity by homework where pupils record the countries of origin of products in their kitchen.

Martin Luther King, one of the great civil rights activists of the last century, reflected often on the interdependence of human activities “We are all caught in an inescapable network of mutuality, tied into a single garment of destiny. Whatever affects one directly, affects all indirectly.” A Christmas Sermon on Peace, 1967)
Read out the following extract from the same speech:

And before you finish eating breakfast in the morning, you've depended on more than half the world.

Activity 2

Global family/friend connections



Group



**Discuss, record,
use maps**



- Distribute worksheet A and ask groups to draw up a shared list of global family and friend connections. They should record the countries on the worksheet.
- Before proceeding to worksheet B, discuss group findings using prompts such as: Which countries feature most? Why? Which areas of the world feature least? Why?
- Groups then complete the second part. Explain how to find capital cities in pupil atlases or on the country maps at www.gesource.ac.uk/worldguide/worldmap150/325.html

Extension Activities

Geography

How we depend on the world

Using information gathered in activity 1, illustrate interdependence by making a visual display. Use string or draw lines on a world map with Ireland as the visual hub of the network. Pupils' appreciation of mutual interdependence could be developed by also examining Irish exports and contributions to international life.

World Recipes

- Ask pupils to record the global dimension of any one of the many activities they are regularly engaged in.
- Do a media hunt for global events.
- Make a book of world recipes. Pupils can find ideas at www.catholicrelief.org/kids/recipe.htm

Whole School

Survey the school's global connections

Survey other classes to identify family connections with foreign countries and chart the results.

English

Language Fair

Which languages are spoken by pupils and their families?

Organise a language display which foregrounds the linguistic abilities of pupils. Include English and Irish. Encourage pupils with different mother tongues to set up stalls with phrases and words such as greetings to teach to stall visitors, as well as displaying information about their country. Include different alphabets in the display if possible. Pupils should try to learn from the stall-holders as they move between the stalls.

Even where pupils come from a monocultural background, they will be able to acquire sufficient phrases in other languages at home or online. Multilingual pupils may choose to display phrases from a number of languages.

A Language Fair can be a major confidence booster for pupils who are initially at a language disadvantage in school as well as providing concrete and positive experience of diversity. It is also an opportunity to promote Irish as a living language. Invite parents to participate.



Martin Luther King

www.enchantedlearning.com/history/us/MLK/

for information about Martin Luther King

Worksheet A: Unit 1, Lesson 2

Global Connections



Name:

Date:

Activity 2

List your global family/friend connections here

Worksheet B: Unit 1, Lesson 2

Global Connections

Name:

Date:

Activity 2

Now use your atlas to fill in details about some of the countries you mentioned above

Lesson 3

Unequal World

This lesson actively explores the division of population and wealth in the world, giving pupils an introduction to the gross inequalities which exist.

- **20% of people own 80% of the world's wealth**
- **World population: 6.5 billion (2006)**

Learning Objectives

That children will

- 1) actively explore the division of population by continent
- 2) investigate the global division of wealth

Curriculum Geography

Human Environments: People and Communities

Mathematics

Applying concepts and processes in a variety of contexts (number, ratio, %, graph)

You will need

World population: 6.5 billion people, (2006)

- The Irish Aid World Map
- 10 small cards with 10% written on each
- cards with the continent names as listed in activity 1 below.
- (Both sets of cards can be quickly made by pupils.)

Activity 1

Population Distribution



Class



**Active exploration,
discuss**

	100 people	20 people
Asian	61	12
African	13	2 ½
European	12	2 ½
Latin American	7	1 ½
North American	5	1
Oceania	1	considerably<1

Oceania refers to Australia and the South Pacific islands.

This exercise is arranged for 20 participating pupils, re-arrange at will! The more accurate ratio for 100 people is given on the left. Explain that pupils will investigate the distribution of world population.

Explain that if the world contained either 100 or 20 people, they would be divided among the continents as follows (figures courtesy of Colm Regan):

- The activity is based on 20 people in the world ratio.
- First group the 20 pupils telling them they represent the total world population, then distribute them by ratio under continent cards posted around the classroom. Draw attention to the size of each continent on the world map. For half a person, ask a pupil to sit or kneel. For Oceania, you might use a doll.
- Discuss where the largest numbers are. Point out that, as Europe is highly populated given its size, high population does not necessarily indicate poverty.

Activity 2

Unequal World – 80:20



Class



**Actively explore,
discuss**

- Bring the group of 20 back together. Display the ten cards with 10% written on each and explain that this (100%) represents the total wealth of the world and you are going to explore how it is divided.
- Separate the 20 pupils into 2 unequal groups representing total world population –one of which will be 20%, the other 80% of the group (in this case, 4 and 16). Give the *large* group 2 cards with 10% and the *small* group 8 cards with 10%.
- Explain that this is how the world's wealth is divided; 20% of people have more than 80% of the world's wealth. Ask for pupil comments.
- Bring pupils back together.
- Introduce the concept of developed (rich) and developing (poor) countries, indicating some of each category on the Irish Aid world map.
- Ask what contributes to poverty? You are not looking for definitive answers but allowing pupils to explore different natural and human factors.

- Explain that \$1 per person per day is a commonly used measure of **absolute poverty**, where people go without basic needs such as food, safe drinking water, sanitation facilities, health, shelter and education. Discuss what pupils could buy with \$1 (€0.82).
- Ask every fifth pupil to stand up. This represents the ratio of people living in absolute poverty in the world.
- Of the 6.5 billion people on Earth 1.2 billion live on \$1 a day. Ask pupils to calculate the % (approximately 20%).
- Ask pupils if they know of anything being done to improve matters.

An animated version of the above information is available at www.developmenteducation.ie

At this point, you might display the Millennium Development Goals poster, explaining that the nations of the world have set targets for reducing poverty by 2015. Pupils will be introduced to them in more detail in lessons 9 - 11.

Extension Activity

Mathematics

Charting country facts

Analyse and chart information from Ireland's development partner countries, using the Irish Aid World Map and the country factsheet.

Online



www.8020.ie

Educating and acting for a better world



Unit 2

Rights and Responsibilities

Lesson 1

Universal Needs

→ **Lesson 1**

Lesson 2

Lesson 3

This lesson is the first of three which develop the concept that human needs provide the basis of universal rights which, in turn, carry responsibilities for everyone. Irish Aid's development assistance programme is based on a commitment to human rights.

The dividing line between needs and wants will shift throughout this resource as pupils explore different aspects of development and encounter different perspectives. For instance, education may not be perceived as a basic need by pupils until they come to appreciate the consequences of its absence.

Learning Objectives

That pupils will

- 1) distinguish between wants and needs
- 2) explore the nature of human needs

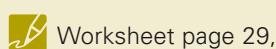
Curriculum SPHE

*Myself and the Wider World:
Developing citizenship*

Drama

Exploring ideas

You will need



Worksheet page 29,

- display paper

Activity 1

Needs and Wants



Pairs/small groups, class



Role play, discuss

This activity is a fun mime session to begin exploring the extent of human needs.

Pupils devise mimes to represent wants and needs on the following lines:

I want my soother
I need to go to hospital
I want help
I need a drink
I need a play-station
I want my medicine
I want my Mammy
I need your cooperation
I want to go to the toilet
I need a home
I need someone to love
I want shelter

Each pair or small group writes a caption for reading out after their performance. In each case the class must decide which is a need or a want, irrespective of the word need/want used in the title.

Afterwards, pupils discuss if there is a clear-cut demarcation between wanting and needing. It should emerge that needs differ according to situation and stages of growth and development, but are essential to survival, health and growth. People all over the world share the same set of basic needs, regardless of their situation.

Activity 2

Investigating needs



Pairs/small groups



Reflect, rank, compare

- Distribute the worksheet.
- Ask pupils to spend a few minutes making a list of their needs and wants with their partner(s) on the worksheet.
- When they are finished, they should rank them on the worksheet needs-line.

Extension Activities

English, Visual Art Universal Needs-Wants Line for Children

- First discuss, as a class, what should be included on a universal needs/ wants line for children. Discuss some of the following: education, equal opportunity, a mother, a father, a hospital, books, money, a name, a birth certificate? Discuss where needs end, concentrating on borderline issues.
- Select photos from the photopack. Ask what needs and wants people in the photos might have. Are they similar to those chosen by pupils? In what respects might they differ and why?
- Pupils form groups and design a universal wants-needs line for display on a large sheet of paper using thumbnail illustrations instead of or as well as words. Pupils should consult their worksheets from activity 1.

SPHE, Visual Art

Some share, some don't

People sometimes take things that others need. Ask groups to give examples.

Record on a divided A4 sheet with the headings In Class and In the Wider World

Groups then design cartoon strips to illustrate examples.

English

Global needs display

Assemble and present a global needs display using headlines from newspapers.

Online



Perspectives on Life

www.crosscare.ie/

celebratingdifference

Celebrating Difference: an Irish website with activities on diversity

Worksheet: Unit 2, Lesson 1

Universal Needs



Name:

Date:

Activity 2

Needs	Wants

Needs Line

Pick single words to express needs and wants. Place the most pressing needs at the beginning and gradually move towards ones someone (like you) might want but not really need. Use red for needs and green for wants.

Put ones you are not sure about in the middle in orange.

Before you begin, decide with your partner(s) a way of arranging in words so that you can fit them while still keeping them easy to read.

Needs ----- **Wants**
(borderline)

Lesson 2

The Right World

The theme of the previous lesson on needs is developed, relating basic needs to human rights. Development assistance is about responding to needs, which in turn are the basis of universal rights. This concept is explored through Oxfam's survey of the basic needs of people in several countries worldwide.

Learning Objectives

That pupils will

1. understand that basic human needs are the source of universal rights
2. begin to link rights with development issues

Curriculum

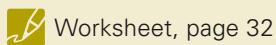
SPHE

Myself and others

English

*Reading for information,
developing attitudes*

You will need



Worksheet, page 32

- paper and art materials

Activity

Universal rights



Group



Read, reflect, discuss



Worksheet

Keep the same groups as in Activity 3 in the previous lesson, if possible.

- Briefly review the range of children's needs from the last lesson and discuss with pupils whether they and other children have a right to have those needs provided for.
- Ask groups to agree the ten most important rights for people everywhere and to write them down.
- When they have finished distribute worksheet.
- Allow pupils time to discuss

which needs match or differ from Oxfam's. Where they match, they should be written beside Oxfam's basic needs on the table.

- When pupils have completed the worksheet, allow time to discuss pupils' findings.

Extension Activities

SPHE

Intersecting Rights

- Point out how rights are interconnected. Ask for examples of how absence of education might influence access to healthcare or how poor health might restrict access to education. Explore how poverty might increase problems
- Ask each group to choose a right from the worksheet and consider how its absence would affect their own lives.
- Pupils should draw an icon representing the chosen right in the centre of a page and draw spokes outwards to other rights that would be affected by its absence. Along the spokes pupils should show, by writing or illustrating, how those rights would be affected.



Visual Arts

A collage of human rights

Make a collage of human rights. Cut out material from newspapers and magazines including pictures and cartoons and add captions.

Or use the photopack in a similar manner by copying the photos and surrounding them with rights which are evident in the photo by their presence or their absence. The right to clean water, education or adequate food and the reasons why families do not have access to those basic requirements could be investigated and highlighted.

SPHE

Invite a human rights speaker

The class might decide on a human rights issue about which they are concerned and invite a speaker from a national or local human rights group to speak about and discuss it.

Online



Human Rights

[www.oxfam.org.uk/coolplanet/
teachers/devrights/index.htm](http://www.oxfam.org.uk/coolplanet/teachers/devrights/index.htm)

Human Rights Lessons. The Oxfam charter for basic rights may be accessed here.

A teaching resource on human rights specifically designed for senior primary classes, "Me, You, Everyone", is available from Amnesty International. (Ireland)

Worksheet: Unit 2, Lesson 2

Universal Rights



Name:

Date:

Oxfam's Global Charter for Basic Needs

The development agency, Oxfam, surveyed people in many countries around the world to find out what are the most basic needs. People felt strongly that each individual has a right to have these needs catered for:

• 1 A home	• 6 Equality of opportunity
• 2 Clean water.	• 7 A say in their future
• 3 Enough to eat	• 8 Education
• 4 A safe environment	• 9 Have enough money to live
• 5 Protection from violence	• 10 Health care

Match your ten rights with the Oxfam Needs List. If they match, place or list them opposite the corresponding need as **Rights that match basic needs**. Where they do not match or where you are not sure, place or list them where it says **Rights that don't match**:

Oxfam's Needs List	Our Rights List Rights that match basic needs
• 1	
• 2	
• 3	
• 4	
• 5	
• 6	
• 7	
• 8	
• 9	
• 10	
	Rights that don't match

Lesson 3

A Responsible World

This lesson links rights and responsibilities in the pupils' own environment. The whole school extension on *rights and responsibilities* and the *class charter* project are also a means of introducing pupils to the idea of citizenship.

A short version of the *Convention on the Rights of the Child*, taken from Amnesty International's "Lift Off", is printed on page 104 to enable teachers and pupils to refer issues in this and other lessons to children's rights.

Learning Objectives

That pupils will

- 1) investigate responsibilities in school
- 2) match responsibilities to rights

Curriculum SPHE

Myself and the Wider World:
Developing citizenship

English

Oral language: Developing cognitive abilities

You will need



Worksheet page 35

Activity 1

Rights and responsibilities in school



Individual



Visualise, discuss

Distribute the worksheet and encourage pupils to visualise examples for each statement. Allow time for pupils to complete it and discuss the personal responsibilities they have attached to the statements.

Activity 2

Linking rights and responsibilities



Pairs/small groups



Discuss, Design

- Explain that agreements have to be reached between people so that they can be happy and safe. School is no different. Inform pupils that they are about to examine how rights work in practice.
- Each pupil writes down a right that is important in class.
- Each swaps with a partner(s) and writes a responsibility that corresponds to the partner's right. Partners decide if right and responsibility match and re-negotiate if not. When they agree, they should design their rights and responsibilities for display.
- On completion, explain that the same principle applies for ensuring that rights are valid at all levels of society, from family and community up to the United Nations.
- Display class rights and responsibilities.

Extension Activities

SPHE

Ignored rights and responsibilities in school

Distribute copies of the CRC (on page 104) for pupils to examine before beginning. Ask pupils to agree that individuals will not be named or discussed. Discuss and record the following:

- List the children's rights most ignored by schoolmates
- List the rights most ignored by teachers
- List the rights most ignored by parents and guardians
- List the responsibilities most ignored by children.
- List conflicting rights

Follow by open discussion. Playtime and access to TV are often good starting points for discussing conflicting rights.

Music

Music for Human Rights

Explore song from a human rights and multicultural perspective. The website provides an index of songs, including some lyrics, from performing artists such as Bruce Springsteen, U2, Bob Marley, Liam Clancy, Kermit the Frog, Kool G Rap and Madonna.

[www.edchange.org/
multicultural/arts/songs.html](http://www.edchange.org/multicultural/arts/songs.html)

Visual Art

Cartoons

Explore rights and development issues in a context that encourages exploration and debate. A wide range of cartoons along with suggestions for using them is available at

[www.developmenteducation.
ie/cartoons/](http://www.developmenteducation.ie/cartoons/)

Whole School

Our rights our responsibilities

- Using completed classwork as a basis, organise an Our Rights, Our Responsibilities display in the school entrance.
- Ask parents, teachers and children to add comments and responses in a designated space or postbox.
- Following the display, appoint a group to do a report on the response to the display. (Try to keep a photographic record - a democratic process, such as this, involves children in school policy formation and planning.)
- Organise a School Rights Charter on the same basis as the class charter. It can function in practice as a document promoting rights, responsibilities, respect and positive interdependence, contributing to improved social behaviour.

Project

SPHE, English

Class charter

Share the results of activity 2 to arrive at an agreed Class Charter. Keep it simple. If agreement is hard to find, appoint a committee to coordinate negotiations. The process will be more successful if everyone contributes and signs up to it so it may need re-visiting over a period of a fortnight or so. If the class has already produced a charter, take this opportunity to validate or review.

Online



Rights and responsibilities

[www.savethechildren.org.uk/
partners/lesson_rights.html](http://www.savethechildren.org.uk/partners/lesson_rights.html)
Lessons and activities on Rights and Responsibilities

[www.amnesty.ie/user/content/
view/full/671](http://www.amnesty.ie/user/content/view/full/671)

activities and stories on human rights and human diversity

Worksheet: Unit 2, Lesson 3

My Responsibilities



Name:

Date:

Activity 1

Do you agree with these statements? Write Y for YES or N for NO and say whether you agree SOMETIMES or ALWAYS. Say what you think your responsibility is in each case.

DO YOU AGREE?	Y/N	ALWAYS/ SOMETIMES	YOUR RESPONSIBILITY IS
Every child should be able to go to school			
Every child should be able to have friends			
Every pupil should be able to talk in class			
Every pupil should be able to take part in making school decisions			
Everyone should be able to work undisturbed			
Pupils should be able to eat when they like			
Pupils should be able to move around freely in class			
Pupils should feel safe			
Teachers should listen to children			
Pupils should be able to skip homework			
Pupils should be allowed to chew gum			
Pupils should be allowed mobile phones at school			
Every pupil should be treated equally			
Pupils should have a say in what subjects are taught			

The worksheet is adapted from a *Save the Children* resource.



Unit 3

Development: *Local and Global*



Lesson 1

Change and Development: Personal and Local

→ **Lesson 1**

- Lesson 2
- Lesson 3
- Lesson 4
- Lesson 5
- Lesson 6
- Lesson 7

This lesson introduces the core concept of *development*, beginning with a personal and local perspective.

Pupils might be asked in advance of Activity 1 to bring in photos and objects from their earlier childhood to illustrate change and development in their lives.

Learning Objectives:

That pupils will

- 1) encounter development as something that occurs in their own life
- 2) examine development in their locality

Curriculum:

History

Change and Continuity

Geography

Human Environments:

*People living and working
in the local area*

You will need:



Activity 1

My personal timeline



Class



**Investigate, explore
perspectives**

- Prepare by investigating concepts of change and development through whole class discussion. Ask what examples of change pupils have encountered
 - during their life
 - in the wider world during their lifetime
 - in their study of historyAsk pupils to identify changes that are also examples of development?
- Direct pupils to the timeline on the worksheet which extends from their birth to 2015. Ask them to record important dates from their personal lives and from the world around them up to the present. They should continue to 2015, the MDG

target date, adding expected milestones as well as aspirations up to that date. They should use two colours to differentiate past events from projected ones.

- Conclude by examining some examples of pupils' development from different perspectives. Explore with pupils if perspectives on change and development change across communities.
Ask, for example, if milestones such as birthdays, exams and religious rituals figure in children's timelines everywhere? Did weather or natural occurrences feature in any of pupils' timelines – or good and bad harvests? (In drought-afflicted countries, the arrival of rains might figure prominently in time-lines.)

Activity 2

Local community and development



Group



Fieldwork,
mapping

Development happens at many levels such as personal, community, national and international. This activity investigates local community.

- Explain to pupils that their personal development takes place within the local community. Begin by exploring its diversity. How many different groups need to be considered when providing community services, e.g. people with disabilities, old people, the very young, children and teenagers, families, single parents, single adults, minority ethnic and religious groups.
- Ask pupils to consider which institutions, organisations and voluntary groups provide for the needs of the community. What

services are provided? What gaps are there?

- Proceed to mapping local services. Construct a map of the locality, which shows buildings and other places such as playing fields, open spaces or gardens that provide services to the community. Ask pupils to mark places that serve the community on the map. Arrows can be used to point outwards to services that are nearby. Pupils could include suggested locations for services they think are missing but urgently needed. This activity will be greatly enhanced by conducting fieldwork, examining locations, taking photos and making drawings and plans. Depending on where you live, Google Earth may have clear aerial pictures of your locality, in which individual buildings can be identified.

(*Geography Curriculum Guidelines Exemplars 11 and 13 give suggestions for mapping*)

Extension Activities

Geography

World development line

Expand the World development line on the worksheet by adding other development dates (e.g. Live Aid) or global disasters.

English

Write a letter

Groups should try to agree a gap in local provision that concerns them most and draft a letter to whoever they think is responsible, such as the County or City Council, a sports association or a government department of Health.

Project Suggestions

History, SPHE

Local and global development

Pupils might

- document the history of the school in organizing or participating in local development
- document the history of the school in organizing or participating in global development assistance
- research and write the history of a local development organisation such as the local credit union



Worksheet: Unit 3, Lesson 1

Change and Development: Personal and Local

Name:
Date:

My Personal Timeline

Use one colour for events that have already happened and another for future events you think or hope will happen in your life.

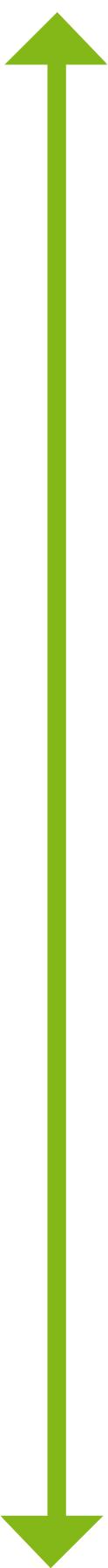
My birth

2015



World development line

2015



Dates to consider:

1984 Famine in Ethiopia 2000 MDGs agreed, Mozambique floods 2004 South Asian Tsunami 2015 MDGs target date

Lesson 2

Change and Development: Partnership

Lesson 1
→ Lesson 2
Lesson 3
Lesson 4
Lesson 5
Lesson 6
Lesson 7

This lesson looks at partnership in global development partnership and shows one way in which organisations in Ireland engage in global sustainable development by sharing expertise. Credit unions are an example of self-help and empowerment in both developed and developing countries.

Learning Objectives

That pupils will

- 1) investigate an example of community development
- 2) begin to explore partnership in development

Curriculum

Geography

*Human Environments:
People and other lands*

Drama

Role play: Exploring ideas

You will need

 Worksheet page 44

Activity 1

Self-help is best



Class



Read, role play,
discuss



Worksheet

Activity 2

Productive Loans



Class



Role play

- Ask pupils to read *Activity 2* on the worksheet and prepare for role play.

- Separately and out of hearing of the others, brief a number of pupils to act as Credit Union loan officers who have the power to grant loans. They may grant them if two criteria are satisfied:

1. *loans must be for productive purposes, e.g. buying a cow, a bicycle or land, house repairs, setting up a business, paying for school books, paying for dance or music lessons or caring for a sick relative;*
2. *applicants must have the ability to repay the loan.*



- Loan officers should familiarize themselves with the questions posed in Activity 2 of the worksheet so that they can use them to question loan applicants.
- Set up a number of stations with a loan officer at each station.
- The remaining pupils, choosing any adult persona from either Ireland or the Gambia, invent a situation where they need a small loan. Suggest some loan purposes, such as those listed in the loan officer briefing, but do not reveal the criteria for loan acceptance. Pupils might take Gambian names such as (boys) Amadou, Babakour, Sherif or (girls) Fanta, Mariama, Satou. A list is available at www.africanculture.dk/gambia/names.htm
- Pupils then apply for loans which will be accepted only if they satisfy both criteria 1 and 2 above.
- Following the role play, allow applicants time to discuss why they think their application was granted or refused.
- Give the loan officers an opportunity to explain the criteria and encourage further discussion.

- Finish by emphasising the community aspect of credit unions, where each member is supported but also contributes to the productivity of the community.
- Optional: assemble a display of drawings featuring the purposes for which loans were requested. This will keep early loan applicants busy as well as providing a visual stimulus for exploring the idea of productive loans.

Extension Activities

Geography

Ireland as a global partner

Ask pupils if they can think of other examples of partnerships which might benefit developing countries. Ask them to concentrate on transfer of skills, as in health, education, business and technology. Make an illustrated list.

The Gambia

Using the globaleye website listed below, assemble information on the Gambia

Whole School Mathematics

Set up a savings scheme

Set up a savings scheme for pupils with the local credit union. Credit unions will willingly assist, send a speaker and train in voluntary staff.

Online



Credit Unions

www.ilcu.ie/

For information on the Irish Credit Union movement

www.woccu.org/

For information on the international Credit Union movement

The Gambia

www.globaleye.org.uk/primary_spring01/eyeon/index.html

Information on the Gambia suitable for primary school pupils. This website explores several development issues at an appropriate level.

Worksheet: Unit 3, Lesson 2

Change and Development: Partnership



Activity 1

Credit unions at home and abroad

A credit union is a group of people who save together and lend to each other at a fair rate of interest. Since the first credit union in Ireland was founded in 1958, Irish people have used them to help each other to get money for what they need. For many, particularly in harder times in the 1960s and 1970s, credit unions were the only affordable means of getting money for everything from farm supplies or buying a car to buying Christmas presents, without falling into the hands of money-lenders. Nowadays many Irish people use credit unions for their regular savings and borrowings.

More recently, Irish credit unions have helped developing countries like the Gambia in Africa to establish their own credit unions. Much of the support has been in the form of providing knowledge, expertise and technology.

Pierre Mendy, General Manager of the Gambian association of credit unions, says: “*Credit unions have proved to be the best financial model for us here in the Gambia. They have helped many people. For instance, they have helped many women to acquire their own plot of land. Links between several Irish and Gambian Credit Unions have been very positive. Two very good examples are the support given by New Ross Credit Union to Foni Kansala Credit Union in the Gambia and by the Irish primary teachers’ credit union, Comhar Linn, to our teachers’ credit union here. This is the Global Village as it should be. Our relationship is built on equal partnership, dignity and respect.*”

Activity 2

Applying for a small loan



You are about to apply for a small loan to one of the *loan officers* selected by your teacher. You may choose to be Irish or Gambian. You are grown up and earning a living. Prepare so that you will be able to explain who you are and why you need a loan. When asked by the loan officers, you should be able to answer the following questions:

- *What is your name?*
- *How do you earn a living?*
- *Do you have any savings?*
- *Why do you want the loan?*
- *How much income do you have?*
- *How long do you want the loan for?*
- *How will you repay the loan?*
- *If you cannot repay, who will do so?*

The loan officer’s decision is final.

Lesson 3

Ireland's Role in a Developing World

Lesson 1
Lesson 2
→ Lesson 3
Lesson 4
Lesson 5
Lesson 6
Lesson 7

This lesson and the following one look at Ireland's role in providing overseas development assistance and introduce pupils to Irish Aid and its programme countries. Check out the website at www.irishaid.gov.ie

The Teacher's Information Sheet on page 47 gives the necessary background information for this and the next lesson.

Learning Objectives:

That pupils will

- 1) become familiar with Ireland's role in overseas development assistance
- 2) understand the distinction between emergency relief and long-term development assistance

Curriculum:

Geography

Human Environments: People and other lands

Mathematics

Data: Representation and Interpretation

You will need:

- Teacher Information Sheet (p.47)
- Irish Aid World Map,

 Worksheets A and B,
pages 48 and 49

Activity

Introducing Ireland's role



Group



**Explore concepts,
analyse data**



- Introduce the concepts of emergency relief and sustainable development and ask for examples of each category. (See Teachers' Information Sheet)
- Give some information about Ireland's development contribution, drawing on the information on the Irish Aid World Map.
- Distribute worksheets A and B and ask pupils to complete them in groups.
- On completion, discuss pupils' findings with regard to categories of aid.
- It is important to emphasise that long term development assistance activities are carried out in partnership with the governments of those countries.



Online



Children around the world

Using the websites on this page, encourage groups to explore and report on the lives of children in the developing world. It is very important for pupils to realize that they are looking at countries where people are often self-reliant and have the same aspirations as themselves. Pupils need to be aware that by no means every person living in a developing country is starving or helpless.

[www.oxfam.org.uk/coolplanet/
kidsweb/wakeup/
index.htm](http://www.oxfam.org.uk/coolplanet/kidsweb/wakeup/index.htm)

Wake Up world- A Day in the Life of children around the world

[http://pbskids.org/africa/
myworld/index.html](http://pbskids.org/africa/myworld/index.html)

School children in Africa telling of their experience in school – normality, similarity and diversity.

[www.oxfam.org.uk/coolplanet/
onthecline/explore/videos/
vidhome.htm](http://www.oxfam.org.uk/coolplanet/onthecline/explore/videos/vidhome.htm)

Children's voices from Ghana

[www.oxfam.org.uk/coolplanet/
kidsweb/world/](http://www.oxfam.org.uk/coolplanet/kidsweb/world/)
History and factfile as well as images from Mozambique, Ethiopia and other countries.

Map exploration of programme countries
www.multimap.com

Lesson 3

Teacher's Information Sheet

Irish Aid

Irish Aid manages the Irish Government's official assistance programme to developing countries. Ireland is one of the world's leading aid donors and is in fifth place among EU states.

In 2006, Irish Aid had a budget of €734 million. 0.5% of Ireland's GNP is spent on development assistance. Most of Irish Aid's work is in partnership with governments and international organizations. Its absolute priority is the reduction of poverty, inequality and exclusion in developing countries.

There is a strong focus on Sub-Saharan Africa and in particular on nine country programmes in Ethiopia, Mozambique, Uganda, Lesotho, Tanzania, Zambia and Malawi as well as in Timor Leste and Vietnam in Asia.

Ireland is one of the world's leading aid donors and is in fifth place among OECD countries.

Development Assistance

Most of the financial assistance offered by Irish Aid is focussed on development cooperation. It is long-term and is in partnership with governments of developing countries and with international organisations like the United Nations.

Irish Aid also responds to humanitarian crises through its emergency relief and recovery programme. There is a clear distinction between:

1. **Emergency relief**, which is in response to a crisis and helps people to survive and recover, and
2. **Sustainable development assistance**, which aims to improve people's lives in a sustainable way over a longer period of time, helping them to move towards self-sufficiency, stability and independence.

The Millennium Development Goals

The start of the current millennium in 2000 gave rise to hope for a better and more equitable future for humanity. The leaders of the 189 member countries of the United Nations met in New York in September 2000 and set targets, the Millennium Development Goals (MDGs), to be reached by 2015.

The Goals are a deal between the *developed* world, including Ireland, and poor or *developing* countries. The developed countries pledged money to improve areas such as health-care and education, while developing countries agreed to ensure that money was well-spent.

Human Development Index

In the Country Factsheet, pupils will encounter the Human Development Index (HDI) for measuring a country's development. It is an indicator of development, which takes income and other factors such as education and health into consideration. HDI is in league table format making it easy for pupils to make a quick comparison between countries.

Worksheet A: Unit 3, Lesson 3

Ireland's Role in a Developing World



Name:

Date:

Activity 1

Below are listed a number of ways of providing assistance to people in other countries. Decide which activities come under emergency relief, which means responding to a crisis where people are in immediate danger, and which come under development assistance, which means contributing to a better life in the long-term. Then complete the Developing World table:

Sending food	Starting a credit union	Sending aid workers during a disaster	Providing tents
Working with governments of developing countries	Building clinics	Cancelling debt	Building a bridge
Accepting refugees	Setting up a farming scheme with local people	Giving money	Providing computers
Giving money and expertise to build bridges	Teaching about disease	Providing blankets	Sending medicine
Getting boats built locally after a disaster	Training teachers	Sending lorries	Helping to get girls into school
Training government officials	Feeding people	Digging a borehole for water	Helping to prevent HIV/AIDS

Worksheet B: Unit 3, Lesson 3

Ireland's Role in a Developing World



Name:

Date:

Lesson 4

Ireland's Programme Countries

Lesson 1
Lesson 2
Lesson 3
→ Lesson 4
Lesson 5
Lesson 6
Lesson 7

This lesson continues the exploration of Ireland's global role by looking at details of its development assistance programme. It also provides an introduction to data which reveal the glaring inequality between developed and developing countries.

Learning Objectives

That pupils will

- 1) familiarise themselves with Ireland's development partner countries
- 2) through examining data, begin to understand the problems faced by developing countries

Curriculum

Geography

*Human Environments:
People and Communities*

Mathematics

Applying concepts and processes (number, graph)

You will need

Irish Aid World Map, pupil maps of Africa, Country Factsheet

Activity 1

Introducing Ireland's programme countries



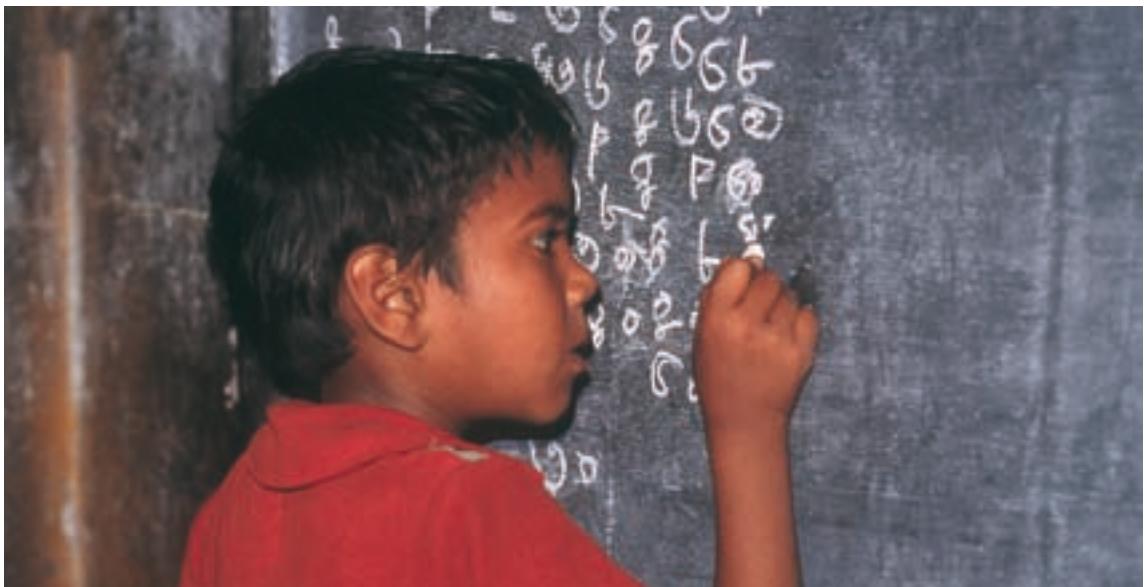
Group



Use maps

- Discuss reasons why a country might be poor, e.g. *unfair trade rules, debt, poor climate or affected by climate change, subject to natural disasters, conflict, interference by powerful countries, poor government, ethnic rivalry*.
- Point out that there is rarely a single reason.

- Using the Irish Aid World Map, indicate Ireland's programme countries. Taking the examples of Timor Leste and Vietnam, ensure that pupils understand that poverty exists in places other than Africa. Examples of poverty in Ireland might also be noted.
- Ask pupils to mark the countries (apart from Timor Leste and Vietnam) on their pupil map of Africa.
- Explain that Ireland has in recent times been classified as a wealthy country. Distribute copies of the country factsheet and compare statistics for Ireland's development partners.



Activity 2

Investigating Irish Aid programme countries



Pairs/small group



Geography and Mathematics

- Assign a programme country to each group and ask them to make a written comparison with Ireland, using the country factsheet and the Irish Aid World Map.
- Encourage pupils to use charts and graphs. The process of assembling data for graphical presentation provides strong visual support for understanding the importance of the Millennium Development Goals, which are introduced in the next lesson.
- Ask groups to present their work and explain to the class how the statistics reveal development problems.

Online



Development facts

www.cia.gov/cia/publications/factbook/geos/su.html

Country data from the World Factbook

www.irishaid.gov.ie

The Irish government's development assistance programme



www.factmonster.com/countries.html

Country facts, maps and information for children

Lesson 5

The Millennium Development Goals (MDGs)

Lesson 1
Lesson 2
Lesson 3
Lesson 4
→ Lesson 5
Lesson 6
Lesson 7

The Millennium Development Goals are the global framework for development over the period from 2000 to 2015 (see Teacher Information Sheet, p.47).

Learning Objectives

That pupils will

- 1) by examining the MDGs, discover the major aims and processes of sustainable development
- 2) using the photopack, relate the MDGs to real-life situations

Curriculum

Geography

*Human Environments:
Trade and Development*

SPHE

*Myself and the Wider World:
Developing Citizenship*

You will need

- The photopack,
- photocopies of the MDGs, as listed on the A2 poster

Activity 1

Introducing the MDGs



Class



Teacher presentation

Introduce the MDGs to the class and briefly run through the information on the MDGs using the wall poster or photocopied MDGs. Concentrate only on the key words for each at this stage.

Activity 2

Exploring the MDGs



Group



Explore using visual data

- Select a photo from the photopack for each group.
- Ask groups to examine it and, using their copy of the MDGs pick the MDG they think best relates to it. The teacher might circulate, giving guidance, at this point.
- Groups should prepare a caption with the text of the chosen MDG for display over the photo.
- They should also prepare a second short caption for display under the photo explaining why they have chosen that MDG as the most suitable match.



- Groups then display photos and captions at stations around the classroom and appoint a spokesperson to state their MDG and how it is featured in the photo.
- Finally pupils should comment on how their chosen MDG might relate to other groups' photos.

Extension Activity

Mathematics/SPHE **The Millennium** **Development Goals and** **Ireland's Programme** **Countries**

Use pupils' charts and graphs from the previous lesson to relate the MDGs to Ireland's programme countries.

Online



Comprehensive background information is available at
www.developmenteducation.ie/issues/mdg.php
and
<http://cyberschoolbus.un.org/mdgs/index.html>



A Unicef booklet for children on the MDGs can be downloaded from www.unicef.org/publications/files/pub_mdg_en.pdf.

Lesson 6

The MDGs: Fair Trade and Partnership

Lesson 1
Lesson 2
Lesson 3
Lesson 4
Lesson 5
→ Lesson 6
Lesson 7

MDG 8 refers to partnership between developed and developing countries and is concerned with issues of debt relief, fair trade and other barriers to self-development.

Pupils may understand the broad thrust of issues such as fair trade but to appreciate the impact of the imbalance of power, which is at the root of international inequity, they need to actively investigate through games, simulation and examples. A number of approaches are suggested below. Internet access is required. Easily downloadable games are included. They can be photocopied and used as regular worksheets.

Learning Objectives

That pupils will

- 1) investigate issues which restrict development
- 2) become aware of the central importance of partnership to world development
- 3) explore ways of supporting partnership at a local level

Curriculum Geography

Human Environments: Trade and Development

English

Oral Language: Developing the ability to think

You will need

Web access for downloading printed games and for facilitating pupil investigation

Investigation Activities

Exploring partnership through trade and debt



Group



Investigate, role play, discuss

- Read out MDG 8 and discuss what partnership might include.
- Explain that removing unfair debt and unfair trade rules are essential to the progress of developing countries.
- Explore through using the websites on the following page.

Trade Games

Games and activities can be downloaded, printed and used by pupils to explore the concept of fair trade and debt at an appropriate level.

www.jusbiz.org/resources/TheBananaGame.pdf

A banana trade activity involving role play and debate.

www.dep.org.uk/activities/ge-activities/13/ge13activities.htm

A coffee trade game involving role play and debate

www.papapaa.org/ks3/trade_3c.htm

Fair trade and cocoa - a simple game from comic relief

Unfair Trade

Examples of unfair trading and ideas for action can be explored by pupils at the following websites:

www.jusbiz.org/showpage.php?pagename=resourcesindex

Who gets what - resources on the manufacture of mobile phones and trainers

www.oxfam.org.uk/coolplanet/kidsweb/food.htm

Fair Trade information. Stories about how farmers around the world are being helped to get a better deal.

Debt

www.jusbiz.org/resources/debtgame.shtml

An international debt activity suitable, with preparation, for senior primary school children

Visuals

www.developmenteducation.ie/home/

Download cartoons about development, debt and unfair trade

Information for children

www.oxfam.org.uk/coolplanet/kidsweb/food.htm

Link geography and SPHE painlessly through this website which investigates fair trade issues

Information for teachers

www.makepovertyhistory.org/

Background information on cancelling debt

www.fairtrade.ie/

Background information from Fairtrade Mark Ireland

Make a book of world recipes. Pupils can find ideas at

www.fairtradecookbook.org.uk/ and

www.crs.org/kids/recipe.htm

Class and Whole School Project

Fair Trade

Fieldwork, investigation, display and presentation

Check for fair trade products available locally. List products and countries that provide the products. Organise for pupils to interview shop managers to find out why they support (or don't support) fair trade, how the public respond and what products are targeted.

Organise a Fair Trade display. Give facts on fair and unfair trade, fair and unfair employment. Display fair trade products, labels and recipes

Lesson 7

The MDGs: Ready for Action

- Lesson 1
- Lesson 2
- Lesson 3
- Lesson 4
- Lesson 5
- **Lesson 6**
- Lesson 7

Learning Objectives

That pupils will

- 1) using a visual resource, investigate how individual lives are affected by development issues
- 2) deepen their understanding of the inter-dependence of development problems and of the MDGs

Curriculum

Visual Arts

Looking and responding

English

Oral Language: developing cognitive abilities

You will need

- worksheets A and B, page 58 and 59
- The photopack

Activity 1

Interdependence of the MDGs



Group



Active exploration

- Photocopy page 1 of the worksheet.
- Cut out the MDG key phrases from the top of the worksheet B and stick them at intervals in a line along the wall.
- Cut out the problems on the lower half. Keep them ready for collection by groups (two problems maximum per group), reverse side showing.
- Ask for three pupils to volunteer as judges along with the teacher.
- Divide the remainder of the class into groups.
- Each group in turn takes a problem card at random, discusses for a brief period (e.g. three to five minutes) how the problem connects to one or more MDG and decides on an example to illustrate each connection.
- Explain that the more MDGs they can connect to, the more points they will score. Groups receive a point, up to a maximum of eight – one per

MDG- for each connection that is considered valid by the judges.

- Ensure that the judges know what is required of them, i.e. that the connection between problem and MDG must be clear and concrete.
- Following preparation time, a member of the first group passes along the line of MDGs pausing before each MDG to which his/her group has made a connection. S/he explains the connection and gives an example. (Other members of the same group may prompt.)
- At the end of each group's turn, allow other groups an opportunity to offer connections for unused MDGs and gain points.
- When all groups have taken their turn, they collect a second card and repeat the process
- Compare scores.
- Reflect on the number of connections that were found for each problem. Emphasise that the MDGs are interdependent.
- Discuss how MDG8, partnership between developed and developing countries, might alleviate problems.

Activity 2

People's Lives and the MDGs



Group



Brainstorm

- From the photopack, distribute a photo featuring people to each group and ask them to identify an associated MDG and brainstorm issues that are connected with it.
- After a short while, ask groups to pick one of the people in the photo and, on worksheet A, list as many ways as possible in which the individual's life might be affected. They should also consider how the individual's family might be affected.

Extension Activities

English

Introducing MDGs to the school

Ask pupils to introduce the MDGs and organize the game for another senior class. They might add a problem of their own.

Project

English/SPHE

Spreading the word on the MDGs

Pupils should understand that promoting the MDGs is a valuable contribution to the fight against global poverty and hunger. The first step is to get the facts.

Advise pupils to consult the text on the back of photos in the photopack, the Irish Aid World Map and the Country Factsheet for project material.

Each group should then try to devise a list of actions to make people more aware of and more responsive to the MDGs. If pupils progress beyond the planning stage, they might display and present information in the school about each MDG on a stepped basis, say at fortnightly intervals.

Explore the possibilities of mounting a display in a public area like the public library, a church or council offices.

Irish Aid Our World Media Awards

Pupils' work could provide a springboard to enter the Irish Aid Primary School Media Awards. For up-to-date information check out www.irishaid.gov.ie

Classes entering the Awards should consider ways of recording presentations.

Online



MDG websites

[www.trocaire.org/
educationandcampaigns/
education/Resources/
trocaireatwork.pdf](http://www.trocaire.org/educationandcampaigns/education/Resources/trocaireatwork.pdf)

An activity booklet for teachers from Trócaire on the MDGs.



[www.developmenteducation. ie/home/Flyer.pdf](http://www.developmenteducation.ie/home/Flyer.pdf)

Ideas for pupil action – needs teacher or peer guidance for less able readers

Worksheet A: Unit 3, Lesson 7

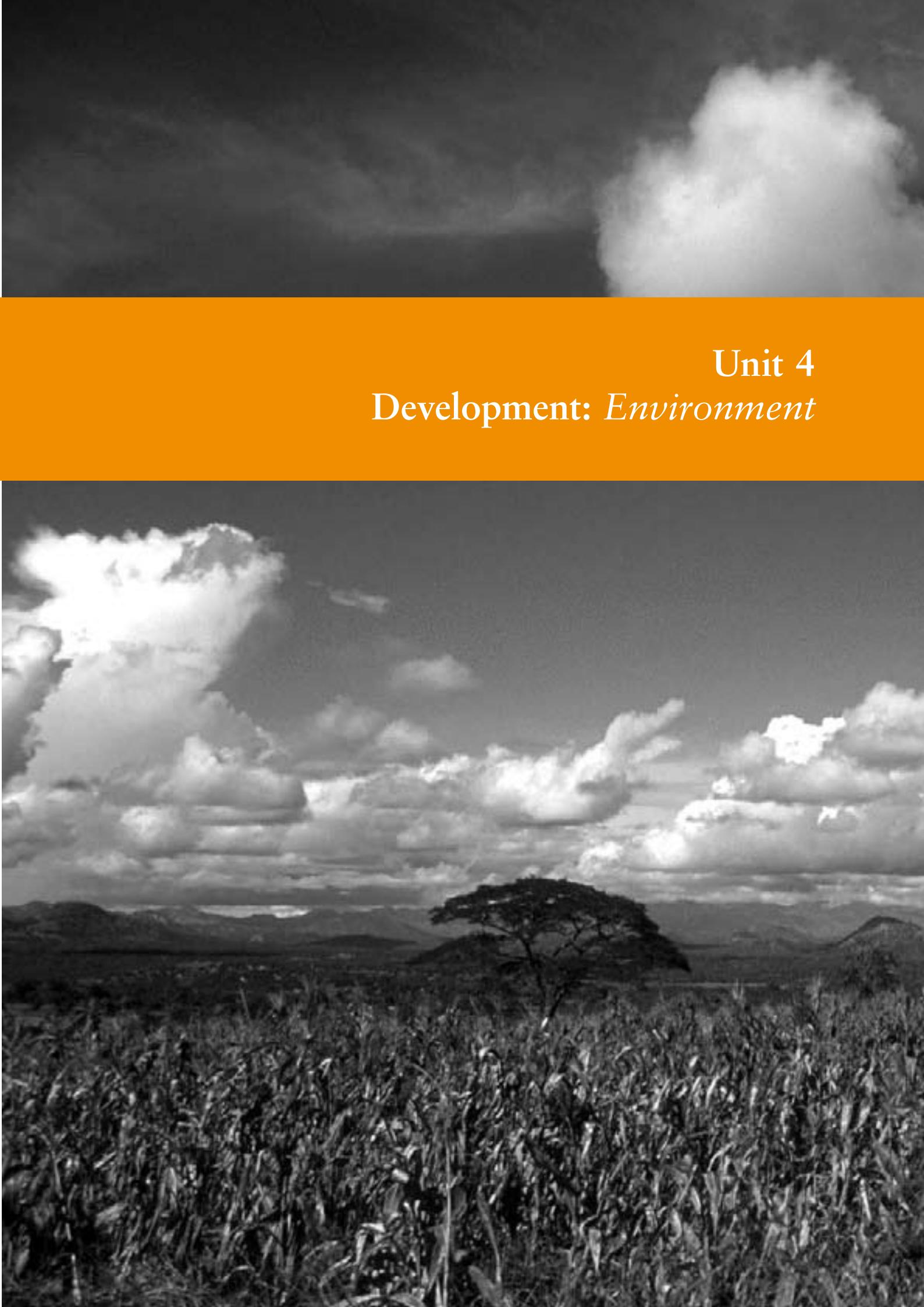
The MDGs: Ready for Action



Photo number:	
MDG:	
List different aspects of life that might be affected for	
The Individual	His/Her Family

Page 2 Worksheet: Unit 3, Lesson 7 The Mdgs: Ready For Action

Millennium Development Goal 1 Reduce Poverty	Millennium Development Goal 2 Improve Education	Millennium Development Goal 3 Equality for Women & Girls	Millennium Development Goal 4 Ensure Survival of Babies	Millennium Development Goal 5 Improve Mothers' Health	Millennium Development Goal 6 Fight Disease	Millennium Development Goal 7 Protect the Environment	Millennium Development Goal 8 Work in Partnership	Young Girls Minding Families	Climate Change	Walk 6km for Drinking Water	No Local Doctor	Lack of Food	War	Spread of HIV/AIDS
---	--	---	--	--	--	--	--	------------------------------	----------------	-----------------------------	-----------------	--------------	-----	--------------------



Unit 4

Development: *Environment*

Lesson 1

Developing the Rainforest: Viewpoints from Madagascar

MDG 7. Ensure environmental sustainability

This lesson links sustainable development and the environment, with a specific focus on rainforests. Pupils explore an example of how economic development may impact on the environment. The activity takes an hour to complete but is cross-curricular (English, Geography, Science, SPHE) and engages pupils in using higher thinking skills.

Learning Objectives

That pupils will

- 1) gain an insight into the tensions at play in environmental issues
- 2) analyse text to formulate arguments about environmental sustainability

Curriculum

Geography

Environmental Awareness

English

Oral language, reading, writing: Developing the ability to think by investigating text, extracting key points and designing persuasive arguments.

You will need

 Worksheet A and B, pages 65 and 66

- pupil maps of Africa
- atlases

Sustainable development

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Brundtland Report, 1987).

The three strands of sustainable development are: environmental, social and economic.

Some Rainforest Facts

- Experts estimate that, at the current rate of removal, the last remaining rainforests could be used up by 2050.
- About 50,000 plant, animal and insect species are lost every year due to rainforest deforestation.
- The Amazon Rainforest has been described as the Lungs of our Planet because more than 20 percent of world oxygen is recycled by the forest. We all depend on forests.
- The island of Ireland has only 1 species of frog, while the island of Madagascar, with its rainforests, has around 300.

Activity 1

A brief look at rainforests



Class



Brainstorm, map work

- Ask pupils for information about rainforests. Try to include issues such as diversity of species, natural habitats, climate and global warming. Supplement pupil contributions with the facts on this page. Pupils can later pursue topics online at the websites listed on page 64. Ask pupils to find Madagascar on the wall-map or in their atlases and mark it on their map of Africa.

Activity 2

Mining the rainforest: the debate



Group



Identify key
points, debate

- Divide the class into 5 groups and explain that they will prepare to debate environmental issues concerning the rainforest in Madagascar.
- Distribute worksheet A and read through with pupils. Invite comments.
- Distribute worksheet B.
- Instruct groups that at the end they will be given a position to defend. To do so, they need to read all the arguments closely. Groups should appoint a reader and read through the viewpoints together.
- Allot a role to each group. Advise pupils that they may not in reality support the allotted role but that this is a good way of exploring the arguments. They will be afforded an opportunity to state their own opinions at the end.
- Ask groups to list key points and build an argument to support their position.
- Groups should finally appoint and brief a spokesperson.
- If there is sufficient time available they could prepare banners, posters or slogans to promote their position during the debate.
- Allow a set time for

spokespersons to present their case.

- After the debate, review the pupils' findings from participating in the debate and encourage them to express their opinions.

Extension Activities

English

Hot Seat

Following further research on rainforests, prepare and hot-seat a volunteer as company director or government official to field questions and arguments from environmentalists in the class. Make sure that you de-role afterwards as debates can get heated.

Geography

The Malagasy people

Encounter the Malagasy people, listen to the music and investigate local fauna. Pupils can take a virtual tour of Madagascar at [www.conversation.org/
imagecache/madagascar/flash/
tour.html](http://www.conversation.org/imagecache/madagascar/flash/tour.html)

Art

Madagascar cartoons

Design cartoons of native species of Madagascar. Access the movie website for ideas

[www.madagascar-themovie.
com/main.php](http://www.madagascar-themovie.com/main.php)

Science

Weather system observation

Design your own weather system by planting seeds such as beans in a large transparent sealed container. Observe changes over time recording different environmental

conditions, such as condensation in relation to temperature change. Keep a control container without vegetation, but with the same amounts of soil and water and compare. The effect of vegetation in maintaining a less extreme climate should become clear.

Online



Conservation

[www.eduweb.com/ecotourism/
eco1.html](http://www.eduweb.com/ecotourism/eco1.html)

Help a farmer in the Amazonian rain-forest plan a sustainable future. Explore ecotourism and sustainable planning

[www.eduweb.com/agriculture/
comag.html](http://www.eduweb.com/agriculture/comag.html)

Explore coffee production and conservation in the rainforest

[www.enchantedlearning.com/
subjects/rainforest/](http://www.enchantedlearning.com/subjects/rainforest/)

Information on the rainforest and its animals accessible to readers of all abilities



[www.teachers.ash.org.au/
jmresources/rainforest/links.
html#Animals](http://www.teachers.ash.org.au/jmresources/rainforest/links.html#Animals)

A listing of websites on the rainforest, its plants and animals and people

Worksheet A: Unit 4, Lesson 1

Madagascar's unique forest under threat



The population of Madagascar is 18 million.
70% of the people live on less than \$1 per day.

Name:

Date:

Activity 2

The following article, by Jo Revill, on which the worksheet is based, appeared in The Observer on August 7, 2005:

One of the world's biggest mining companies has been given permission to open up an enormous mine on the Indian Ocean island of Madagascar which will involve digging up some of the world's most unique forest.

Madagascar is noted for its wildlife. Many of its plant and animal species exist nowhere else in the world. Its beauty and coastline are also beginning to make it popular with tourists and its popularity has been further boosted by the film Madagascar, the animated movie which features animals escaping from a New York zoo and ending up on the island.

But the company, mining giant Rio Tinto, says environmental damage will be kept to a minimum. It says it will bring wealth to a poor region.

Coastal rainforest bordering the Indian Ocean will be dug up in a €635 million project to extract ilmenite. The operation could last for 40 years. There is enormous demand for the white pigment, which is used in paper, paint and plastics.

Madagascar has more groups of rare animals than almost anywhere else on earth. Best known of Madagascar's animals are the lemurs, monkey-like creatures with large eyes, of which there are 32 different species. Other creatures under stress are the ploughshare tortoise, the world's rarest tortoise, of which only a few hundred survive today, and the sideneck turtle.

Rio Tinto assessed the likely damage. As a result, the company decided to set aside a conservation area on land it was previously going to mine, so that some of the plants and species could be protected. It also worked with experts from Kew Gardens, the famous botanical gardens in London, to preserve the seeds of threatened plants. Kew Gardens received sponsorship money from Rio Tinto as part of the deal.

Vocabulary:

ilmenite – a mineral used as whitening for paper, plastic and paint

pigment – a substance used for colouring things

Rio Tinto – a large mining company

Botanical gardens – gardens where plants are studied and conserved

Review what you have read and make sure you follow the story. Ask your partners if you are not sure. Then read all the viewpoints on the second page carefully.

Worksheet B: Unit 4, Lesson 1

Madagascar's unique forest under threat

Viewpoints



Vocabulary

Environmentalist – a person who works to protect the environment, including people, animals and plants.



Role 1

First Environmentalist (Against The Project)

This is a very sad day and very bad news for the people of Madagascar. Rio Tinto is exploiting natural resources in poorer countries and, once again, it is the local people who will pay the price. There is terrible poverty in Madagascar, but this is not the best way to help. Thousands of foreigners will come in to take the jobs, and there are worries about the spread of diseases such as HIV/AIDS. I fear it's going to destroy one of the most beautiful regions in the world.



Role 2

Expert from Kew Botanical Gardens (For the Project)

We shouldn't criticise the company. We wanted to see the least environmental damage possible from this project. They are giving money to us experts to preserve the plant species. Look what we have done to our own country. If we follow the same rules, shouldn't we be covering our country with oak forest and wild boars? We have an odd view about what is right and wrong.



Role 3

Company spokesperson (For)

We believe we have done everything we can to keep the impact on the environment as small as possible. Ilmenite was going to be mined one way or another. If we did not do it, another company would. Much of the forest in the south has already disappeared because local people have chopped down many of the trees for firewood. We will actually be restoring the forest by planting seeds and trees in areas that have been stripped.



Role 4

Second Environmentalist (Against)

You might have lots of plans for environmental protection, backed by lots of experts, but we are looking at a mine which will operate for 40 years. What are we going to do if, at the end of it all, there are species which become extinct, a forest that is ruined and people who are still poor? Who's going to be held accountable for that? No one! It's the age-old story of large companies getting exactly what they want, whatever the environmental cost.



Role 5

Government spokesperson from Madagascar (For)

You have no right to criticise the company or the government. Look at the type of paper and paint you want. By demanding those goods, you are demanding that we or someone else provides ilmenite. We are providing what you people in the developed world want. This is among the poorest countries on Earth and you want us to protect forests at our own cost and turn up our noses at money that could provide health and education for our children.

When you have finished reading, ask your teacher which role you have been allotted and prepare to defend your views in a debate with the other groups in the class. To do so, list the key points that will support your viewpoint from the story. Also examine the other roles and list key points that might be used against you.

Lesson 2

Caring for our Environment

MDG 7 *Ensure environmental sustainability*

This lesson focuses on environmental sustainability at a local and personal level. Emphasis is placed on conservation, on restoring as much as possible of what we take from the Earth. Pupils are encouraged to examine their own actions as citizens and consumers.

Thinking globally means acting locally.

Learning Objectives

That pupils will:

- 1) understand the impact we have on the wider environment
- 2) identify ways in which they could contribute to care of the environment

Curriculum

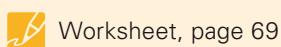
Geography

Environmental Awareness and Care

SPHE

Myself and the Wider World:
Developing Citizenship

You will need



Worksheet, page 69

Activity

The 3 Rs: **Reuse, Reduce, Recycle**



Group



**Investigate,
discuss**

- Explain to pupils that they can play an active role in conservation. Encourage them to examine ways in which what is taken out of the environment can be put back in, so that land and resources such as water, soil and air can be replenished and are available to future generations.
- Ask pupils for examples of renewable and non-renewable resources.
- Introduce the concepts of Reuse, Reduce, Recycle and ask for examples of how they apply to their lives.
- Ask groups to review their daily life over the previous week, using

the worksheet. Include paper use, water use, travel, waste disposal, school lunch contents and packaging etc. to which Re-use, Reduce, Recycle might apply.

- Finally decide on one manageable action the class might take to help the environment.

Extension Activities

Geography

Global Ecological Footprint

Explain that in many everyday actions, we use the world's resources. Every time we turn on heating, write a letter or eat a burger we make an impact. Oil, wood and beef all have to come from somewhere. Oil has to be extracted, processed and transported. Trees have to be grown, logged, transported and processed in different ways. Cattle have to be fed and watered; grass needs fertilizer, fertilizer needs energy, beef has to be processed and shipped.

Allow pupils the opportunity to investigate the impact we make

on the environment. Help groups to pick a product such as burgers, a resource such as wood, or a commodity such as oil and make a diagram showing the footprint it makes. Ask pupils to think their way through from the beginning of the process (as in fertilizing the ground for planting or the construction of machinery used in processing) to the arrival of the commodity at the end-user.

You may choose to expand the activity into a Project. Let groups devise ways of researching, evaluating and measuring aspects of the footprint such as weighing a week's paper waste. They can access information at www.myfootprint.org/ and take the global footprint quiz.

Geography

Trace the journey of a product

Source products and ingredients and trace their journey from source to a local outlet. For example, how far did imported apples travel from New Zealand or the USA? Use scale to calculate distance. Where was it shipped? Which countries did the freighter pass and the lorry travel through? Pupils should try to make the record of the journey as graphic as possible.

Whole School Project 1

Green Schools

Become a green school. There are currently more than 2000 in Ireland (2006).

www.antaisce.org/projects/gssteps.html

Whole School Project 2

Ecological Footprints

Investigate the school's wood footprint. Record the use of wood products throughout the school. It can be kept simple by concentrating on a single aspect such as paper for printing. One outcome might be to draw up suggestions for applying the 3 Rs throughout the school.

ENFO also has a wide range of environmental information (including leaflets on several aspects of conservation).

[www.ecounesco.ie/ programmes.cfm](http://www.ecounesco.ie/programmes.cfm)

ECO UNESCO have a number of educational programmes on development and environment



www.recyclezone.org.uk/
Recycle Zone: games to reinforce the 3 Rs. Emphasis on conserving resources.

Online



Recycling

www.irish-energy.ie/index

Sustainable Energy Ireland:
Activities include instructions and printouts for making sustainable energy machines such as a water wheel, windmill, land yacht or balloon buggy; workshops are also organised for pupils.

[www.blackrockec.ie/ environment/makedo.htm](http://www.blackrockec.ie/environment/makedo.htm)

Blackrock Teachers' Centre's website has a series of resources for using re-cycled materials as part of science projects

www.10steps.ie/

ENFO easy reading guide to an environmentally friendly home.

Worksheet: Unit 4, Lesson 2

Caring for the Environment



Name:

Date:

Review your effect on the environment over the past week. List what you, your family or your school could **Reuse**, **Reduce** or **Recycle** to contribute to a more sustainable planet.

Reuse	Reduce	Recycle

Lesson 3

Poem: Prayer of the Tree

MDG 7 Ensure environmental sustainability

This is a reflective lesson to consolidate learning on environmental sustainability.

Learning Objectives

That pupils will:

- 1) reflect imaginatively on what they have learned about sustainable development

Curriculum

English

Oral language: developing emotional and imaginative life through response to poetry

Visual Art

Construction

You will need



Worksheet A and B,
pages 72 and 73

Activity 1

The Gift of Wood



Class, Group



Respond to poetry through discussion

Review the benefits and uses of forests, trees and wood.

Read and discuss the poem

Prayer of the Tree on worksheet A. Afterwards allow time for pupils to express their thoughts and feelings. Draw attention to the final line which emphasises our closeness to nature at birth and death. Pupils should then complete the exercise on worksheet B.

Activity 2

Tree collage



Group



Respond imaginatively to poetry

Compose a whole-class collage of scenes developed from the poem, using twigs, leaves, seeds, old bark etc.

Ask pupils to select a line of the poem and to picture a landscape, weather and temperature, people, plants and animals and to create a visual story around the meaning of the line.

'Prayer of the Tree' is taken from *Pachamama: Our Earth, Our Future*, published by Evans Brothers



Extension Activity

Visual Art/Story/Music

Provide the time and materials for pupils to respond to any aspect of the poem through music, poetry, story, drama or art. They might also develop the diagram from the worksheet into a display poster.

Online



[http://theaterwords.com/
youngactors.html](http://theaterwords.com/youngactors.html).

Ready-made short plays based on African folktales, in which the griot/griotte (similar to the Irish seanchaí) is the storyteller

www.coillte.ie/learn_about_trees/5th_6th_class.htm

Activities on forests



www.justforests.org/

Just Forests has a traveling, hands-on, Wood of Life exhibition suitable for children. Schools in the areas it visits are invited to visit the exhibition. CD-ROM available

Worksheet A: Unit 4, Lesson 3

Poem



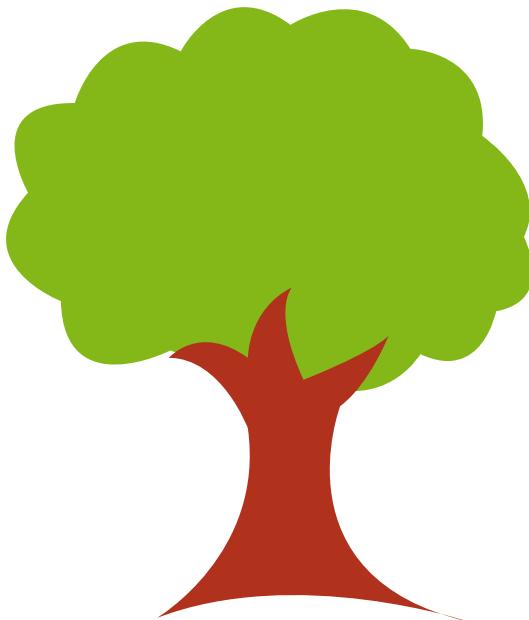
Name:

Date:

Prayer of the Tree

On cold nights I am the heat of your hearth.
I screen you from the sun with friendly shade.
I give people fruits and flowers.
As you thirst, my fruits refresh you
I am the beam that holds your house,
The board of your table, the bed that you lie on
The timber that builds your boat
And from which you get furniture.
I am the hands of your hoe,
And the door of your homestead.
The wood of your cradle and the shell of your coffin.

By Samuel Alodina, a poet from Ghana



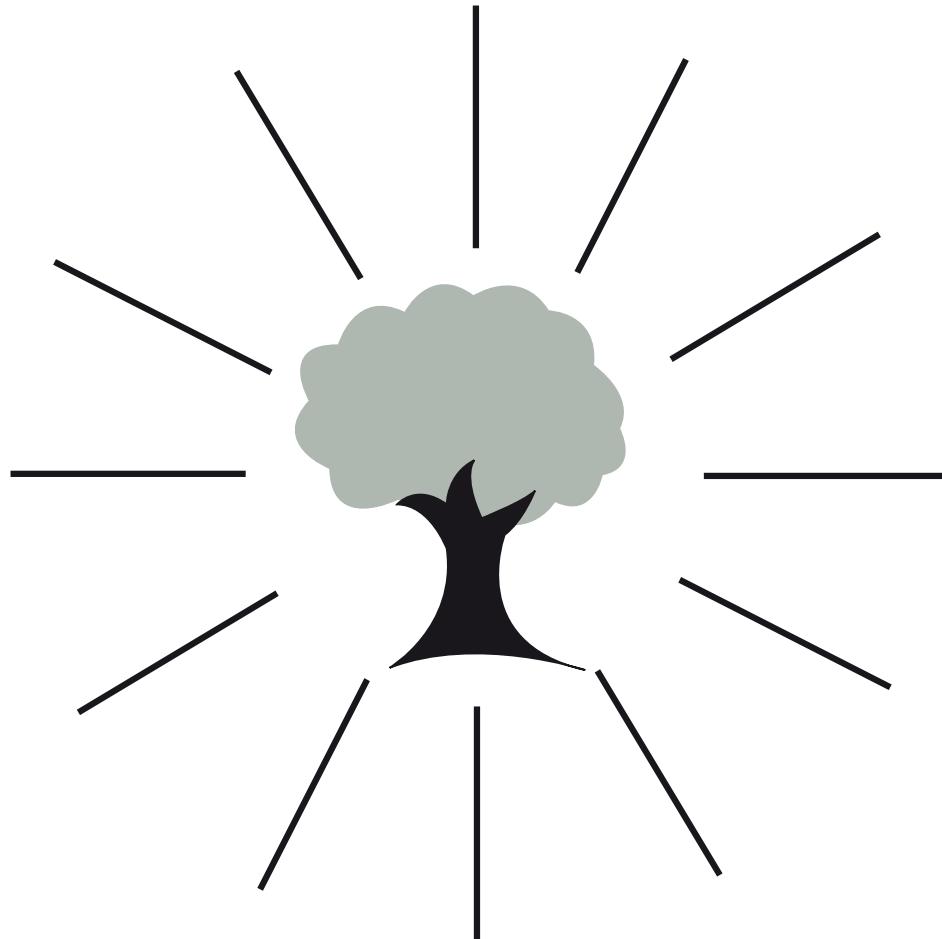
Worksheet B: Unit 4, Lesson 3

Poem: *Prayer of the Tree*



Gifts of the Tree

When you have read *Prayer of the Tree* carefully, illustrate the gifts of the tree at the tip of each spoke of the diagram.



Unit 5

Development: *Working towards a better future*



Lesson 1

Response to Famine

→ **Lesson 1**

- Lesson 2
- Lesson 3
- Lesson 4
- Lesson 5

MDG 1 *Eradicate extreme poverty and hunger*

This lesson examines response to famine, the limits of emergency relief and the consequences for long-term recovery. The pupils will explore two readings, in relation to the famines in Ireland in the 19th century and in Ethiopia in the 20th.

Learning Objectives

That pupils will

- 1) investigate the causes and effects of hunger in the past and in recent times
- 2) draw conclusions about the difference between emergency relief and sustainable development assistance

Curriculum

History

Eras of change and conflict

English

Reading, oral language: information retrieval skills, thinking skills

You will need



Worksheets A and B,
page 80 and 81

- wall map of Africa
- pupil maps of Africa.

The following prompts will aid discussion of the readings on pages 80 and 81:

Ireland

What caused the famine in Ireland?

What contributed to making it worse?

Governments do not usually want people to die. Why would they make a decision not to distribute free food? (e.g. disrupting trade, lack of interest, discouraging dependency on the state, class/ethnic/religious divides.)

What was the extent of the population decline in Ireland?

For how long did the population continue to fall?

Can you give some reasons?

What might have prevented such a prolonged population decline?

Ethiopia

What caused the famine in Ethiopia?

What contributed to making it worse?

Why is it even more unacceptable to allow famine to occur today (e.g. wealth, communications, technology)?

What problems can arise from continued emergency aid?

Do such problems mean that we should stop giving emergency aid?

Activity 1

Response to famine: Ireland



Class



Read, discuss



- Distribute worksheet A.
- Read it with pupils. Allow a few minutes for general discussion and ask groups to give their impressions and thoughts briefly.
- Use the key prompts on page 77 to encourage further discussion.
- Ask pupils for *similarities* and *differences* between famine nowadays and in the 1840s
- Make a list on the board under the two headings, leaving space for later additions. (Key differences are connected to information/media, technology and the modern global economy.)

Activity 2

Response to Famine: Ethiopia



Class



Read, discuss



- Distribute worksheet B.
- Find Ethiopia and ask pupils to mark it on their map of Africa.
- Read the piece on Ethiopia with the class. Pupils should be given sufficient time to absorb the text and exchange ideas.
- Ask pupils to comment on the human elements in the disaster.
- Use the key prompts on page 77 to encourage further discussion
- Ask if pupils can think of further similarities/differences to add to the list on the board
- Discuss what might be needed for long-term recovery in regions under threat from recurring hunger.

Extension Activities

Visual Art/Geography Sustainable Development

This extends the final discussion point from page 75.

Divide the class into groups.

Emergency relief, such as food and blankets, is important but what is needed to aid long-term recovery? - ask groups to come up with an idea for a long-term development project (e.g. build a school, well or clinic) - they should give the project a title and by using a diagram with thumbnail sketches and words show how it might work. They should also try to list possible problems for the same project - what might obstruct securing the best outcome? Remind pupils that about 80% of the population in Ethiopia work in farming (but also that not all Ethiopians are poor - Addis Ababa is a thriving city). Keep the pages for comparison when pupils have completed the next two lessons, where an example of sustainable development is examined in detail.

History/Drama The Great Famine and Emigration

Explore the Great Famine through role play. Use the History Curriculum Teacher Guidelines, exemplar 17, page 112.

History Teacher Guidelines: exemplar 16, page 110 has ideas for studying emigration.

Visual Arts

Famine Headlines

Pick either Ireland or Ethiopia and make banner headlines for the main points in the worksheet.

Project

The Great Famine, emigration and land wars

- Explore the local history of the Famine, emigration and land wars. Pupils should interview local historians and consult the History Teacher Guidelines: exemplar 15, page 100. Put together a booklet.
- Make a History Trail if you have identified your region as one with reminders of famine times.

Online



[www.trocaire.org/
educationandcampaigns/
education/Resources/lent2005/
SeniorPrimary05.pdf](http://www.trocaire.org/educationandcampaigns/education/Resources/lent2005/SeniorPrimary05.pdf)

A senior primary development education resource on Ethiopia from Trócaire.

[www.feedingminds.org/info/
worldmap.htm](http://www.feedingminds.org/info/worldmap.htm)
online map of world hunger

[http://en.wikipedia.org/wiki/
Live_Aid](http://en.wikipedia.org/wiki/Live_Aid)
Information on Live Aid and Bob Geldof

Worksheet A: Unit 5, Lesson 1

Response to Famine



Name:

Date:

The Great Famine in Ireland

In the 1840s, Ireland's population was twice the size of nowadays. The poorest Irish people lived almost totally on potatoes. A disease called blight hit the potato crop in Ireland and wiped out the harvest in 1845, 1846 and again in 1848. People were left with nothing to eat and no way to support themselves. Disease followed. At first, there was no relief but in winter 1845, the British government, which ruled Ireland at the time, made cheap corn available for a short period but refused to make it available free. The poorest could not afford to buy it. This pattern has been repeated in other countries such as Niger in Africa in 2005, where the government initially made the same decision. While some landlords tried to help, others continued to export crops of grain. During the famine, food was exported that could have helped keep people alive. John Mitchell, the editor of the United Irishman, claimed that for every ship arriving in Ireland with food, there were six sailing out.

During the famine, almost one million people died from starvation or disease. Another million emigrated, mainly to America. Many died on board the crowded boats, known as coffin ships.

The population in what is now the Republic of Ireland was 6.5 million in 1841 before the Famine. By 1851, it had dropped to 5.1 million and it continued to fall for the next 100 years. By 1961 the population had dipped under 3 million and only then began to recover. In 2005 it rose to 4 million for the first time since the late 19th century.

Worksheet B: Unit 5, Lesson 1

Response to Famine



Name:

Date:

The Great Famine in Ethiopia

Ethiopia is the poorest of Irish Aid's partner countries, with 31% of the population currently living on less than \$1 a day and 76% on less than \$2 a day. About 80% of the population work in farming.

The 1984 famine in Ethiopia, caused by drought, was one of the worst in modern history. Unlike the Irish famine of the 1840s, it took place at a time when technology had made moving information and goods around the world much easier than ever before. People worldwide were utterly shocked that one million people could die of hunger in modern times. Matters were not helped when the Ethiopian government, at that time, was reluctant to help some of its own people in rebel areas. Live Aid, a 1985 fund-raising effort headed by Bob Geldof, raised millions and awoke many people to the poverty of Sub-Saharan Africa.

Beyenech Ali from Northern Ethiopia lost four of her five children, two of them during the famine. The 63-year-old remembers how starving people came down from the hills. "Many crawled, some used rubber strips on their forearms to pull themselves along. Many died. They had a feeding centre here, but it was supposed to be just for the children. There was not enough food."

In the 1980s, the world was anxious to help and contributed generously but today Ethiopia remains one of the poorest nations on Earth. It still receives more than any other country in emergency aid, but not enough is done to help people become independent by having the opportunity to earn their livelihoods. So while people are kept alive, many have no way of escaping from a cycle of poverty. Some aid workers think that instead of helping people, aid agencies and foreign governments may be creating a bigger problem by making people dependent. They think it is more important for people to be given the ability to develop themselves. Irish Aid is aware of this and supports a programme of long-term development in Ethiopia in areas such as health, agriculture and education. We will look in the next lesson at an example of a project.

The Great Famine in Ethiopia is adapted from a newspaper article titled *How we failed to lift Ethiopia's curse* by Tracy McVeigh, (The Observer, 12-6-2005.)

Lesson 2

Gergera: Development in Ethiopia The Problem

Lesson 1
→ **Lesson 2**
Lesson 3
Lesson 4
Lesson 5

- MDG 1 *Eradicate extreme poverty and hunger* and
MDG 7 *Ensure environmental sustainability*

This lesson is the first of two related lessons, which explore an instance of long-term development assistance. Pupil groups formed in this lesson should be maintained for the next lesson. Pupils will be asked to put their analytic and planning skills to use. The part of Tigray, in Northern Ethiopia, where Gergera is situated, is subject to desertification.

Learning Objectives

That pupils will:

- 1) explore in detail an actual sustainable development project
- 2) begin to appreciate that successful development involves several interdependent elements

Curriculum

Geography

Human Environments: People and other lands

English

Reading: Developing the ability to think: analytic skills

You will need



Worksheet, page 83

Activity

A development project with Irish Aid



Group



Reflect, discuss, predict

- Explain that Ireland, through Irish Aid, is trying, in partnership with the people of Gergera, to create the conditions for self-development.
- Distribute the worksheet to each group. Ask pupils to read the text and discuss the problems faced by the people.
- Groups should then predict actions taken to solve the problems. Allow sufficient discussion and recording time for suggested solutions.
- Ask groups to report back to the class.
- Finally, discuss with pupils which MDGs feature in the example. (They may well conclude that all are present one way or another.)

Extension Activity

Visual Art

Staple Foods of the World

Design an ecological picture using the natural colours of

- seeds such as linseed, pumpkin, melon, sunflower
- pulses such as green and red lentils, green and yellow split peas
- grains such as rice, wheat, millet and barley.

All are generally available in supermarkets or health-food stores. Use a strong canvas (e.g. a piece of wood or discarded table top) and tile adhesive instead of paper glue. This activity provides an opportunity to explore the staple foods of the world.

Online



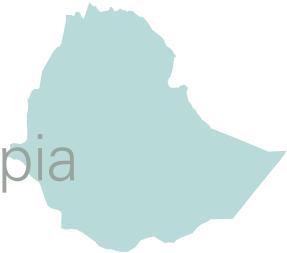
www.worldbank.org/depweb/

Information for teachers: water and sustainable development

Worksheet: Unit 5, Lesson 2

Gergera: Development in Ethiopia

The Problem



Name:

Date:

Irish Aid has been involved in development assistance for many years in Ethiopia, working in partnership with national and local government and people. Here is one example of a problem they needed to solve. Read the background information and try to figure out what you would do to improve the situation. Later, you will compare your plans to the actions taken by Irish Aid to improve the situation.

Gergera is in Tigray, Ethiopia where the 1984 famine struck hardest. It is a densely populated area where people farm for a living. They are losing farming land to the desert. In 1994, over ten years after the Ethiopian famine, farmers were unable to produce enough food to feed their families. Access to water for humans and animals was a major problem. People were becoming increasingly dependent on food aid.

Why?

Too many cattle were grazing and stripping the vegetation and so water was evaporating. There was too much planting of crops that the earth could not sustain.

Trees were used as fuel and for tools as people had no money to buy metal tools.

The bare soil that was left was washed away and water was then running off rather than remaining in the ground.

Soil was used for roofing because the people had no money to buy corrugated iron sheets. Now, there was less soil for planting.

Beehives were producing little honey because there was not enough vegetation and life was also difficult for bees.

What other problems were there?

Water collecting was a major task taking up much of the day for women and children.

Fodder had to be collected from 14 km away by farmers for their cattle.

Children could not attend school because they had to collect water and work.

Everyone was too tired to do much else. They had no way of improving their lives.

Irish Aid wanted to become involved in helping the local government to help the people. They all knew that water was the key but ... what could they do?

What do you think?

Could you suggest what steps Irish Aid and the people of Gergera might take?

What are your suggestions for action?

Appoint a member of your group to record suggestions.

List the factors that are putting pressure on the environment and affecting people's lives.

Include farming, water run off, cattle, planting, bees, grass, trees and access to clean water.

Suggestions must be practical: it is no use telling people to stop burning wood (their main source of fuel) if they are cold!

Lesson 3

Gergera: Development in Ethiopia The Solution

Lesson 1
Lesson 2
→ Lesson 3
Lesson 4
Lesson 5

- MDG 1 *Eradicate extreme poverty and hunger*
MDG 2 *Achieve universal primary education*

This lesson continues the exploration begun in Unit 5: Lesson 2 of an Irish development assistance project in Ethiopia. It concludes the introduction to the concept of sustainable development.

Learning Objectives

That pupils will

- 1) compare their predictions for the aid project investigated in the previous lesson with the real outcome
- 2) examine the process of a successful development initiative

Curriculum

History

Change and Continuity

Geography

Human Environments: People and other lands

You will need

 Worksheets A and B,
pages 86 and 87

Activity

Solution to the problems in Gergera



Class/ Group



Analyse text, discuss

- Groups should bring their suggestions for action in Gergera from the previous lesson.
- Distribute worksheet A which provides the solution to the problems posed in the last lesson.
- Groups should appoint a reader and read through the solution.
- They should be given time to compare the solution with their own suggestions.
- Distribute worksheet B.
- Encourage groups to read through and complete it.

- Ask if they thought of further life improvements for the people, other than those mentioned on the worksheet.
- Explore with pupils general messages that can be learned from the project.
- Examine the impact of time saved on education, child rearing, community life and relate it to the MDGs.
- Finish by informing pupils of the successful extension of the development project:

Good news from Irish Aid

Gergera was the first project of its kind for the Ethiopia programme. Following the success of project, its lessons were applied elsewhere. One of the most exciting aspects of the project is that communities in neighbouring areas, having seen the positive results, were greatly interested to learn about, plan and implement similar projects with little outside help. There are now several other areas in Tigray (Ethiopia) with similar success stories.

Extension Activities

Visual Art

Saving Time and Energy

Examine Photo no. 7 in relation to environmental sustainability and improved lifestyle. The stove burns most fuels and is much more efficient than an open fire. There are gains in conserving natural resources such as trees and in time saved from gathering fuel. Mount copies of the photo on a large background and ask groups of pupils to record the benefits by writing key words or phrases around the photo.

History

Applying the MDGs to Ireland, 1848

Taking the case of the potato blight in Ireland, ask pupils to design a development assistance plan for their local area or another area in Ireland in 1848. They should first enumerate the problems faced by the population, using the MDGs as a guide to difficulties that need to be surmounted and then explore solutions.

Online



The Compass Network

The Compass primary development education project of comhlámh offers information and training for primary teachers.

www.comhlamh.org



Focus on Water

www.wateraid.org.uk/external/game/g_framegame_00.html

Interactive project in Ghana: how development assistance should work

www.unicef.org/voy/explore/wes/1883_2001.html

UNICEF focus on water – the text is not easy but is accompanied by photos. Suggest to emergent readers that they watch out for keywords

<http://oxfam.org.uk/coolplanet/kidsweb/world/ethiopia/index.htm>

Factfile, pictures, history and geography of Ethiopia

Worksheet A: Unit 5, Lesson 3

Gergera: Development in Ethiopia

The Solution



Name:

Date:

Solution to the problems of the people of Gergera

This is what Irish Aid and its local partners decided to do...

- Consult with the people and ask them what they knew about the area and about what might be done.
- Train the farmers in soil and water conservation.
- Terrace the higher ground of the valley (build in steps so that soil would not flow away).
- Plant trees, grasses and plants.
- Introduce improved bee-hives.
- Dig more hand-dug wells to access water that was deep down.
- Slow the flow of water in the river by half-damming it.
- Provide fertilizer for farming and grazing land, increase production of manure.
- Introduce better ways of minding cattle to stop them grazing the new plants.

All these actions improved vegetation cover which now helps conserve the water.

How did your group do? Give yourselves a mark out of 10.

Worksheet B: Unit 5, Lesson 3

Gergera: Development in Ethiopia

The Solution



Name:

Date:

But what you could not have known is how the improvements produced even more benefits.....Fill in the spaces below as you read – you may need to refer back to the worksheet you completed in the previous lesson.

The people are better off.

And because they are better off, they are roofing their houses with corrugated iron sheets and so there is more _____.

The farmers now have grass available locally for their cattle so they do not have to _____ and can work more and earn more.

Because the animals are better fed they produce better _____. People now can afford to buy better quality household utensils, instead of using local wood to make them and so there are more _____.

_____. Because they don't need wood there is more shelter and the roots bind the soil preventing it being _____ in the rains. Less travelling time for water collection has meant that children, who previously had to look after the animals or walk long distances to collect water, can _____.

The introduction of modern beehives means they produce 15 times as much honey as traditional hives and farmers can earn _____ and the bees pollinate the flowers helping to spread more _____ which, in turn grow and support more bees.

As you can see, small improvements in living conditions have led to greater ones. Because there is more vegetation, they are better off. Because they are better off, there is even more vegetation.

Can you add any more life improvements which development has brought?

Lesson 4

Five Lives on the Pachwa Road: Uganda

Lesson 1

Lesson 2

Lesson 3

→ **Lesson 4**

Lesson 5

- MDG 2 *Achieve universal primary education*
MDG 5 *Improve maternal health*

The pace and length of this lesson will vary according to how much time you want to spend discussing or reflecting on individual stories.

The Pachwa Road looks at a project undertaken by Irish Aid to support the regional government in Kibaale District in Western Uganda. The project included five main areas: health, education, water, sanitation and training. An important element of the project was opening up the Kibaale-Pachwa road, along which the people, whose stories are told here, live.

A Day in Ruth's Life provides an opportunity for pupils to investigate diversity and similarity across continent, culture and circumstance by making comparisons with their own lives.

Learning Objectives

That pupils will

- 1) reflect on real life stories from a developing country
- 2) compare their daily routine to that of a child in a less-developed area of a developing country

Curriculum

Geography

Human Environments: Trade and Development

English

Reading oral language, writing: developing emotional and imaginative life

You will need



Worksheets A and B, pages 90 and 91

- political map of Africa
- pupil maps of Africa
- a large page for each group

Activity 1

Stories from Uganda



Group



Read, reflect and discuss



Find Uganda on the wall map of Africa and ask pupils to mark it on their map of Africa. They should note its landlocked position (along with the implications of dependence) and its bordering countries.

Explain about the partnership with Irish Aid which led to the construction of the Pachwa Road and both pages of the worksheet. Ask groups to read over some or all of the stories and discuss them in turn.

Finish with a class discussion, allowing pupils to exchange their impressions. Encourage pupils to explore the positive experiences and the many positive aspects of development revealed by the voices from Uganda.

Activity 2

A Day in the Life



Group



Reflect, discuss, compare



Ask groups to return to worksheet A and re-read A Day in Ruth's Life. They should compare their daily routine with Ruth's to identify similarities and differences. When they have finished, ask pupils to divide a week-day into time blocks on a large page and fill in daily activities and tasks for themselves on one side, and for Ruth on the other. Underneath they should list three positive aspects of their own and of Ruth's life.



Extension Activity

Visual Art

Opportunities on the Pachwa Road

Make a construction or image of the Pachwa Road in any medium representing, along its length, opportunities opened up to local inhabitants.

Worksheet A: Unit 5, Lesson 4

Five Lives on the Pachwa Road: Uganda



Ireland, through Irish Aid, helped in the construction of a new road in Kibaale in rural Uganda. In these stories, local people talk of their lives.

A Day in Ruth's Life

I'm twelve years old and living with my mother, my sister and my brother. My father lives in Mpeefu with his other wife, though he visits sometimes. Although school started last week, I've not started yet because my uniform isn't ready.

Yesterday morning, I woke up and washed, swept the house and washed the dishes. I got a large jerrycan of water for my auntie who is sick. Around eight, I went to the vegetable plot. With my mother, I spent the morning working on the farm. It is hard work. We took a break in mid-morning and ate the leftovers of last night's meal. In the afternoon, I returned to the house and prepared lunch by peeling bananas and adding them to the beans we left cooking earlier. After lunch I went to collect a large jerrycan of water. Then I collected firewood and started preparing dinner by putting beans on the fire and peeling Irish potatoes.

We eat every day around 7p.m. After dinner, I have some time to play with my friends. I like omupiira (netball) best. Afterwards I warm water for washing and go to sleep.

Angela's Story

I rode 50 kilometres on a bicycle to give birth to my first child at Sunga, which was the nearest maternity clinic to Kiduma village. This was around 1953. We didn't need to pay for the medical service and the hospital provided meals for mothers. I stayed at the hospital for one week before I was discharged. I gave birth to all six of my children at the hospital.

If a child fell sick, I would carry him or her 12 kilometres to Kakindo Hospital. To get to Kakindo, during the rainy season, when the river was flooded, expert swimmers would charge money to 'swim' people across the river. Visitors to the area, without experience of crossing would often drown.

Before the Pachwa road, there wasn't any transport, the roads were impassable and the clinics were few. Now transport is easier and many clinics have opened. There is even one in Kiryanga only three kilometres away.

Resty's Story

Resty used to make a living by working on other people's farms. When the workers began to make the road, she opened a restaurant to feed them. She still does farm-work early in the morning but starts cooking at 9 a.m. for the midday meal. She now feeds travellers and regular customers. With the money she has made she says 'I have built my own house and bought a bicycle, a radio/cassette player, a pig and a few other things. I'm alone and have to take care of myself and my son. I started this business on my own and through my own efforts.'

Resty would like to expand her business, improve the restaurant and sell soft drinks.

Worksheet B: Unit 5, Lesson 4

Five Lives on the Pachwa Road: Uganda



Mary's Story

Mary is a tailor.

Before the road opened, to get our children immunised we would get together as a group of six to ten women and set off around one or two in the morning. We would have to cross the Mbaya river twice. The water came up to my chest. We were carrying our children and some of the women were pregnant. We tried to get to the big hill by 10 o'clock; otherwise it would be too hot to climb. We would arrive at the clinic at about 11. It was difficult but we helped one another.

Before the road, children in primary school were not able to go during their third term because they couldn't cross the swollen river and had to repeat the year. Most of the children couldn't go to secondary because parents couldn't afford school fees. We were cut off from the markets where we could sell our crops and make some money.

With some of my profits from making clothes, I bought dried coffee, stored it until the price went up and sold it. With that money I built a permanent building for business. I got a loan from the Women's Finance and Trust Co-op in Kibaale.

With the new road we women can get together more easily. I helped my fellow women to form groups. Now we organise seminars on things like family life and looking after children. The welfare of the family depends on the woman – she knows what a child needs. She plans food for the whole family. We now run our own credit scheme.

Ben's Story

Ben has been involved in local Health and Water Groups

I came to this place in 1972, before there was a village. I first worked as a mason to build Kagadi Hospital. When I came here there were no schools, roads or safe water. I became involved in the community because I wanted to help. I want to make a change for the better in the place where I'm now living. Where I came from things were more developed in that there were schools and water. When I came here I wanted this place to be the same. That is why I became involved. Now there is a trading centre and life is better.

Irish Aid continues to assist in Kibaale

Lesson 5

The Tree of Life: Mozambique

Lesson 1
Lesson 2
Lesson 3
Lesson 4

→ **Lesson 5**

Human factors, such as war, contribute in many ways to global poverty and hunger and undermine progress towards the MDGs. This lesson is built around the Tree of Life, a work of art, depicted in photo 1*, which is also part of a practical attempt to restore stability in Mozambique.

Parallels might be drawn between the situation in post-war Mozambique and the decommissioning of arms in Northern Ireland a decade later.

Learning Objectives

That pupils will:

- 1) discuss the impact of political instability on global poverty
- 2) explore imaginatively, in response to visual art, the consequences of war and the possibilities for regeneration
- 3) construct an artefact in response to that exploration

Curriculum

English

Oral language: emotional and imaginative development

Visual Arts

Looking and responding

You will need

- Pupil maps of Africa, Photo 1,
- The Tree of Life from the photopack

Activity 1

Human factors in poverty



Class



Discuss,
investigate
problems

Mozambique suffered heavily from drought and floods in the later part of the 20th century but its sufferings were made worse by a long and bitter civil war, which lasted 16 years and ended in 1992. Close to half of the population live in poverty and the availability of guns causes a problem throughout the entire region. Mozambique is now recovering.

- Discuss the types of human activity which lead to poverty, such as corruption, ethnic rivalry and war. Pupils should contribute examples from current situations.
- Ask pupils to find Mozambique on the Irish Aid World Map and ask pupils to mark it on their map of Africa. Mozambique statistics from the Country Factsheet or Irish Aid World Map should be referred to.
- Present pupils with the following facts:

Christian Aid, who supported the project, kindly supplied the photo.

Activity 2

The Tree of Life



Class then Group

Respond through art

- Display Photo 1 *The Tree of Life* from the photopack.
- Ask pupils to examine it. They will notice that it is not a photo of a real tree and make observations. Allow them to discuss why the tree is unusual.
- Leaving the photo on display, tell pupils that

following Mozambique's long civil war, killing and crime continued and arms were also sold and used in neighbouring countries.

A project, Transforming Arms into Tools, was started to strengthen the new peace by getting rid of these weapons. Its aim was to collect as many arms as possible and destroy them, at the same time preventing them from finding their way into neighbouring countries at knock-down prices. The project has collected more than 600,000 weapons in nine years. People hand in old guns in exchange for goods such as sewing machines, building materials and tools. These weapons are then chopped up and used to build works of art.

The Tree of Life is a major artwork weighing half a tonne and made entirely of weapons used in the war.

- Discuss what impact constructing such a work of art might have.
- Remind pupils that Ireland has been faced with similar problems (such as after civil war in the early 20th century and, more recently, decommissioning of arms in Northern Ireland).
- Ask pupils to reflect on and then discuss various ways of constructing a Tree of Life to illustrate a solution to a human development issue through art or imaginative language. (It does not have to portray a war.)
- Divide into groups
- Groups should decide on medium and materials and then construct a tree.

Online

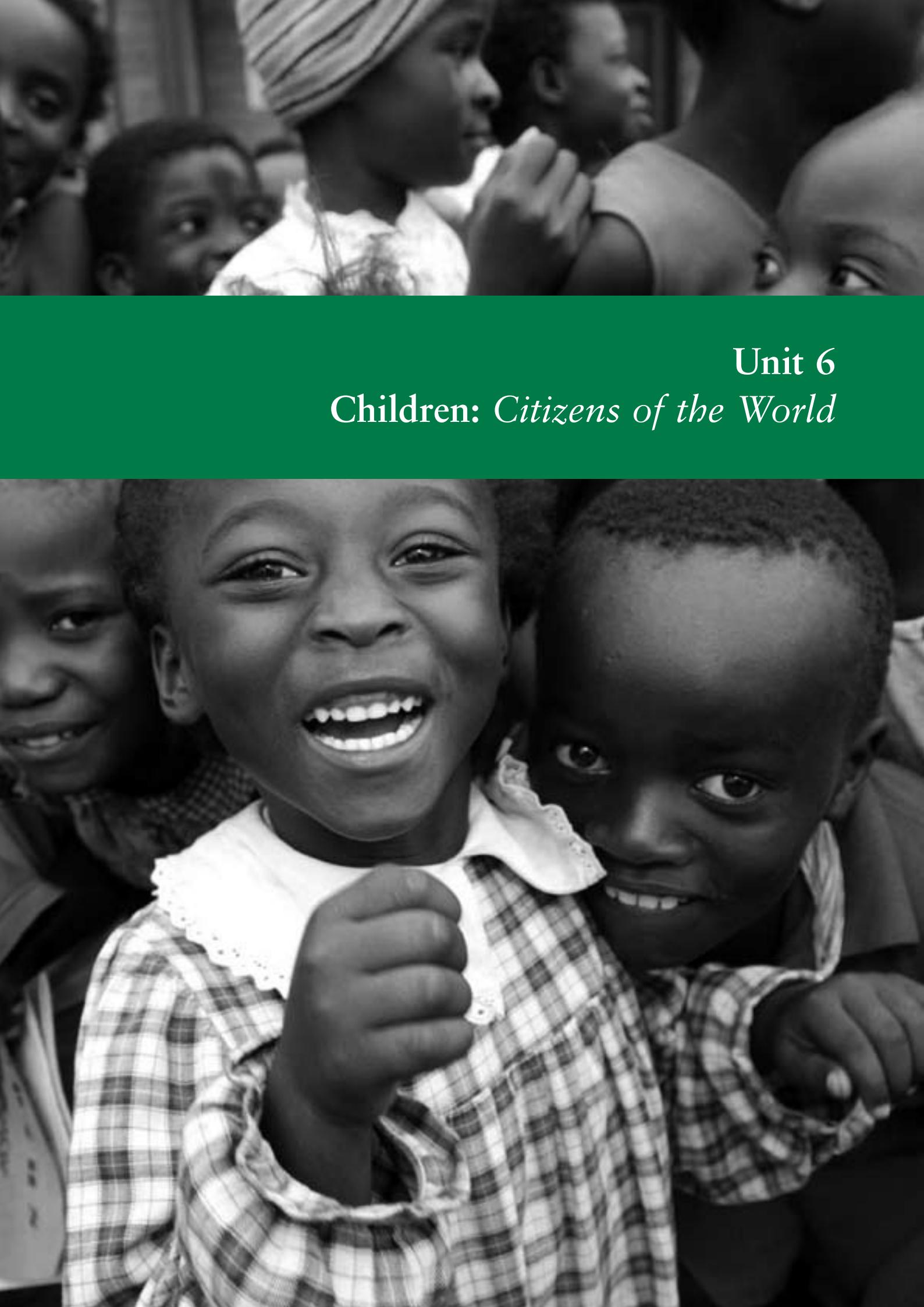


[www.pressureworks.org/play/
art/treeoflife.html](http://www.pressureworks.org/play/art/treeoflife.html)

For more images of the Tree of Life as well as more detail.

[www.oxfam.org.uk/coolplanet/
kidsweb/world/mozambique/
index.htm](http://www.oxfam.org.uk/coolplanet/kidsweb/world/mozambique/index.htm)

Mozambique- the history and background show how much this country has had to cope with in its recent past.



Unit 6

Children: *Citizens of the World*

Lesson 1

Street Children

MDG 1 Achieve universal primary education

Pupils here explore issues affecting one group of deprived children. Street children in any country usually experience absolute poverty. This is a problem Ireland shares with developing countries, where numbers are swollen by greater poverty and displacement due to disaster and war. Extension 1 relates the issues directly to children's rights.

In 2006, there were over 2000 people homeless in Dublin (The Homeless Agency).

Learning Objectives

That pupils will

- 1) explore the concept of a home
- 2) examine a development issue, homelessness, from a child's perspective

Curriculum

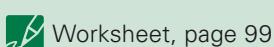
SPHE

Myself: making decisions (understanding the rights of myself and others)

English

Reading, Oral Language: Emotional and imaginative development

You will need



Worksheet, page 99

- Pictures of homes available in textbooks or the library. (Estate agents are a good source.)

Activity 1

My home



Group



Discuss, list,
evaluate

When doing this activity, teachers should keep in mind family circumstances of individual pupils.

- Show pupils pictures of different homes and ask them to suggest homes other than conventional houses.
- Discuss, pointing out that a house and a home are not the same. Ask pupils to identify what homes have in common.
- Ask groups to make a list of all the things they enjoy by virtue of having a home. They should also consider what they would miss out on if they had no home.
- Finally hold a class discussion on people living rough. In doing so, consider who, why and where.

Activity 2

Street children of Dhaka



Group



Brainstorm,
empathise,
discuss

- Find Bangladesh on a political map. Pinpoint Dhaka. Explain that many of the nine million people who live in the city of Dhaka are very poor. Some of those who live in greatest poverty are the street children. Up to one million street children in Dhaka live and work on the streets.
- Ask pupils to imagine living on the streets. What would they do each day, each night? Who would they have contact with? How would they get food? What would they look forward to? What would they fear?
- Group pupils.



- Ask them to brainstorm the problems they would encounter and to choose and list the 10 most important.
- Distribute the worksheet and ask them to read and complete it.
- Finally, ask pupils to read out their final comment from the worksheet. Discuss what groups discovered from comparing their imagined list of problems to those of the real street children. Note that many of the most serious problems identified by the street children do not concern food and shelter and reflect more closely children's rights, as referred to in the Convention on the Rights of the Child.

Extension Activities

SPHE **Convention on the Rights of the Child**

Distribute copies of the Convention on the Rights of the Child on page 104 and ask pupils (in groups) to match each problem to a children's right. Allow lots of time for discussion and development and let pupils choose an attractive visual format for communicating their thoughts.

Drama

Street Children

Ask groups to choose one of the difficulties experienced by the Street Children and to portray it through a freeze frame, short mime or drama.

Online



Homelessness

www.homelessagency.ie

Gives information about the Homeless Agency:



Street Children

[www.globalfootprints.org/
world/bangladesh/streetquiz.
htm](http://www.globalfootprints.org/world/bangladesh/streetquiz.htm)

Take the Dhaka street children quiz

[www.oxfam.org.uk/coolplanet/
ontheoline/french/street/
indexenglish.htm](http://www.oxfam.org.uk/coolplanet/ontheoline/french/street/indexenglish.htm)

Stories of street children from Mali in Africa

The worksheet on the following page is taken from www.globalfootprints.org and is the result of a survey by Cinnamul-Shishu Kishore Sangstha (CSKS), a Street Children Programme in Dhaka, Bangladesh, to find out the worst problems facing street children. CSKS has been working with street children in Dhaka since 1987.

Worksheet: Unit 6, Lesson 1

Street Children



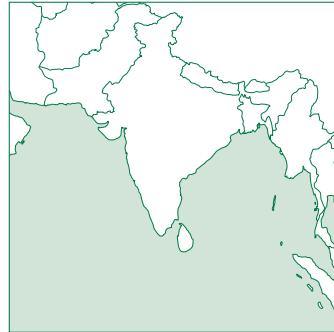
Name:

Date:

Activity 2

Top ten problems in order of importance as identified by street children in Dhaka, the capital of Bangladesh in South Asia.

1. Being tortured by police
2. Being abused and robbed of their money by adults
3. Adults insulting them or physically hurting them
4. Not enjoying the work they do on the streets
5. Not being able to get a job
6. Girls not being able to marry or finding it difficult to marry
7. Feeling frightened and hopeless about the future
8. Having very little money and earning very little from their work
9. Not having the power to protest against bad treatment by adults
10. Not being able to learn to read, write and do maths



Compare the list of problems you identified before reading the worksheet with those of the Street Children.

Note here which of the Street Children's ten problems you had not considered. (Mark the ones that surprise you most):

Note here problems you had identified but which are not included in the Street Children's top ten:

Make one comment on what you have discovered:

Lesson 2

A World Fit for Children

Lesson 1

→ **Lesson 2**

Lesson 3

MDG 8 *Develop a global partnership for development*

This lesson encourages pupils to reflect on the problems facing children around the world. It also reinforces the message that children are citizens. The rights of children have been foregrounded in recent years, particularly through the Convention on the Rights of the Child.

Learning Objectives

That pupils will

- 1) develop their awareness of discrimination against children
- 2) respond as citizens

Curriculum SPHE

Myself: Making decisions (understanding the rights of myself and others)

English

Reading, Oral Language: Developing cognitive abilities

You will need



Worksheet, page 102

- sheets of A4 paper for each pair/small group

Activity 1

Children in need



Class



Actively explore

- Ask every third pupil to stand up. Explain to the class that, if all the children in the world were assembled, that is the proportion that would have experienced regular hunger by the age of 5. Explain that hunger is just one problem facing children in the world.
- Follow the same procedure for every fourth pupil. Explain that one in four children has not been immunised against the major diseases.
- Follow the same procedure for every fifth pupil. That is the number of children not attending school.
- Give children the following information:

A very important event for children of the world occurred in 2002 when the United Nations

held, for the first time a session specially devoted to children.

Children's voices were listened to directly for the first time. The United Nations was established in 1945 after the Second World War to maintain world peace and deal with global problems and is the most important organisation on Earth for the nations of the world, including Ireland. Children from around the world addressed the opening session in New York, where they were listened to by all the Heads of Government.

- Read out the opening words of The Secretary General of the United Nations, Kofi Annan to the children:

We, the grown-ups, have failed you deplorably. One in three of you has suffered from hunger before you turned five years old. One in four of you has not been immunized against any disease. Almost one in five of you is not attending school.... We, the grown-ups, must reverse this list of failures.

- Refer back to the opening exercise and allow time to discuss who is responsible.



Activity 2

Child Power



Pairs/Small Group



Read, discuss, identify key issues

- Divide the class into pairs/small groups.
- Distribute the worksheet and allow time for pupils to read, discuss and complete the question.
- Give pupils an opportunity to display the right they agreed on in exercise 3 of the worksheet and to explain why they chose it.

Extension Activities

Visual Art

Children's voices

- Ask pupils, working in groups, to make an illustrated montage of the children's statements.

Project

English

Make a book of children's Issues

Assemble a book of children's issues over time from media sources.

Online



Children's rights

[www.childrensrights.ie/
didyouknow.php](http://www.childrensrights.ie/didyouknow.php)

The Irish children's Rights Alliance website

www.dailnanog.ie/

Every young person in Ireland has the right to be represented at their County or City Comhairle na nÓg and nationally at Dáil na nÓg.

Worksheet: Unit 6, Lesson 2

A World Fit for Children



Name:

Date:

A statement entitled "A World Fit for Us" was made by children to the United Nations Special Session on Children in 2002, an important event in the recognition of children's citizenship." Here are some of the things they said:



When you are satisfied that you have read the children's statements carefully do these exercises with your partner(s):

1. Why did the children call their statement A World Fit For Us?

2. Kofi Annan, the Head of the United Nations, said that adults had failed children. Give four examples of ways in which this might be so:

A.

B.

C.

D.

3. The children said:

We promise that as adults we will defend children's rights with the same passion that we have now as children.

- Decide on a children's right that is important.
- On a sheet of paper write the title "A World Fit for Children" and underneath the right you have chosen.
- Divide the remainder of the page and write two headings: "Now" and "When I am grown up".
- List ways that you might defend that right under both headings.
- Make the sheet attractive for display purposes.

Lesson 3

Deadline: 2015

This final activity helps pupils to focus on the fact that they are the world's stewards who will be growing into adulthood when the MDGs are due to be attained in 2015.

Learning Objectives

That children will

- 1) review what they learned about development
- 2) using imagination, project their aspirations for a better world

Curriculum

English

- a) Oral language: Developing cognitive abilities
- b) Writing: Emotional and imaginative development

You will need

- MDGs poster
- art materials

Activity 1

Review the MDGs



Class



Discuss

Do a quick review of what pupils have learned about the MDGs and what their expectations are.

Sensing the World

What is it like waking up? Where are you? Is it sunny or overcast, warm or cold? What do you hear, see, smell? How do you feel? What are you looking forward to?

What is different?

You are taller. Your feet and hands are bigger. What else is different? What will happen when you get up – think of new technologies, clothes? What is different in your room, your house, on TV, outside on the street? What is on the news? How will you travel to school or work? How will you spend the day? What will you be happy about? What will concern you?

Activity 2

2015 and the MDGs



Individual or small group



Reflect imaginatively

Remind pupils that 2015 is the target date for the MDGs. Pupils should then be asked to relax and imagine waking up in the year 2015. Ask them what age they will be. Take them slowly through the stages of acclimatising to the world, using the following prompts:

When pupils have imagined themselves into their future, they can describe decisions about how their hopes of today for themselves, their family, their community and for the world will have developed. Pupils may choose to write, compose music or make a visual image of their vision for the future.

Some pupils may be happier working in small groups at this stage.

Convention on the Rights of the Child

Simple version taken from 'Lift Off', a resource for primary schools,
Amnesty International, Ireland, 2004

Every child has:

- **the right to life;**
- **the right to a name and nationality;**
- **the right to be with their parents or with those who will care for them best;**
- **the right to have a say about things that affect them;**
- **the right to have ideas and say what they think;**
- **the right to practise their religion;**
- **the right to meet with other children;**
- **the right to get information they need;**
- **the right to special care, education and training, if needed;**
- **the right to health care;**
- **the right to enough food and clean water;**
- **the right to free education;**
- **the right to play;**
- **the right to speak their own language;**
- **the right to learn about and enjoy their own culture;**
- **the right not to be used as a cheap worker;**
- **the right not to be hurt or neglected;**
- **the right not to be used as a soldier in wars;**
- **the right to be protected from danger;**
- **the right to know about their rights and responsibilities.**