ACTION ON GLOBAL CITIZENSHIP

TEACHER TOOLKIT

Global Action Plan (GAP) Ireland is an award winning not-for-profit environmental organisation and leader in the field of Education for Sustainable Development (ESD). We support schools, communities and businesses to take practical, environmental action to live and work in a more sustainable way. GAP Ireland is part of GAP International – a global network of organisations in 27 countries that facilitate behaviour change to promote environmental sustainability.

Sustainability is our mission:

Our mission is to support people to live more sustainable lifestyles, by offering practical yet creative solutions that inspire people to act.

By focusing on environmental behaviour change, GAP programmes empower individuals to change their long-term consumption habits with sustainable living tools and programmes.

We would like to thank and acknowledge the support of Irish Aid's WorldWise Global Schools in developing this toolkit.

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MIX
Paper from responsible sources
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FOREWORD

At Global Action Plan we believe that empowered individuals can make a difference!

The United Nations Sustainable Development Goals have given us a universal set of global objectives, and an agreed framework within which to build a better and more equal society for all. We all have a responsibility to become leaders and champions of these goals so that we can work towards ending poverty, protecting the planet and ensuring equality and prosperity for all.

According to the UN, the world today is home to the largest generation of youth in history, with 1.2 billion aged 15-24. Therefore, in order to achieve these goals, we must engage a generation of young people who are aware and believe in these goals and who can be the drivers of change to put the world on a more sustainable path.

In researching and compiling this resource, our goal was to support Ireland's educators in enabling students to grow into active global citizens and become more skilled in evaluating their own personal ethics and impact of their decisions.

We hope that our 'Action on Global Citizenship – A Toolkit for Teachers' will support educators to empower their students in becoming active global citizens in their schools and communities, with a range of activities and resources which align to the National Curriculum, whilst using active learning methodologies in an engaging and fun way.

Developing this toolkit has been an exciting and rewarding process for Global Action Plan and we would like to sincerely thank Irish Aid's WorldWise Global Schools Programme for supporting this project.

Vanessa Moore
Chief Executive Officer

Curriculum Links

This resource has been developed by Global Action Plan Ireland in line with the Key Skills of Junior Cycle (2014), Draft Guidelines on Wellbeing in Junior Cycle (April 2016), and the new CSPE Specification for Junior Cycle Short Course (June 2016).

Source: National Council for Curriculum and Assessment (NCCA).

A large proportion of the 24 Statements of Learning (SOL's) as outlined in the Framework for Junior Cycle (2015) are evident in this resource, in particular we would like to highlight a strong alignment to the following:

- The student has an awareness of personal values and an understanding of the process of moral decision-making (SOL 5)
- The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives (SOL 6)
- The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (SOL 7)
- The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change (SOL 8)
- The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him (SOL 9)
- The student has the awareness, knowledge, skills, values and motivation to live sustainably (SOL 10)

Source: Department of Education and Skills (DES).

In Strand 2 of the new CSPE Short Course, Global Citizenship, students are required to explore issues of poverty, inequality and sustainable development and look at ways to bring about effective change. All 12 Learning Outcomes of this strand are addressed in this toolkit.

There are also strong cross-curricular links throughout the resource, with specific subject learning outcomes listed at the start of each chapter. The strongest Junior Cycle subject links include English, Geography, Business Studies, Science, Maths, ICT, Art and PE. We envisage that many of the activities in the teacher toolkit will also be of use to Transition Year Coordinators in planning TY units and action-oriented projects, as well as the Senior Cycle subject Politics and Society.

Active learning methodologies are employed throughout this resource, utilising both tried and tested development education activities and some new gems we are delighted to share with you. Many activities lend themselves to collaboration with existing groups such as Green-Schools, Student Council, Parents Association, Board of Management and the local community etc. Interactive and hands-on joint exploration allows us to create a learning environment that extends beyond the classroom and will hopefully help to develop active global citizens.

How to use the toolkit

This toolkit is organized into 8 chapters, each with a different theme and strongly linked to the Sustainable Development Goals (SDGs), or Global Goals as they are commonly referred to. While you can certainly flip between chapters, we recommend starting with Chapter 1 as it will provide a good introduction to Sustainable Development and allow you to explore the following chapters at your own pace. There are introduction activities, main activities and extensions in each chapter! At the start of each chapter, you will clearly see the Learning Outcomes, Cross-Curricular links and important Key Skills.

Schools are actively encouraged to apply for the WWGS Global Passport Award at www.worldwiseschools.ie

You will see the relevant stamps alongside SDGs highlighted like this throughout the chapters:
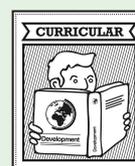
Lastly, we hope you enjoy using this resource, and please feel free to get in contact with us if you have any questions.

Chapter	CSPE	English	Geography	Business Studies	Science	Politics & Society
1	2.2b	OL7, W1	B1(i)	3.6		
2	2.2a, 2.7	R2, R3		3.2		4.2
3	2.1, 2.3				3.10	
4	2.8	R10, R2, OL5	A2(v)		2.7	3.2
5	2.5, 2.6	OL3, OL5, W2	C4			
6	2.4, 2.10	OL4, OL8, OL9, W3	A2		2.7	
7	2.9	R3	B1			
8	2.11	R3			1.9	3.1,3.4
Reflection	2.12					

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INTRODUCTION

This toolkit aims to bridge the gap between Education for Sustainable Development (ESD) and Development Education (DE) through an environmental education perspective.

Education for Sustainable Development has been defined as strengthening the capacity of people to make choices for sustainable development. It "can provide critical reflection and greater awareness and empowerment so that new visions and concepts can be explored and new methods and tools developed". ESD is about creating an active learning environment and encouraging sustainable actions, through the joint exploration of global issues and the interdependence of the economy, society and the natural environment. Sustainable development is explored through gaining knowledge and skills, challenging beliefs and attitudes, and learning through doing at the individual, community, national and international levels. Core values of ESD include social justice and equality; therefore ESD shares common goals and practices with development education as well as human rights education and citizenship education.

Source: National Strategy for ESD in Ireland (2014)

"Development Education is directly concerned with the educational policies, strategies and processes around issues of human development, human rights and sustainability".

Source: www.developmenteducation.ie

For **Irish Aid**, development education is "an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation by enabling learners to recognise the interconnected nature of their lives and the lives of people in the developing world." The vision is for "a sustainable and just world, where people are empowered to overcome poverty and hunger and fully realize their rights and potential".

Source: Irish Aid Development Education Strategy 2017 - 2023

"Development Education enables people to understand the world around them and to act to transform it. Development Education works to tackle the root causes of injustice and inequality, globally and locally. The world we live in is unequal, rapidly changing and often unjust. Global forces affect our everyday lives. Development Education is about understanding those forces and how to change them to create a more just and sustainable future for everyone."

Source: www.ideaonline.ie

The Millenium Development Goals (MDGs)

At the Millennium Summit in September 2000, the UN Millennium Declaration was adopted, committing world nations to a new global partnership to reduce extreme poverty and setting out a series of time-bound targets, with a deadline of 2015. These were known as the Millennium Development Goals (MDGs).

The MDGs aimed to address extreme poverty in its many dimensions; income poverty, hunger, disease, lack of adequate shelter, and exclusion; all while promoting gender equality, education, and environmental sustainability. They are basic human rights: the rights of each person on the planet to health, education, shelter, and security.

- In 1990, 47% of the population in the developing world lived on less than $1.25 a day; that proportion dropped to 14% in 2015.
- The literacy rate among youth aged 15 to 24 has increased globally from 83 per cent in 1990 to 91% in 2015.
- Despite population growth in the developing regions, the number of deaths of children under five has declined from 12.7 million in 1990 to almost 6 million in 2015 globally.

While the implementation of the MDGs were largely successful across the globe, the Millennium Development Goals 2015 Report acknowledges that shortfalls and outstanding challenges remain.

Source: www.unmilleniumproject.org

The Sustainable Development Goals (SDGs) or Global Goals:

On September 25th 2015, more than 150 world leaders adopted a new set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda (continuing on from the Millennium Development Goals). Each goal has specific targets to be achieved over the next 15 years. For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and you! These are universal goals for all countries to achieve.

This resource pack will give you some fun and creative ideas on how to get informed about the Sustainable Development Goals and create active global citizens and do your bit for the planet.

ACTION
ON GLOBAL
CITIZENSHIP

CHAPTER 1
SUSTAINABLE DEVELOPMENT

🎓

CSPE Learning Outcome 2.2b: Devise your own definition of sustainable development.

Cross-curricular links: English (OL 7, W1), Geography (B1(i)), Business (3.6), ICT, Art.

Key skills: Managing myself: Making considered decisions. Communicating: Discussing and debating.

INTRODUCTION:

WORD CLOUD 🕐 30min

- Write "**Sustainable Development**" on the whiteboard and ask your students to jot down a few words on scrap paper to themselves that come to mind when they hear the phrase.

- If they need a prompt you could ask them to think of any current **local**, **national** or **global** issues that people can work together to overcome. There are no wrong answers!

- Get the ball rolling by asking one student to share one word they wrote down, then ask the rest of the class to put their hand up if they have the same or a similar word. Count the hands up and record this word and number (e.g. 'global' x6) on the whiteboard before moving on to the next student. Continue for five minutes or until you reach a natural stopping point.

- Using the word cloud activity results, ask your students to draft a definition for sustainable development in pairs or small groups.

PERSPECTIVES WORLD COMPROMISE PEOPLE NORTH CAPACITY AFFECTS GENERATIONS BLUEPRINT SOUTH INDIVIDUALS LIMITS GROWTH **SUSTAINABLE** TRAGEDY WANTS **DEVELOPMENT** SURVIVAL EDUCATION FUTURE POSITIVE NEEDS SILENT COMMON GLOBAL NEGATIVE

- Watch the video on sustainable development below and find out if any of your class definitions are similar.

- Why not check out some official development definitions on page 11.

- See the word cloud extension on page 8 for a simple cross-curricular extension with Art or ICT.

🔗 **Watch this video!**
"What is Sustainable Development" (2015), on the United Nations YouTube channel: http://youtu.be/3WODX8fyRHA

MAIN ACTIVITY:

SUSTAINABLE DEVELOPMENT GOALS MOVING DEBATE

45min

Go to our website!
www.globalactionplan.ie/education/resources

For this moving debate, you will need to download and print one copy of the SDG target cards. Alternatively, you could ask your class to make them. If printing, we recommend using the double-sided setting, which will use nine A4 pages.

Watch this video!
"The World's Largest Lesson" 2015 on
The Global Goals YouTube channel:
http://youtu.be/cBxN9E5f7pc

This video is updated in September each year, and endorsed by lots of celebrities around the world.

- Choose four students, giving them one SDG card each and ask them to stand in opposite corners of your classroom. Give them a few minutes to read through the targets on the back of the SDG card and plan a convincing statement.
- These students now have just one minute each to convince the rest of the class why their SDG is the most important.
- Time to move - the rest of class can join the student that has the SDG card that speaks to them most.

- Starting at the corner with the smallest number, ask one moving student to explain why they feel this SDG is the most important.
- Repeat this for all corners and then open up the floor for a brief discussion, encouraging the class to debate how one SDG might help or affect another.
- Give the students an opportunity to move once more, based on the open floor debate. If anyone moves now it's a good opportunity to ask what changed his or her mind.
- Repeat this for the next four SDGs, keeping the winning card aside each time for a final round.
- After all sixteen SDGs have been debated, take the four winning cards and do one ultimate round.
- Bring the activity to a close by explaining how everyone can have differing views on the Global Goals and all of them are important in varying degrees to different people. It's important to respect others' opinions and accept that different factors motivate different people to care or to take action.
- Lastly, show the class Goal 17: Partnerships for the Goals, asking the simple question; Can we achieve any of these targets by 2030 without working together?

Check out this website!
www.globalgoals.org

STUDENT CAPACITY & ENGAGEMENT

RESPECTFUL RELATIONSHIPS

and those only chosen once or twice will appear much smaller. Check out our example on page 7 for inspiration!

Communications: Share this on your school website or social media page using the hashtags **#SDGs #SustainableDevelopment** and **#GlobalGoals**

Use this website!
www.wordclouds.com

EXTENSION:

ART

30min

Here are two options for making your own Word Cloud, following on from the introduction activity and creating **opportunities for collaborative learning**.

Art: Create a sustainable development poster using a variety of fonts and display it on your global citizenship noticeboard so the whole school can see it.

ICT: Use the Word Clouds website to showcase your sustainable development word association from the introduction activity. The most popular words with your class will appear larger (e.g. 'global' x6),

CHAPTER 2
DEVELOPMENT

🎓 **CSPE Learning Outcomes** 2.2a: Consider a variety of definitions of development. 2.7: Discuss positive and negative effects of development in their local area.

Cross-curricular links: English (R2 & R3), Business Studies (3.2), Politics and Society (LC)(4.2)

Key skills: Working with others: Learning with others. Managing information and thinking: Gathering recording, organising and evaluating information and data.

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

INTRODUCTION:

PHOTO MATCHING ⏱ **45min**

Historically speaking, development has been associated with capitalism, industrialisation and modernisation. The true meaning of development can widely vary, depending on who you ask, or what perspective you take. Development is not the same as aid. While **aid** generally takes the form of immediate relief after a natural disaster or war, **development** can take into consideration longer-term **economic** circumstance, **social** transformation and **environmental** factors; however, these elements are not always equally weighted or sustainable.

See the simple diagram on page 10 of what sustainable development could look like and watch the video on human development below. Get your class thinking about development by asking the trigger questions.

🔗 **Watch this video!**
"What is Human Development?" on the UNDP Kosovo YouTube channel.
http://youtu.be/HwgZQ1DqG3w

Trigger Questions!

1. What are people's basic needs?
2. Are basic needs linked to development?
3. Do any of your needs conflict with one another? See our example in the box below.
4. Do you think some countries influence how other countries might develop? Give an example.
5. Do you think everyone benefits from economic development equally in society?

HOW DO OUR NEEDS CONFLICT WITH ONE ANOTHER?

**You need clean water to drink but you also need food to eat and a toilet to use…**

25% of drinking water in Ireland is sourced from groundwater bodies…

Nitrates from fertiliser, as well as spreading animal manure on land and the seepage of sewage to waters from septic tanks, are the principal risks to the quality of drinking water in Ireland.

Source: Environmental Protection Agency

Instructions

- Read through the definitions of development on page 11 and try to match each with a photo provided. If the definitions are too complex you could leave some out or simply ask them to group the photos under the following headings: sustainable development, gender and development, human development, economic development.

- A variety of combinations could work, depending on what students are drawn to in the photos or words. Be sure to discuss the reasoning behind matching a definition with an image.

- If they require a prompt, ask your students to think about the needs that might be evident in the photo, and whose priority is captured.

- This activity can be explored in lots of ways, here's a few methods to choose from:

  – Photocopy the resource pages 11 and 12 allowing each student individually match the definitions with thumbnail photographs, then compare with the person sitting next to them, discussing the reasoning for their choice.

  – This version requires space! Using the large resource photographs and two or three photocopies of the definitions (depending on how big your class is), choose 8 students to form a small circle in the centre of the classroom, facing outwards, each holding one of the 8 photographs. Ask the rest of the class to form a wider circle around the 8 students, facing inwards, each holding a copy of a development definition. When you are ready, the outer circle with the definitions will start to slowly rotate around the inner circle, looking at the photographs and sharing their definitions until they think they have found their match.
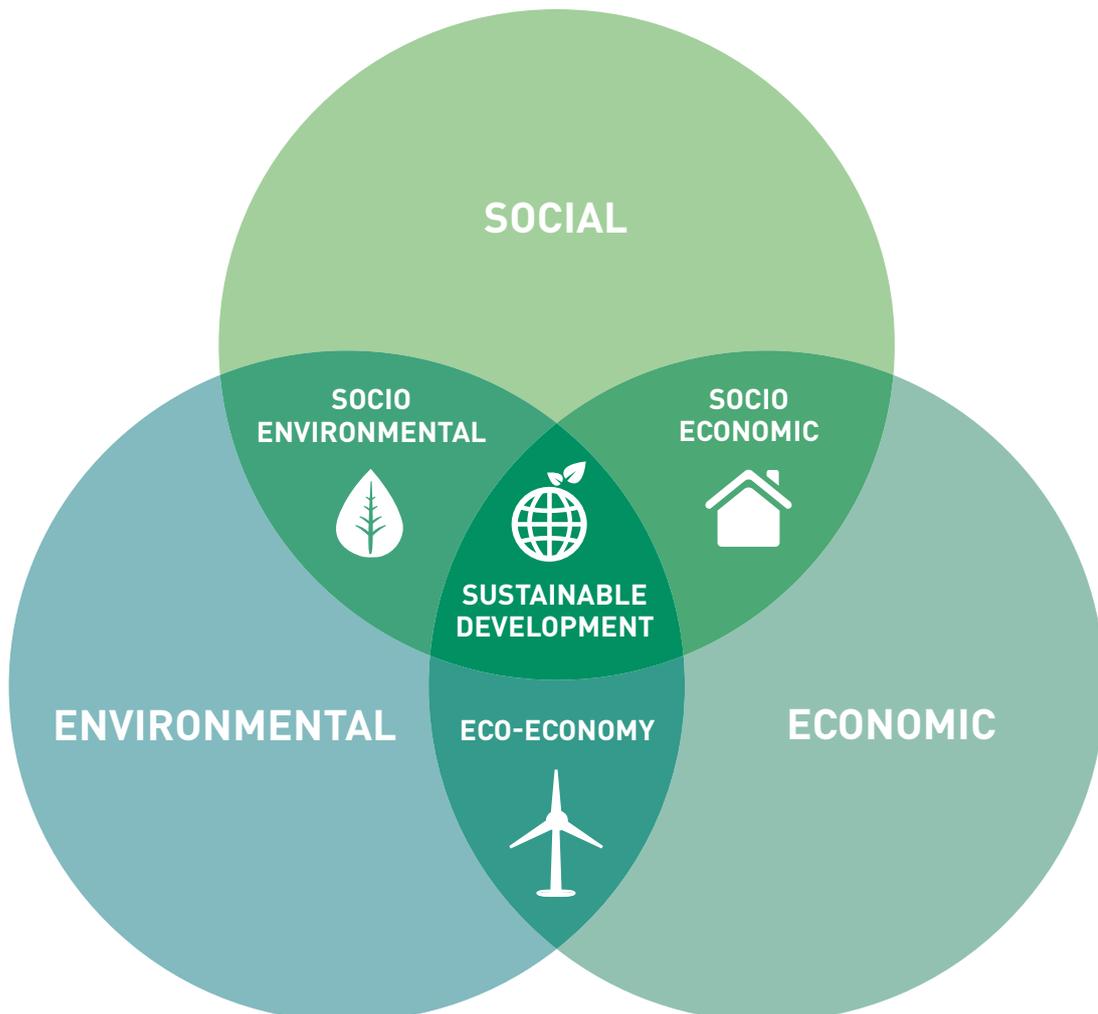
i. **Human development** focuses on improving people's lives, creating fair opportunities and choices (UNDP).

ii. **Economic development** is shaped by government policy and looks at economic growth, quality of life, new technology and entrepreneurship (USEDA).

iii. **Social development** aims to benefit all people and believes that social change influences development (ISS).

iv. **Gender and development** looks at how decisions and development practices affect men and women differently in relation to power and opportunities" (DevEd).

v. **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).

vi. **Animal welfare and development** states "development will not be balanced or sustainable if important aspects such as animal well-being are not included in programmes" (World Animal).

vii. **Culture and development** is important in achieving sustainability, as culture is believed to drive the economic, social and environmental factors of development (UNESCO).

viii. **Climate change and development** is committed to "work together to better integrate climate change adaptation into development planning and assistance" (OECD).

DEFINITIONS OF DEVELOPMENT SHEET 2

📋 PHOTOCOPY

Rights of the Child Club training, Kenya. Source: Aidlink

Girl Friendly Latrines at a Primary School, Kenya. Source: Aidlink

Primary School Water Tank, Kenya. Source: Aidlink

Parents Association in a Primary School, Kenya. Source: Aidlink

Flooding in Athlone, Ireland 2009.
Source: Flick.com – Tom Foley – moby.to/lgvnrq (CC BY-NC-SA 2.0)

Wind Farm at Tralee, Ireland 2006.
Source: Vincent MacNamara/shutterstock.com

Woman participates in food for work programme, Ethiopia.
Source: 'Food and Farming in Tigray', Irish Aid 2014

Pupils attending school, Ethiopia.
Source: 'Food and Farming in Tigray', Irish Aid 2014

MAIN ACTIVITY:

DEVELOPMENT COMPASS ROSE

45min

In groups of four, use the Compass Rose resource on page 14 to examine a development project in your local area.

See the table below for some examples, alternatively, why not use larger National developments such as the Poolbeg Incinerator, the M3/Hill of Tara Motorway or the Shale Gas case as there is plenty of information widely available.

Consider the positive and negative effects from the following perspectives;

- North = **Natural Environment**: What effect could this development have on the local environment? Will it contribute to, or combat, climate change? What positive or negative impacts would this have on the soil, air, water and biodiversity?

- East = **Economic**: Will the development project create a profit or loss? Who will be positively/negatively affected? Are their grants/aid to support it? How will it affect businesses and jobs in the area? Can it survive long-term?

- South = **Social**: Does this development project address diverse needs within the local community? For example, people of different culture, age or gender. How will it contribute to the wellbeing of the community?

- West = **Who**: Who holds the decision-making power and who influences how it happens or when it happens? Who benefits? Who is adversely affected? Was the local community consulted? Is it politically motivated?

new cycle paths	social housing	new school
shopping centre	free English classes	free healthcare
'meals on wheels'	community garden	community energy scheme
youth club	unemployment centre	tree planting initiative

DEVELOPMENT COMPASS ROSE

NATURAL

N

W

E

WHO DECIDES
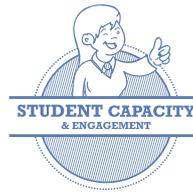
ECONOMIC

S

SOCIAL

EXTENSION:

COLLABORATIVE LEARNING

45min

Here's another great **opportunity for collaborative learning**.

Business Studies: Using the World Bank website or another source of your choice, compare and contrast a couple of development measures, considering the indicators they use and if they fairly represent both the Global North and South.

See our suggested list of development indicators:

- GDP: The Gross Domestic Product looks at the total value of goods produced and services provided in a country.

- HDI: The Human Development Index takes into account life expectancy, education and income.

- HPI: The Happy Planet Index considers peoples wellbeing, life expectancy, inequality and their ecological footprint.

- MPI: The Multidimensional Poverty Index looks at health, education and basic standard of living in terms of deprived indicators.

Ask your class to consider the following questions when they are considering the development measures.

1. Are there any limitations to the various development measures?

2. Are any measures purely based on the economy?

3. Which development indicators consider the environment?

4. Do you think wellbeing is an important measure of development?

5. How is poverty measured in Ireland?

🔗 Here's a good place to start!

Use the World Bank website to compare development indicators in any country of your choice: databank.worldbank.org/data/home.aspx

The UNDP website has a fantastic interactive world map depicting the Human Development Index: www.hdr.undp.org/en/countries

The Happy Planet Index also has a great map that you can easily compare to the HDI: www.happyplanetindex.org/countries

The Combat Poverty Agency has very useful pages on measuring poverty in Ireland: www.combatpoverty.ie/povertyinireland/measuringpoverty.htm
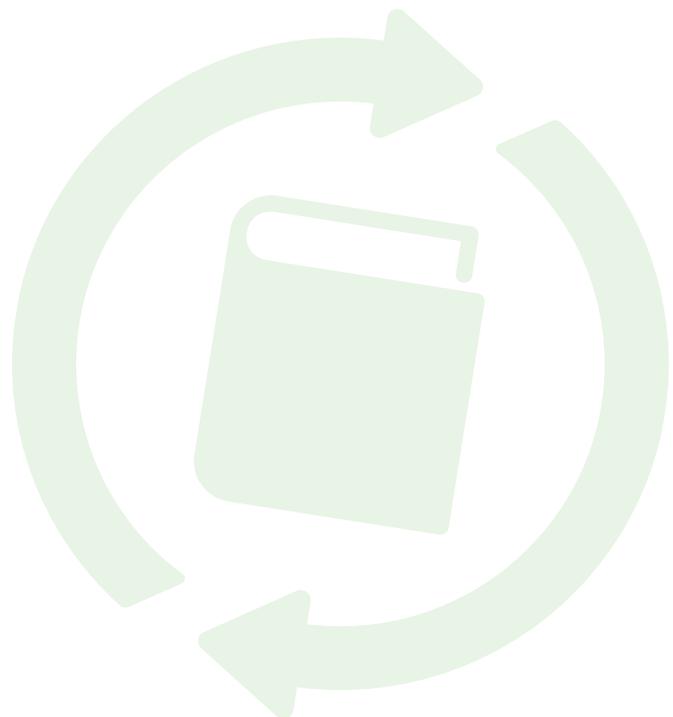
CHAPTER 3 ECOLOGICAL FOOTPRINT

CSPE Learning Outcomes: 2.1: Communicate how they are connected to and dependent upon ecosystems, people and places, near and far. 2.3: Create a visual representation of data depicting their ecological footprint.

Cross-curricular links: ICT, Maths, Science (3.10).

Key skills: Being Creative: Imagining. Staying well: Being social. Communicating: Using numbers and data.

INTRODUCTION:

PHOTO FOOTPRINT CHALLENGE

45min

When you walk in wet sand, what do you leave behind?

Your lifestyle choices also leave behind footprints, but sometimes the effect or impact of these choices are not visible right away, or are not visible to those who made the choice.

Trigger Questions!

1. Has anyone heard of a carbon footprint? What about a water footprint?

2. Does anyone want to guess what an ecological footprint might be? Think of your lifestyle, what are your needs, what are your wants?

3. Have you ever thought about the land that is required to produce the food you eat? How much water is needed to produce the clothes you buy?

Source: Sharomka/shutterstock.com

4. What about the transport or energy you use on a daily basis?

5. What waste do you create as a result of your lifestyle choices?

In its simplest form, **an ecological footprint refers to the pressure our lifestyle puts on the planet.** While a carbon footprint measures the amount of CO_2 produced, and a water footprint measures the amount of H_2O used, an ecological footprint refers to the total amount of resources used and waste produced.

FACT! THE SURFACE OF THE EARTH IS **51 BILLION HECTARES** BUT ONLY **27%** OF THIS IS BIOLOGICALLY PRODUCTIVE LAND.

Instructions

For homework, ask students to take 6 photos or draw 6 simple sketches of their individual 'ecological footprint' over 24 hours, using the categories below.

Discuss in class when you might use/consume the following...

1. **Water**? Flushing the toilet, washing hands, having a shower/bath, brushing teeth, drinking water, washing dishes, dishwasher, washing machine, watering flowers, washing car, cleaning windows, cleaning the kitchen/bathroom or cooking. Are you using rainwater, treated water (potable) or would you ever consider reusing water from washing the dishes to flush your toilet (grey water)?

2. **Energy**? Charging phone/tablet/laptop, showering, household appliances like a kettle, toaster, fridge, smoothie maker, microwave, alarm, t.v., internet, gaming consoles, lights or the iron. Is the energy source from fossil fuels or renewables? What emissions are associated with the energy source? How efficient is the source and appliance?

3. **Food?** How was your breakfast grown, washed, processed, packaged, transported?

4. **Transport?** Are you using a car, bus, tram, train, boat or airplane? Do you get from A to B by cycling, skating, scooting or walking? What is the most efficient method? What emissions might be associated with each form of transport you use?

5. Create different types of **waste**? Is it going to landfill, incineration, recycling, composting? Could it have been used again in some way? What carbon emissions have been released or will be released over the lifetime of the waste?

6. Utilise different **buildings**? Each building requires land and uses natural resources in construction, requiring energy and releasing CO_2 from burning fossil fuels. Each person who uses a building shares a part of its ecological footprint, in terms of lifetime emissions.

    *   After 24 hours, students are to send 6 photos/sketches each.
    *   Organise the photos/sketches into 6 themed groups, creating a collage for the global citizenship noticeboard or presentation which could be uploaded to your school website and social media pages.
    *   **ICT**: Ask your students to use the Carbon Footprint Calculator (website listed below) to estimate their individual footprint for the last 12 months. Use the Irish averages listed in the fact boxes if they can't find out their actual household consumption.

🔗 **Use this website to find out your carbon footprint!**
www.carbonfootprint.com/calculator.aspx

FACT!

IN 2015, THE AVERAGE IRISH HOUSEHOLD USED 5,300KWH OF ELECTRICITY AND 13,800KWH OF GAS, EMITTING APPROXIMATELY **5.5 TONNES OF CO₂ PER HOUSE** (SEAI).

IN 2011, THE AVERAGE ANNUAL MILEAGE OF A PETROL CAR WAS **16,000KM** AND A DIESEL CAR WAS **23,800KM** (SEAI).

IN 2005, THE AVERAGE PERSON IN IRELAND HAD A CARBON FOOTPRINT OF **7.97 METRIC TONNES** (UN).

MAIN ACTIVITY:

WORLD CAFE

🕐 **45min**

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION

- Break the class into 6 groups and give each a large sheet of paper and some markers on a table.
- Give each group one of the 6 categories from the photo footprint challenge; water, energy, food, transport, waste and buildings.
- Give them 15 minutes to write down as many sustainable living actions that could be implemented at the following levels; individual, school/community, nationally and globally (see examples below).
- Now ask the 6 groups to leave their paper behind and rotate clockwise to the next table.
- Give them 5 minutes to read what sustainable living actions that group has suggested, allowing them the opportunity to add to the page if they can think of anything new for that category.
- Do this 5 times until the group ends up back where they started with their original category, giving them 5 minutes to see what suggestions other groups may have written on their page.

WATER
INDIVIDUAL • Have a quick shower – 4 minutes or less	**SCHOOL / COMMUNITY** • Install a rainwater-harvesting butt
NATIONALLY • Start a petition to change a national policy	**GLOBALLY** • Which Global Goals relate to your actions?

🔗 **Use this website!**
www.globalgoals.org

Adapted from www.theworldcafe.com

EXTENSION:

TAKE ACTION!

🕐 15min

Individual actions can collectively make a big difference. Using the individual actions from the World Café activity, encourage everyone to take action by pledging to do something, for example, give up plastic bottles, bags, straws etc. Display your pledges somewhere prominent in school so others might be encouraged to follow your example.

Maths: What could you save if the whole school took this action? What about your community? Or the entire country?

See our example of how a small action can have a big impact below.

13 CLIMATE ACTION

STUDENT CAPACITY & ENGAGEMENT

🔗
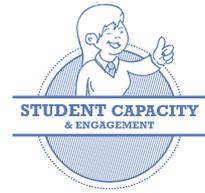
Use these websites!

Find out the population of your town, city or county – www.citypopulation.de

Read the Sustainable Living Guides on our website – www.globalactionplan.ie/take-action/

ACTION say NO to plastic bags!

IF THE BALLYMUN COMMUNITY STOPPED USING PLASTIC BAGS, THEY COULD SAVE

18 FULL BIN TRUCKS

OF PLASTIC EVERY YEAR!*

IF EVERYONE IN DUBLIN SAID NO TO PLASTIC BAGS, THEY COULD SAVE OVER

€38MILLION

THAT'S ENOUGH MONEY TO GIVE EVERY SCHOOL IN IRELAND

€10,000!

IF IRELAND BANNED PLASTIC BAGS, IN ONE YEAR, IT WOULD SAVE THE SAME AMOUNT OF CO_2 AS TAKING

20,000 CARS

OFF THE ROAD – OR EVERY CAR IN OFFALY

17-OY-1234

* Based on an average Irish household (2.7 people) buying 365 plastic bags a year = 8 bags at a big shop once a fortnight and 1 bag every second day at a local shop.

1kg of plastic has a carbon footprint of 6kg of CO_2 and 2kg of oil – that's just 20 bottles or 30 bags!

The average black bin in Ireland still contains 13% plastic!

Recycling plastic saves twice as much energy as burning it an incinerator.

Use some of these facts to help you do your own!

FACT! TURNING OFF THE TAP WHEN BRUSHING YOUR TEETH CAN SAVE UP TO **10,000 LITRES OF WATER AND 65KG OF CO_2 PER YEAR!** (EPA)

1KG OF PLASTIC (20 BOTTLES OR 30 BAGS) PRODUCES **6KG OF CO_2** (TIME FOR CHANGE)

1 REAM (500 SHEETS) OF RECYCLED, UNBLEACHED PAPER SAVES **100 LITRES OF WATER, 20KWH OF ENERGY, 7.5KG OF TREE PULP AND 1.6KG OF CO_2** (IFEU)

CHAPTER 4

GLOBAL JUSTICE

INTRODUCTION:

WORD PLAY   30min

It's time to explore your school vision, objectives and ethos in light of Education for Sustainable Development or Development Education!

- Thinking back to your sustainable development word cloud (page 7) and the development definitions (page 11), brainstorm some words or phrases that your class feels are important to have in your school mission, aims or values.

  – Think about the incoming First Years, what makes your school special?

  – Prompt if needed: knowledge of the world, concern for the wellbeing of others and the planet, capacity to explore and engage, supported inclusion and diversity, experience and interest etc.

  – Key words: education, equality, social justice, sustainable development, human rights, global, innovative, active citizen, empathy, responsible, needs, engaged, skilled, culture, knowledge, discover, professional, career, develop, political, diversity, experience, participation, achievement, motivation, creativity, expression, confidence…the list is endless – find out what your students value!

- Gather together your school statements (mission, aims and values) – these can usually be found in your journal or the school website.

- Break into groups and take a couple of minutes to examine the words used in each short statement.

- Compare it with the words or phrases you brainstormed earlier. Are they represented? You might find a thesaurus helpful!

- Do you like your school vision, objectives and ethos? Are here any gaps? Do they support inclusion and diversity? When was the last time it was updated? Are students involved or consulted in developing the school statements?

- Consider approaching your School Management and having a conversation about incorporating Education for Sustainable Development or Development Education in your school statements. You could also write them a letter!

See these practical examples of school statements!
www.worldwiseschools.ie/de-themes-in-school-mission-vision/

MAIN ACTIVITY:

POWER ROLE PLAY DRAMA

45min

- Watch the introductory video on climate change below.

- Discuss power and how it can be used to repress (power over), empower (powering within and power to), or be collective (power with).

- To achieve action for climate change, what type of power/influence will be effective?

- Ask your class who they think has influence today when it comes to environmental awareness or decisions on climate change? It could be an individual or an institution.

- Add your classes suggestions to the list of climate change stakeholders below and break the class into small working groups or pairs, assigning each group one individual and/or one institution to research.

Questions they might consider include;

  – Who is the individual and why do they have power/influence?

  – What is the structure of the institution and why do they have power/influence?

  – Do they operate at a local, national, regional or global level?

  – Who is the target audience of the individual/institution?

  – What reach does the individual/institution have?

  – What type of power do they have and how do they use this power over others?

  – How can this individual/institution affect climate change positively or negatively?

- Ask each group to prepare a statement on climate change, from the perspective of their assigned individual and/or institution, giving them time to research the questions above, consider the power they have and what action they might take on climate change. YouTube is a great source for many speeches on climate change.

- In class, give each group a few minutes to present/perform their statement on climate change, focusing on the individual or institutions power, influence, reach and action.

- After all groups have presented/performed, allow a couple of minutes for Q&A's between the different individuals and institutions.

- A fun way to wrap up this activity would be for you to decide what happens to the world, based on who had the most convincing statement, who holds the most power or who has the greatest influence – what action on climate change will happen (if any)?

Individuals	Institutions
Leonardo DiCaprio (Oscars 2016)	Greenpeace International
Bill McKibben (350.org)	World Bank
Mary Robinson (Climate Justice)	United Nations
Donald Trump	European Union
Danny Healy Rae (Dáil Eireann 2016)	Shell
Pharrell Williams (COP21 2015)	Environmental Protection Agency Ireland

🔗 **Watch this video!**
"Climate change explained" on Trocaire's YouTube channel.
http://youtu.be/Eowlsxo4HnE

EXTENSION:

JUSTICE GROUP

🕐 **1 hour**

Set up a **Global Citizenship or Justice and Rights Committee** in your school.

Approach existing groups in your school and ask for advice on how to organise a successful committee, then start recruiting! Be sure to get permission from the Principal and let the Board of Management (BOM) and Parents Association know about the new group.

Extra **CURRICULAR 30PTS** ★

POLICY & ETHOS

🔗 **Look up these great school examples for inspiration!**
www.worldwiseschools.ie/
justice-rights-based-school-group/

QUICK COMMITTEE GUIDE

1. Find out who is interested – recruit.

2. Seek help in setting up from existing groups in your school or ask another local school for advice!

3. Hold your first meeting.

4. Draft your committee constitution or a group agreement, which should be signed by everyone.

5. Plan your first focus event or action, chapter 8 will help you with this.

5 POVERTY & INEQUALITY

CSPE Learning Outcomes: 2.5: Examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this. 2.6: Express an informed opinion about the root causes of poverty, both locally and globally.

Cross-curricular links: English (OL3, OL5, W2), Geography (C4).

Key skills: Communicating: Discussing and debating. Managing information and thinking: Thinking creatively and critically.

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

INTRODUCTION:

LARGE LEAP SMALL STEP

45min

- For this activity you will need to photocopy the personal testimonies on pages 24 and 25, making sure each student has one.
- Clear a big space in the middle of your classroom, use the hall if you can or if you have access to space outdoors that would be ideal.
- Holding hands, form a large circle – spread out! Alternatively, a line would also work.
- Give each student one of the personal testimonies and time to read it, encouraging them to step into the role of the card they have been given. It's okay if a few students have the same testimony – just don't let them stand next to each other.
- Read the first statement below, asking your students to take a LARGE LEAP forward if they think they always 'have access to safe drinking water', a small step forward if they think they sometimes 'have access to safe drinking water', stay still if they rarely have access or take a step backwards if they think they never have access.
- Repeat this process for the rest of the statements, giving the students a little bit of time to read over their testimony between rounds.

Personal Statements

Take a LARGE LEAP or a small step forward if…

1. You have access to safe drinking water.
2. You have enough food to eat.
3. You have a warm and secure home.
4. You are getting or have a formal education.
5. You have access to sufficient medical knowledge and care as needed.
6. You have equality of opportunity (in terms of gender, age, sexuality, disability, race, ethnicity/culture, religion/beliefs etc.)
7. Your community has the knowledge and resources to be resilient to the effects of climate change such as flooding and drought.
8. You are empowered and in control of your future.
9. Your life improves every day.
10. You can help people in your community to improve their lives.

Closing Questions

At the end, ask your students how they felt moving forward, staying still or moving backwards.

- What challenges are these people facing?
- How are they working to overcome this?
- Does climate change affect poverty or inequality, if so, how?
- As climate change increases globally, how will your circumstances change?
- How would you feel living their life?

Watch this video! If the world were 100 people, what would society look like? http://youtu.be/QFrqTFRy-LU

JACKLINE, KENYA

I am in form two at secondary school. Three of my elder siblings dropped out of school due to lack of school fees. One month ago, my father and elder brothers took the cows to a neighbouring county in search of water and grass. The water at the community borehole is no longer enough for using at home and for the animals because there is drought in our sub county. It only rained in December for one week and the grass has since dried up. When I started secondary school I enrolled in agriculture club where I learned about farming. I encourage my brothers and sisters to help me in planting maize, beans and vegetables in the kitchen garden. My parents are so happy. They share the food with our neighbours. We have also taught our friends how to farm. There are no rivers to help us irrigate our crops, but we get the water from the community tank in our village. My mother now sells vegetables in the market and uses the money to buy us books and pens. She also bought me a watch as a present because I helped her get money from the sale of the vegetables.

Source: Aidlink 2015

TRACEY, IRELAND

I am an Irish Traveller and growing up I lived in a trailer on a halting site with no facilities, for example, I had no water, toilet or shower. When I started school I was looking forward to making new friends but before I knew it I had no friends at all and I felt isolated. When break time came I had no friends to play with in the playground. Everyone stared at me as if I was an Alien. Only when I got older I realised I was getting discriminated against because I am a member of the travelling community. When I was in the middle of my junior cert, a young member of my family passed away to suicide. When I returned, one of my teachers passed me in the hallway in school, and asked me why I hadn't been in. She walked away but then turned back and said to me it's ok because its not as if you're going to get anywhere in life anyway. I left school, didn't finish my junior cert because I was disheartened. I'm 28 years old today and trying to build up credits equivalent to a Leaving Cert. I am way back in Education. Which is very upsetting really, I can do a lot and I know quite a lot too. But at the end of it I need that piece of paper. I am going to try get employment but again being a member of the travelling community it's very difficult in todays society.

Source: Pavee Point 2016

DANIJEL, MONTENEGRO

I was born in Podgorica, Montenegro. When I started understanding my sexuality, the first thing I noticed was that all the boys around me liked girls, while I liked a boy. That was not a problem itself, but the fact that I must hide it was a huge burden. After I had come out to my friends as gay, I told my mother as well. That sparked the first serious issue in our relationship when she started attacking me physically. One day I decided to leave our home and start a new life. I was meeting more and more people who were like me. My friends' support for my activism has been growing each day and we are thinking of starting an organisation that would directly advocate for our human rights. Everyone needs a place where they belong. Now I have a new family which I chose, family made of all of my friends and the man that I love who's with me in every moment and ready to support me and to comfort me for the anxiety generated by my work.

Source: OWPSEE 2013

INGRID, SOUTH AFRICA

When I was 19, I was attending College while my 9-month-old son was being taken care of by my mother. My son and I bonded in many ways, especially at breast-feeding times. One day I started coughing a lot, and then I lost my appetite. I lost concentration. I went to the clinic where I was tested for HIV and TB. Tuberculosis is a lung disease. I was nervous and scared waiting for 2 days to get those results, until I found out I had TB. I knew that TB could be cured, because my sister had TB, she took her medication and she was cured. This made it easier to accept. The bad thing about this was that I had to stop breast-feeding my son. If I hadn't stopped he may have got TB, maybe even died. I started to buy him formula milk with the government grant money. We coped, but we couldn't bond the same way. This broke my heart. At this time I felt like a bad mother because of denying my son what I know he needed. Three years later I am cured of TB and learning more about the disease. I also pass my knowledge to my family and the community, so that things can start to change for the better.

Source: SLF 2013b

SIPHOKAZI, SOUTH AFRICA

I was living with my mother who was a domestic worker. We used the train to get to work and school. I was 14 years old when my mother started getting sick. She didn't tell me what was wrong. Then one of her friends came and told me that they were attending the Clinic together. She was sleeping in bed and for four days she only drank Lucozade. The neighbours and relatives came to see my mother. They didn't know the cause of her sickness. They were telling my mother to 'go to the clinic', but she refused to go again. In the night I heard my mother in pain, gasping for air, and crying. I woke up in the morning and my mother was quiet. I got up at the usual time. I saw her face and I lost hope. I placed her head back onto the pillow and went to school. It was dark when I got home from school. The neighbour told me that my mother had passed away. I didn't have anyone. My mother taught me many things in life, but she never told me anything about this HIV AIDS disease. Thirteen years later I've seen no change for children like me. I wish someone could show them the way and comfort them. Show them not to give up and sleep around because they don't have their own places.

Source: SLF 2013b

ANON, BANGLADESH

In school my classmates used to mock my disability and my teachers did nothing. My family stopped my study when I was in grade 8 as they were poor. I tried to work with my father as a labourer but I did not get payment. I used to feel ashamed of myself and hopeless as nobody thought of me as capable of doing any job. Then I met one of the development organisations officers who saw my situation and talked to the principal of the school and enabled me to study again. I passed the secondary school certificate course and I am continuing my study, I have received training as a tailor and got a sewing machine to set up a tailoring shop and started a small business in my village. At the beginning people were not interested to give me any order and they had doubt of my work but when I proved my capability and with the advocacy of people I became successful. With assistance, I formed an organisation for the welfare of the marginalised people. I am now the secretary of the Disabled People's Organisation. Our organisation not only works for the disabled people, we also try to help older people and widows. The support gave me a new identity in my family as well as in my society and I feel like a complete human being now.

Source: We Can Also Make a Change 2013

NANCY, KENYA

Every day I woke up at 5am and walked nine kilometers to primary school with no breakfast. I remember the first day I got my period. I remember thinking I had eaten something poisonous and my stomach was bleeding. I removed my school jumper and tied it around my waist and decided to go to the class teacher to seek permission to go home. When my sister, Margret arrived home, I told her about what had happened. She advised me to use pieces of old clothes. In the following months, I remained home every time I experienced my period. When I sat my end of term exams, I dropped from position 3 to position 21 in class. One day, a visitor from the Girl Child Network supported by Aidlink came to our school. They gave us three packets of sanitary pads and three pairs of underwear. I had never seen a sanitary pad before. I was so happy and felt like someone had answered my prayers. We continued to receive sanitary towels every term. As a result of this, I did not miss my lessons and could concentrate on my class work. I later sat my Kenya Certificate of Primary Education course exam where I attained 302 marks out of 500. I was the first in a class of 19 pupils! Using my experience, I help girls in my village during the holidays. They come to me to seek information on the use of sanitary towels. I also explain to them about sexual maturation process and that monthly period is normal.

Source: Aidlink 2015

MAIN ACTIVITY:

V-CHART FROM THE MDGs TO THE SDGs

45min

1 NO POVERTY

- Watch the video on transitioning from the MDGs to the SDGs with your class.

- Use the V Chart on page 27 to explore poverty in more depth.

- On the left is MDG1 "eradicate extreme poverty", the result and what remains to be done, on the right is SDG1 "end poverty in all its forms everywhere" and some of the respective targets.

- The center space is for effective action; think of individual, school, community and national actions that will help build upon the MDGs and achieve the SDG targets.

- This activity is suitable for individual work, small groups or as a class activity – simply draw a large V-Chart on your whiteboard!

- You could also use the V-Chart to explore the other 7 MDGs with your class. A blank version is available for free download from our website listed below.

Watch this video!
Transitioning from the MDGs to the SDGs:
http://youtu.be/5_hLuEui6ww

Top websites for this activity!
www.unmillenniumproject.org/goals/gti.htm#goal1
www.globalgoals.org/global-goals/no-poverty/
www.globalactionplan.ie/education/resources

EXTENSION:

DEBATE IT!

2 hours

Extra CURRICULAR **30PTS** ★

Hold a debate on the root causes of poverty with your class.

Firstly, ask the class what they think causes poverty and record their responses. Then give each team a root cause to research, for example: debt, illiteracy/education, government policies, global decisions/power, war, climate change, health.

After each team has been given time to prepare and present a 5 minute opening statement on why their topic is the root cause of poverty, allow a couple of minutes for questions and answers.

At the end of the class, give each student 1 vote (they must not vote for themselves!) to choose which team they think gave the best argument on the root cause of poverty. The top 2 teams will then battle it out in the next class to decide an overall winner!

Action
Why not take part in the Concern Debates?
www.concern.net/get-involved-debates

FACT!

NEARLY 50% OF THE PEOPLE ON THIS PLANET LIVE ON LESS THAN $2.50 A DAY.

COULD YOUR WHOLE SCHOOL TAKE ONE ACTION IN SOLIDARITY?

TRY THE **#POVERTYBOX #SDGCHALLENGE** WHERE YOU LIVE ON JUST €2 A DAY FOR A WHOLE WEEK!

V—CHART

Individual Action

School Action

Community Action

National Action

MDG 1: ERADICATE EXTREME POVERTY

Target: Halve, between 1990 and 2015, the proportion of people whose income is less than €1 a day.

Result: Globally, the number of people living in extreme poverty has declined by more than half, falling from 1.9 billion in 1990 to 836 million in 2015.

SDG 1: END POVERTY IN ALL ITS FORMS EVERYWHERE

By 2030, have no extreme poverty anywhere, measured as people living on less than €1.15 a day.

By 2030, reduce at least 50% of the proportion of people living in poverty according to national definitions.

By 2030, ensure everyone has equal rights to economic resources, basic services, ownership and control over land and property, inheritance, natural resources, new technology and financial services.

CHAPTER 6 CLIMATE CHANGE

CSPE Learning Outcome: 2.4: Discuss three or more sustainable living strategies they can employ in their lives. 2.10: Evaluate how they can contribute in responding to one challenge currently facing the world.

Cross-curricular links: English (OL4, OL8, OL9, W3), Science (2.7), Geography (A2)

Key skills: Managing information and thinking: Using digital technology to access, manage and share. Being creative: Learning creatively.

INTRODUCTION:

MIX AND MATCH CLIMATE FACTS!

30min

Source: kwest/shutterstock.com

- Ask your class the questions below and then watch the video on climate change.
- Photocopy and cut out the table on page 29, mix up the climate facts, giving half a fact to each student.
- Instruct the students to talk to each other, moving around the class to find the other half of their fact.
- HINT: pay attention if you have the start of a sentence or the end of a sentence.
- Once everyone has found their match, have each pair of students announce their fact to the class.
- Ask the class if they knew this fact already and how it made them feel e.g. shocked, unsurprised, concerned, interested?
- Keep going until all 15 facts have been matched.

Quick Questions

- What do you know about climate change?
- If you were to explain climate change to a younger brother or sister, what would you say?
- What adverse impacts do we currently face due to climate change?
- How will climate change affect our future?

🔗 **Watch this video!**
"Climate change explained" on Trócaire's YouTube channel.
http://youtu.be/Eowlsxo4HnE

CLIMATE CHANGE FACTS! SHEET 1

✄ PHOTOCOPY

|	
Climate change refers to long-term changes in temperature, rainfall and winds as a result of…	**…an increased concentration of greenhouse gases in the atmosphere.** (Source: Met Office UK)
Human activities such as agriculture, burning fossil fuels for energy, transport and heating are causing…	**…a build up of greenhouse gases such as carbon dioxide and methane in the atmosphere.** (Source: Ask About Ireland)
As a result of climate change…	**…the Earth's temperature broke all records for the 3rd year in a row in 2016.** (Source: The New York Times)
Ireland's temperature…	**… has increased by nearly 1°C from 1890-2013.** (Source: Met Eireann)
The number of flash floods in Ireland is expected to…	**…increase, along with higher rainfall in the winter, due to climate change.** (Source: Met Eireann)
Per person, Ireland's greenhouse gas emissions…	**…are among the highest of any country in the EU.** (Source: EPA)
The poorest countries in the world often have the lowest emissions but…	**…are sometimes hit the hardest by the impact of climate change.** (Source: The Guardian)
Natural weather disasters have tripled since the 1960s, resulting in…	**…60,000 deaths each year, most of which are in developing countries with less resources to respond to disaster.** (Source: WHO)

CLIMATE CHANGE FACTS! SHEET 2

|	
Climate change is causing ocean acidification, which is…	**…putting many organisms and habitats, such as the coral reef, at risk.** (Source: Marine Institute)
The Kyoto Protocol was developed by the United Nations Framework Convention on Climate Change to set…	**…international targets for emission reduction and help combat climate change.** (Source: UNFCCC)
In Ireland, the biggest contributors to climate change are…	**…agriculture and transport.** (Source: EPA)
Ireland's main sources of renewable energy are…	**…wind power and bioenergy.** (Source: SEAI)
In 2015, renewable energy in Ireland made up…	**…just 10% of the total energy consumption.** (Source: SEAI)
Livestock and their byproducts account for at least…	**…51% of all worldwide greenhouse gas emissions.** (Source: Cowspiracy)
You could reduce your carbon footprint by…	**…eating less meat and dairy, using public transport, cycling or walking, reduce waste, reuse and recycle, insulating your home and and flying less.** (Source: The Irish Times)

MAIN ACTIVITY:

PROBLEM & SOLUTION TREE 🕐 **45min**
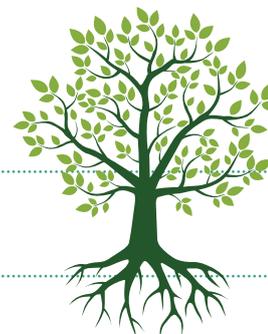
- Divide your class into working groups.

- Give a copy of the problem & solution tree from page 32 to each group.

- Ask the groups to identify and discuss the issue, causes, consequences and solutions to climate change using the tree template.

  – Climate change is your TRUNK of an issue

  – Identify some ROOT causes of climate change

  – Name some consequences or impacts that BRANCH from your root cause

  – Can you think of any LEAFY solutions?

- For example: climate change is my TRUNK of an issue, transport is one of my ROOT causes, burning fossil fuels and increased greenhouse gases in the atmosphere are some consequences that BRANCH from transport and some LEAFY solutions might include increasing renewable energy sources in the transport industry (i.e. electric cars, buses and trucks) or investing in a renewable energy public transport system or putting a higher tax on burning fossil fuels for transport.

EXTENSION:

GET INFORMED 🕐 **1 hour**

STUDENT CAPACITY
& ENGAGEMENT
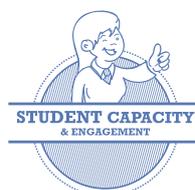
Watch some inspirational videos and reflect on them. See our examples below, and let us know @GlobalActionPlanIreland on facebook or @gapireland on twitter what you thought or if you found any other great speeches.

Listen to these speeches

Severn Cullis-Suzuki at Rio Summit 1992 on the We Canada YouTube channel: http://youtu.be/oJJGuIZVfLM

Children call the UN for a common fight for their future - Felix Finkbeiner is speaking 2011 on the Plant-for-the-Planet YouTube channel: http://youtu.be/tGLtkbaeupI

Action on climate change

Is there any Irish legislation you are concerned about or an environmental issue you believe isn't being dealt with properly in Ireland? Check out Green News for up-to-date inspiration.

Send a letter or postcard to your local authority, councillor or TD and get your voice heard! What do you want them to do about climate change?! Make sure to include your name and school address so they can respond to your concerns.

Use our postcard template on page 33 or create your own. Find your local TD and their contact details at the website below.
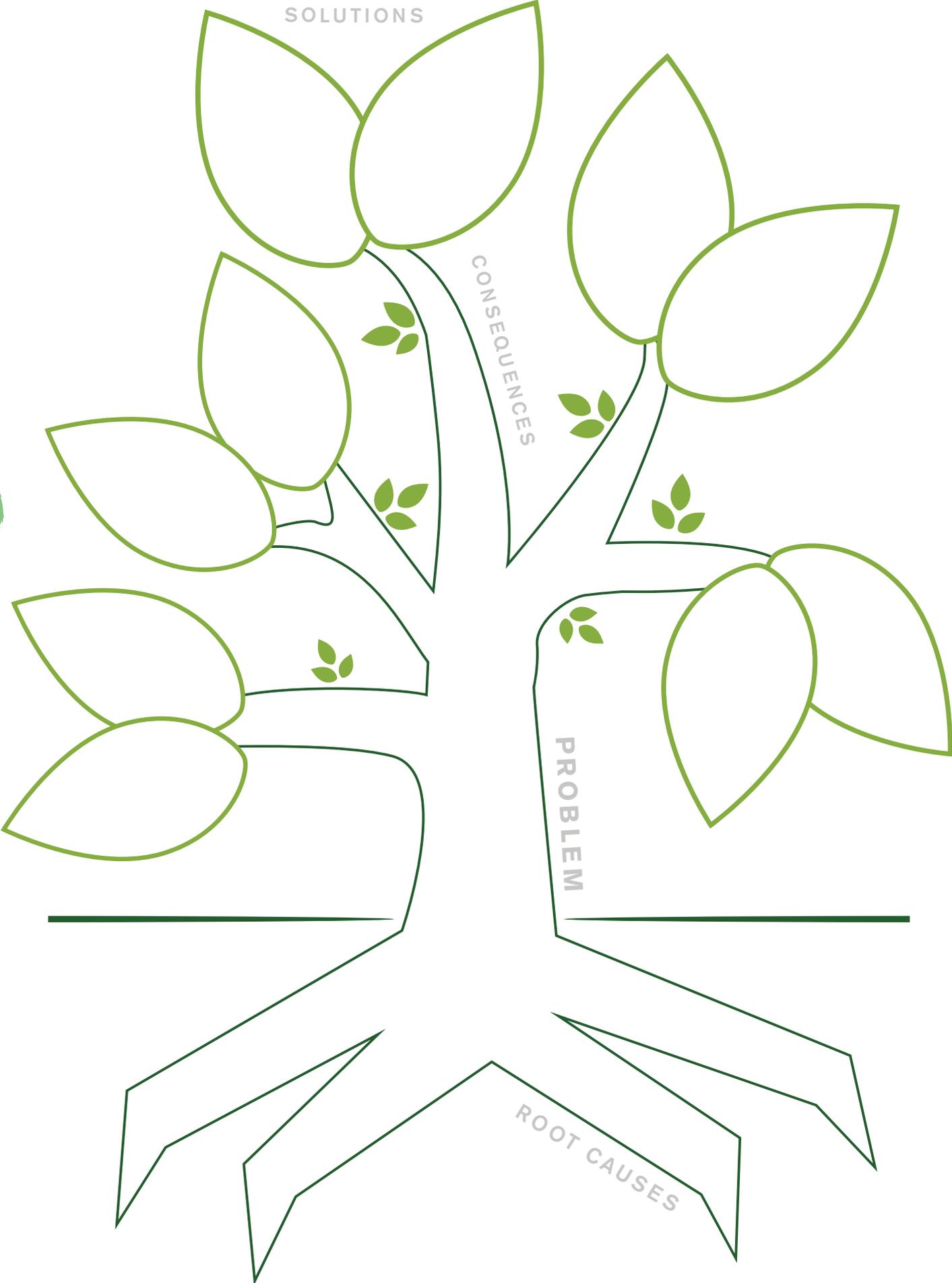
🔗 **Use these websites to get informed!**
www.greennews.ie
www.whoismytd.com

PROBLEMS AND SOLOUTION TREE!

SOLUTIONS

CONSEQUENCES

PROBLEM

ROOT CAUSES

CLIMATE CHANGE POSTCARD!

PUT CLIMATE CHANGE ON YOUR AGENDA!

GLOBAL ACTION PLAN

FRONT

MY GENERATION WILL INHERIT THE EARTH YOU LEAVE US.

I WANT CLIMATE CHANGE TO BE ON THE GOVERNMENT'S AGENDA FOR 2017.

FOR ADDRESS ONLY

PLACE STAMP HERE

GLOBAL ACTION PLAN

BACK

CHAPTER
7 SUSTAINABLE COMMUNITIES

CSPE Learning Outcome: 2.9: analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions.

Cross-curricular links: Geography (B1), English (R3), PE.

Key skills: Communicating: Performing and presenting. Managing information and thinking: Gathering, recording, organising, and evaluating information and data.

6 CLEAN WATER AND SANITATION

INTRODUCTION:

MAP THE TAP
45min

- Ask the class what access to clean and safe drinking water means to them and how it might vary from one country to the next.

- Encourage them to think about any groups or individuals in Ireland who might not have access to safe and clean drinking water.

- Break into groups of 4-6.

- Using a large map or the map on page 35 find a range of different countries and look up the population size and percentage of access to water in each of your selected countries. Some examples are given on the next page. Try to incorporate different continents, large and small countries, those from the Global North and Global South etc.

- Create a legend on the map so people can easily identify the population and percentage of access to clean drinking water in each country.

- Research 1 chosen country further and see if you can find out if there is a combination of reasons for a higher or lower access to water, for example: development stage, resources, poverty, population, extreme weather events, contamination from waste, agriculture run-off, surface run-off, industry leachate, deforestation, etc.
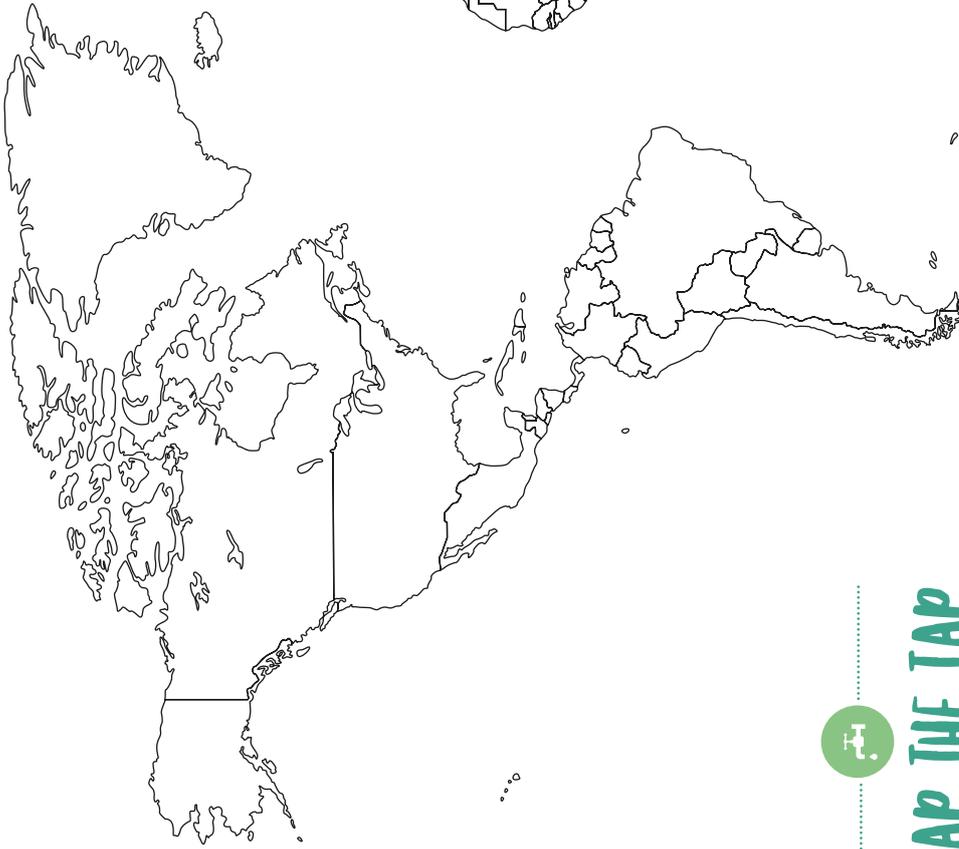
MAP THE TAP

Country	Population (World Bank, 2015)	% Access to drinking water (WHO, 2015)	Potential reason for water access
Angola	25.02 million	49.0	
South Sudan	12.34 million	58.7	
Kenya	46.05 million	63.2	
Algeria	39.67 million	83.6	
Afghanistan	32.53 million	55.3	
Cambodia	15.58 million	75.5	
China	1,371.22 million	95.5	

Country	Population (World Bank, 2015)	% Access to drinking water (WHO, 2015)	Potential reason for water access
India	1,311.05 million	94.1	
USA	321.42 million	99.2	
Haiti	10.71 million	57.7	
Honduras	8.08 million	91.2	
Cuba	11.39 million	94.9	
Ireland	4.64 million	97.9	
Germany	81.41 million	100.0	
France	66.81 million	100.0	
Republic of Moldova	3.55 million	88.4	

MAIN ACTIVITY:

CASE STUDY ON HONDURAS

60min

11 SUSTAINABLE CITIES AND COMMUNITIES

Trócaire

Introductory Exploration

- Ask your students if they have ever heard of Honduras.
- What part of the world do they think it is in?
- Find it on a map.
- Now look at the map of Cortes on page 38 – we recommend putting up a large colour version on the projector.
- Find an area of high ground.

- Now find an area of low ground.
- How many residential zones can you see?
- Where are the rivers on the map?
- What area is the flood defences protecting?

Break into pairs and ask each to decide together where they would like to live – they must choose one of the residential zones. Give each pair 1 minute to justify their choice and present it to the class.

CORTES

The map of the fictional town of Cortes on page 38 is based on an actual urban area in northern Honduras that is impacted heavily by flooding. It contains five main residential zones (i.e. housing) of different levels of wealth, as well as a number of industrial zones (i.e. factories), and a central business district. It also has a number of natural physical features, including three rivers, invading mountain spurs (areas of land that slope from high ground to low ground) on the west side of the town and some other elevated areas indicated by shaded contour lines on the map. Other notable features include flood defences, roads and other man-made features, such as a petrol station and a church. Some of the upland areas in the west have been stripped of their natural forest cover to allow for African palm, banana and cacao plantations.

Read about disaster risk reduction in Trócaire's 2016 case study on Honduras and then answer the closing questions that follow on page 37.

Disaster Risk Reducation

Disaster Risk Reduction (DRR) aims to reduce the damage caused by natural hazards like earthquakes, floods, droughts and hurricanes, by understanding the dangers a community faces, and putting measures in place to reduce exposure to these dangers, for example: flood defences, escape routes and other evacuation processes. In Honduras, and in other countries around the world, Trócaire works with local partner organisations to support local people in their efforts to put in place DRR systems

An evacuation canal in the coastal community of Cuyamel Omoa, Honduras. This canal is used to evacuate residents to safe ground in the event of flooding combined with rising sea levels. Photo: Santiago Agra Bermejo, Trócaire.

to help cope with the reality of a changing climate and the associated risks.

Honduras is one of the most sensitive countries in the world when it comes to the effects of climate change. Drought, floods, rising sea levels and other extreme weather events all affect different parts of Honduras, and local people are often left to cope with very little resources and support to call on from either local or national government. It is often local organisations that step in and fill this gap left by the government.

The most effective DRR measures will involve **local people**, use their **local knowledge** and take into account the **local situation**. It is the people on the ground, experiencing the worst effects of climate change, who often know best how to reduce the risk.

CORTES INFORMATION SHEET

In the Cortes area of northern Honduras there are a number of emergency services, military and civil organisations. Roughly twenty kilometres north of the town is a Honduran Army base. There are around two hundred and fifty troops stationed there at any one time, with a mixture of support units, including a small group of engineers.

In the town of Cortes there is a police station with around twenty-five full-time and ten part-time officers. Beside the police station is a fire station with thirty part-time fire fighters who respond to calls, but there are only five full-time staff, and sometimes only one member of staff at the station. Cortes has a small hospital, but no emergency department (ER). The nearest ER is 15 km to the south in the regional capital.

There are two main industrial zones in Cortes. The northern industrial area has around ten medium size businesses, including a crisp factory, a palm oil refinery, and the depot for the local bus company.

They run buses between Cortes and a number of local towns and cities, including the regional capital. The central industrial zone has a similar number of businesses, including a storage depot for a petrol company, a furniture factory, a haulage company regional depot, and a printing works.

There are a number of community buildings scattered throughout Cortes, with at least one in every residential zone. The local emergency committee (CODEL) use these buildings on a regular basis for meetings, as does the local water committee. Trócaire's local partner, CASM, supports both the CODEL and the water committee.

A number of Catholic and Protestant churches can be found throughout the town. There are both a Catholic and a Protestant church in zones 1 and 4, with a small Catholic cathedral and bishop's house situated close to zone 5. All church communities are open to assisting the poor and vulnerable communities in Cortes, and Trócaire's partner CASM is linked closely with the local Mennonite community.

Closing Questions

1. What does DRR stand for?

2. Can you think of a local example in Ireland where a DRR system could be of use?

3. The river burst its banks!!! In groups of 4, plan your escape route from the residential zone you chose at the start of this activity. Hint: keep away from risk areas and look for local assets that might help you evacuate during floods!

🔗 **Continue Exploring DRR**
Discover more about risk mapping, asset listing, evacuation plans and project promotion in Trócaire's 2016 DRR Resource Pack.
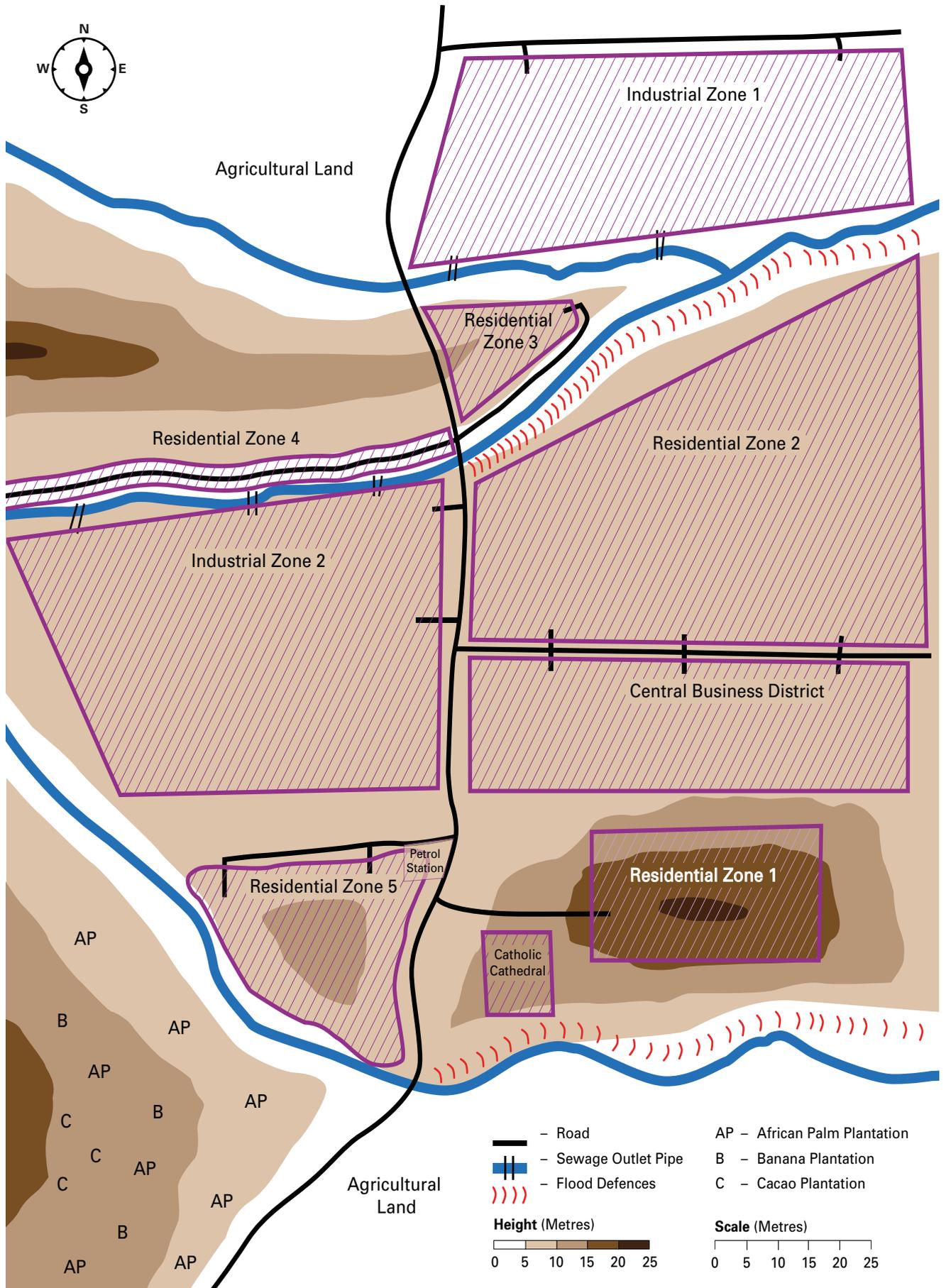www.trocaire.org/education/lent2017/post-primary

Why not apply for the Just World Award?
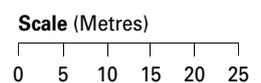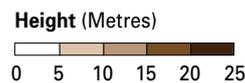www.trocaire.org/jwa

MAP OF CORTES

N
W — E
S

Agricultural Land

Industrial Zone 1

Residential Zone 3

Residential Zone 4

Residential Zone 2

Industrial Zone 2

Residential Zone 1

Central Business District

Petrol Station

Residential Zone 5

Catholic Cathedral

AP

B

AP

AP

C

B

C

AP

C

AP

B

AP

AP

Agricultural Land

— Road   AP — African Palm Plantation

— Sewage Outlet Pipe   B — Banana Plantation

— Flood Defences   C — Cacao Plantation

Height (Metres)

0 5 10 15 20 25

Scale (Metres)

0 5 10 15 20 25

EXTENSION:

WALK FOR WATER! ⏱ **2 hours**

STUDENT CAPACITY
& ENGAGEMENT

RESPECTFUL
RELATIONSHIPS

P.E.: The average distance that women and children walk for water in Africa and Asia is 6 kilometers (3.7 miles).

Why not organise a walk in solidarity with those in the Global South and try to carry as much water as you can, you'll soon realize how heavy it is.

Get involved with Aidlink's 'Walk for Water' initiative or start the Global Water Mission by registering your class with Water Explorer today.

🔗 **Website links to great programmes!**

www.aidlink.ie/walk-for-water-2014/
www.waterexplorer.ie

water EXPLORER

CHAPTER 8 CAMPAIGNS

CSPE Learning Outcome 2.11: examine a campaign for change in the area of sustainability and assess reasons why it has or has not been successful.

Cross-curricular links: English (R3), Science (1.9), Politics and Society (LC)(3.1; 3.4)

Key Skills: Being creative: Implementing ideas and taking action. Communicating: Performing and presenting.

INTRODUCTION:

CAMPAIGN BOOM OR BUST?

45min

Can you think of any current or past campaigns that were successful? A campaign could be a one-day stunt, a year long boycott or a decade long movement. Feel free to look at local, national or international campaigns. Break into groups and examine a campaign in depth, asking the following questions:

- Why was there a need for the campaign?
- What was the overall goal?
- What was their strategy and what tactics/tools did they use?
- Who is the campaign aimed at?
- Did they engage the people or institutions that have power to make change happen?
- How have they utilized media and publicity?
- What have they achieved so far?
- What is there left to do and how can they fully achieve their aims?
- Where did they source their funds?
- What was the budget and did they use it effectively?

Share your groups findings with the class and do a short Q&A session. Alternatively, you could compare and contrast the two marine campaigns on the next page.

Marine Campaigns

The Ocean Cleanup was founded in 2013 with the aim of cleaning up our oceans. Over 5 trillion pieces of plastic currently litter the ocean, which can be fatal to marine life. One of the worst polluted areas is known as the Pacific garbage patch, which spans from the west coast of North America all the way to Japan! Fish and other aquatic animals mistake the plastic for food, which can cause choking hazards and a stomach full of plastic.

Previous ocean cleanups involved sending big ships out hunting for bits of plastic. This method would have taken thousands of years and tonnes of CO_2 in emissions from the ships to complete. The Ocean Cleanup, with a staff of over 50 people, is developing a method to clean up our oceans in a matter of a few decades. The idea is to use the ocean's currents to carry the plastic to a collection point. The Ocean Cleanup uses solid screens, which catch the floating plastic but allows the sea life to pass underneath the barrier.

The foundation is funded solely on donations and in 2015 cash donations and donations-in-kind amounted to over €3 million. This money was used for 'Ocean Plastic Research' (€1.5 million); Scale model testing (€500,000); Concept development (€300,000) as well as modeling, building a prototype and piloting the project.

By 2020, the Pacific garbage patch is expected to contain 7.25 million tonnes of extractable plastic in the upper layers of the ocean alone. The cleanup, which is set to launch in 2020, is hoped to clean up half of the patch in just 10 years. While The Ocean Cleanup is involved in increasing awareness of this pollution problem, especially in terms of raising money to continue work, their main aim is to build infrastructure to help clean up our seas.

🔗 **Read more about the Ocean Cleanup!**
www.theoceancleanup.com/about/
http://youtu.be/ROW9F-c0kIQ

Surfers against Sewage (SAS) was established in 1990 calling for improved water quality in the UK, today they consist of 11 staff and 112 reps. Our oceans are under constant threat from sewage contamination, diffusive pollution from agricultural activities, marine litter, contamination of toxic chemicals and climate change.

Contrary to what their name suggests, SAS are concerned about more than just water quality due to sewage contamination. They have several campaigns fighting against the rising tide of marine litter, climate change and coastal development. These campaigns target both awareness of these problems, through education and social media, and impact through action campaigns, such as community beach cleanups. SAS also engage with the Government in relation to protecting the UK's coast through the 'Protect Our Waves All Party Parliamentary Group'.

In 2016, over 19,400 volunteers collected over 64 tonnes of marine litter from UK beaches. With over 161 schools visited, and 711 environmental education talks delivered last year, SAS are very effective at increasing awareness of the problem.

Currently there are 23 Members in their Parliamentary Group. Surfers against Sewage and the "Break The Bag Habit" coalition, campaigned for a tax on plastic bags in England, which ultimately led to an 85% reduction in plastic bag usage.

The SAS is funded through a combination of membership subscriptions, cash donations, grants, sale of merchandise, supporter fundraising events and project sponsorship. In 2015, SAS had a total income of £943,000, spending £909,000. £852,000 of this was used for charitable activities, while £48,000 was used for marketing and £8,500 was used for administration.

🔗 **Read more about Surfers Against Sewage!**
www.sas.org.uk

MAIN ACTIVITY:

BUILD AN ACTION CAMPAIGN

2 hours

Now that you have made your way through this toolkit, it's time to empower your active global citizens to lead their own campaign. Start with a class brainstorm using the Mind Map Template on page 43, then use the Action-Planning Matrix Tool below to determine which ideas are worthwhile and possible with the time and resources you have.

Assess the impact level of your action campaign by looking at the GAP template on this page. Lastly, it's time to bring your action campaign to life using the project tracker on page 44.

Action-Planning Matrix Tool

This tool will help you filter through the amazing ideas that the mind map produced, allowing you to determine which actions are both worthwhile and possible with the time and resources your team has. Plot your ideas according to the impact.

For example, getting your action project on the national news would reach a lot of people (large splash) but it might be very difficult (long term) if your team doesn't have the necessary connections. An easier target (short term) could be a local radio station or newspaper that has a good audience (medium splash).

Where's the GAP?

Use this simple visual to determine if there are any gaps in your action campaign. Are you having as big an impact as you can with the resources you have? You are in the centre, the first ring is your school, then your home and then the local community.

Other visuals could include the ripple effect, imagine you are a drop in the ocean, how can you have a bigger reach?

Think of skimming a stone, how many steps can you achieve alone, in your class, as a school, with help from the local community? How can your action campaign reach the wider world?

Communication ideas

School: posters, intercom announcements, assemblies, newspaper/magazine, website, social media.

Home: word of mouth, parents text network.

Local Community: word of mouth, parish newsletter, local newspaper, local radio station, local businesses.

Wider World: media stunt or social media campaign #trending, larger newspaper or radio station.


Action-Planning Matrix

	Small splash	Medium splash	Large splash
Easy (short term)			
Medium			
Difficult (long term)			

Think about the Sustainable Development Goals and what you have discovered in this class.

Are there any topics that you would like to focus on? Can you think of any unsustainable practices in school, at home or in the wider community? What could you do about it? Are there any actions that people could take to change their behaviour and become more sustainable? If prompts are needed you could suggest the following: waste, water, energy, biodiversity, Fairtrade, climate change.
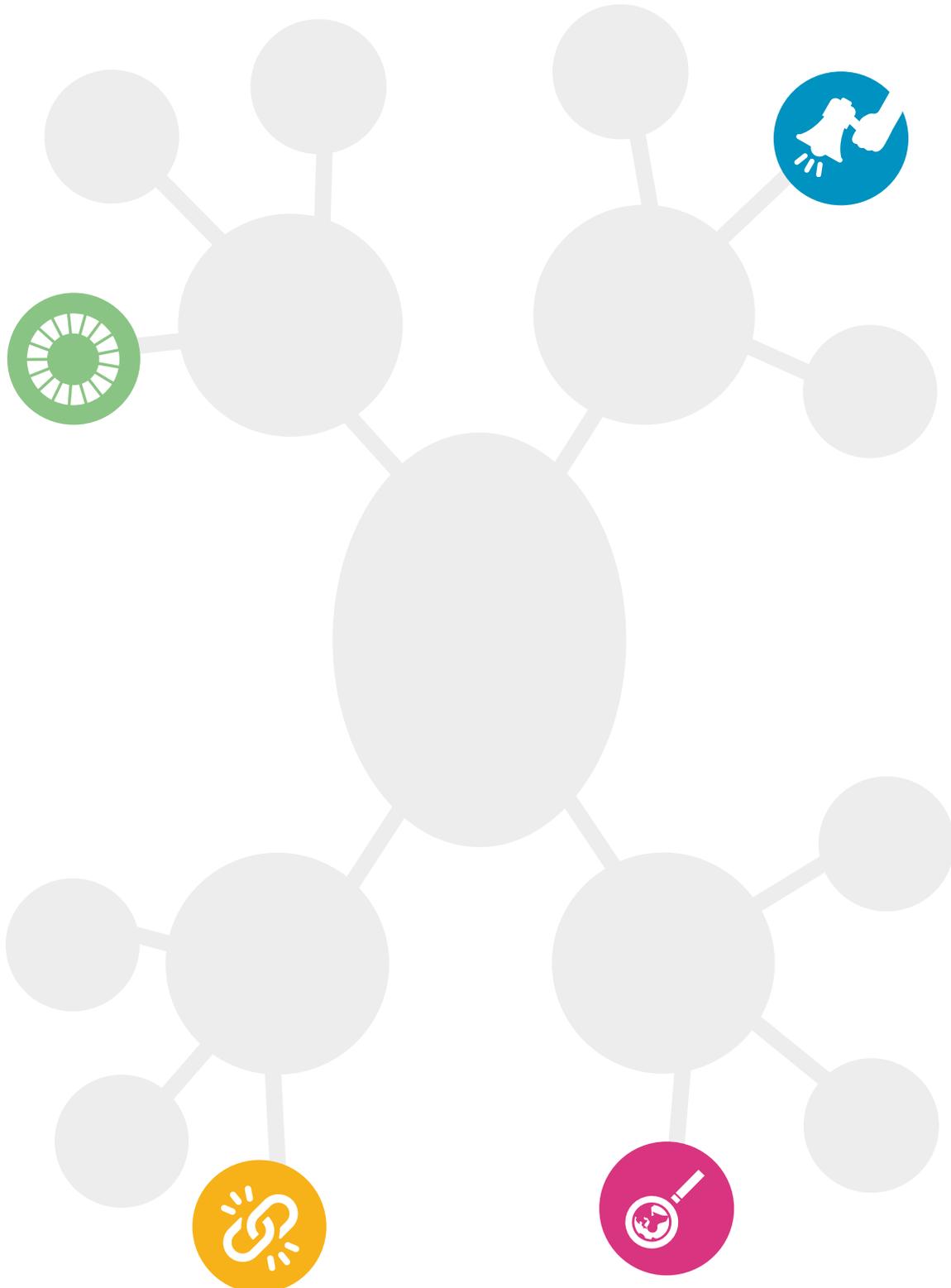
Action Project Tracker

Now it's time to plan your action project. Don't forget to measure the change you make. Conducting an audit or survey at the start and end of your campaign will allow you to measure existing awareness, habits, opinions or attitudes (e.g. waste separation, energy use, water conservation, travel habits of your peers etc.).

Important steps

1. Permission
2. Audit/survey
3. Publicity/awareness
4. Campaign
   a. School
   b. Home
   c. Community
5. Re-audit/survey
6. Disseminate results
7. Celebrate

EXTENSION:

CONNECT WITH THE GLOBAL SOUTH

RESPECTFUL RELATIONSHIPS

2 hours

Connect with the Global South! You could organize a school fundraiser or a global cultural sharing experience where any student with heritage outside of Ireland brings in some clothes, food or shares a cultural story, song or poem.

Extend the reach of your project even more and team up with a class in the Global South. Is your school or community 'twinned' with another? Twinning is a wonderful way to maintain global connections and perspectives, creating peer-to-peer learning opportunities and school collaboration projects.

An easy option would be to use a global platform like Water Explorer. Share your action project with another school, encouraging them to replicate it, increasing your impact across the globe. Register your class with Water Explorer and browse through the participating countries, find a match and get skyping.

🔗 **Find a school or community!**
www.etwinning.net/en/pub/index.htm
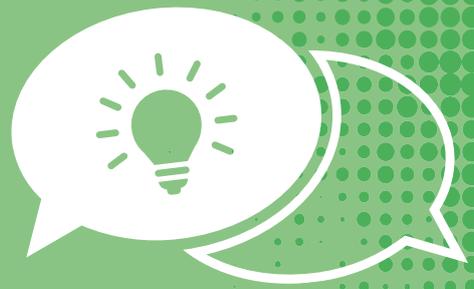www.waterexplorer.ie/all-countries

Action Project Tracker

Who	What	When	Status
Names	Action	Date	Done?

🔗 **Use this online tool to help you design your survey**
www.surveymonkey.com

REFLECTION

CURRICULAR
Development

Reflection is not only a core part of the Junior Cycle but an important skill in maintaining lifelong learning, active global citizenship and creating self-aware young people. Critical analysis of your own learning is a central element in the new framework. Take some time to actively reflect on what has been learnt during these chapters or throughout the term.

If any of your students opted to keep a diary, blog or vlog throughout these activities, now would be a good time to encourage them to reflect on all of the materials they have compiled and consider editing together a short version to be shared on your school website, social media or sent to a local newspaper. The ICT teacher could help create a short video or the English teacher could help write an article.

Don't forget to apply for your schools Global Passport award! Irish Aid's WorldWise Global Schools programme has developed a handy self-assessment tool (SAT) for students to determine their own learning and aid self-guided reflection.

TIMELINE

🕐 **45 mins**

Draw a big timeline on the board starting from when you began using this toolkit or from the start of term. Ask your students to think back to the beginning, what did you do in class, what topics were first introduced or work backwards from now if that is easier. When you have built your class timeline, ask the following questions:

- Can you pinpoint any sections on the timeline where you were…
    – Discussing
    – Explaining
    – Researching
    – Presenting
    – Planning
    – Taking action?

- At which points on the timeline did you feel…
    – Active
    – Responsible
    – Connected
    – Resilient
    – Respected
    – Aware?

- Are there any specific quotes, phrases or images that you would like to add to the timeline?

TIMELINE

FINISH
WHERE ARE WE NOW?

MIDDLE
WHAT DID WE
LEARN ALONG
THE WAY?

START
WHAT DID WE DO IN THE BEGINNING?

GLOBAL
ACTION
PLAN

PAIR AND SHARE

The art of active listening provides a wonderful opportunity for peer-to-peer learning and reflection. After the timeline and active global citizen exercises, use this technique to focus your students on the future. Please note that this simple reflection technique can also be used at any stage to assess learning.

Using your active global citizen as a starting point, break into pairs and spend 5-10 minutes talking to each other about the future. Ask your partner the following questions:

- What would you like to know more about? How do you plan on finding out this information?
- Since the start of this year, how have your values, attitudes or opinions changed? Will this affect your future behaviour or actions? How might you do things differently?
- Have you improved or learnt any new skills? How might you use them in the future?
- Where do you want to go next? Why?

Now that you have had time to listen to each other, report back to the class your interpretation of what your partner has shared. For example:

- Mary would like to know more about climate change and she plans on researching this online, looking at sources such as the Environmental Protection Agency.
- Mary's attitude about what she can do has changed a bit, now she realises that her choices can affect others around the world and will always try to choose the sustainable option (e.g. reusable, recyclable, Fairtrade etc.).
- Mary has improved her research skills, group work and debating. She has also developed new skills in action planning and project management. These skills will be very useful in school but also afterwards in college and even when she starts to work.
- Mary would like to volunteer abroad and experience life living in the Global South.

I AM AN ACTIVE GLOBAL CITIZEN

30min

Learning is all about constructing your identity and gaining knowledge and skills. Ask your students to write or draw what an active global citizen means to them. You could even put together a time capsule of the active global citizens and present it back to your students when they are in TY or 6th Year. Ask the head, heart and hands trigger questions, allowing plenty of time for reflection.

🔗 **Read more about the power of transformative learning**

www.jsedimensions.org/wordpress/content/head-heart-and-hands-model-for-transformative-learning-place-as-context-for-changing-sustainability-values_2015_03/

Trigger Questions

Head – what knowledge/awareness have I gained? What would I like to know more about?

Heart – how do I feel? What do I value? What are my opinions/attitudes? Have these transformed my behaviour/actions? How?

Hands – what skills did I develop? How did I engage? How will I apply these skills in the future?

Feet – where do I want to go next? Why?

HEAD
What knowledge/ awareness have I gained? What would I like to know more about?

HEART
How do I feel? What do I value? What are my opinions/attitudes? Have these transformed my behaviour/actions? How?

HANDS
What skills did I develop? How did I engage? How will I apply these skills in the future?

FEET
Where do I want to go next? Why?

OUR FAVOURITE WEBSITES

Global Action Plan Ireland's resource page is your one stop shop for everything you might need to deliver the activities in this toolkit – organised by chapter. We encourage you to show your class images on the IWB or projector instead of printing where possible.

www.globalactionplan.ie/education/resources

The **Global Goals** releases The World's Largest Lesson video every year and has an extensive resource library that breaks down lesson plans on each of the Sustainable Development Goals.

www.globalgoals.org

Irish Aid's **WorldWise Global Schools** support schools to integrate Development Education into their teaching and learning, in a variety of different ways including grants, awards, training and resources!

www.worldwiseschools.ie

Development Education is an online resource focused on the unequal and unjust nature of the world today. It offers resources to stimulate debate and discussion about the issues and challenges we face and which encourage us to make decisions about the type of world we need and want to create.

www.developmenteducation.ie

Trócaire provides support for educators in the form of school workshops and produce a range of resources on justice and human rights issues.

www.trocaire.org

Aidlink is committed to working with schools throughout Ireland to deliver development education, and to promote global solidarity and global citizenship.

www.aidlink.ie

Irish Aid is the Irish Government's programme for overseas development and is focused on fighting global poverty and hunger. They also offer free workshops on global issues in the Irish Aid Centre.

www.irishaid.ie

The **National Youth Council of Ireland** (NYCI) represents and supports the interests of voluntary youth organisations and uses its collective experience to act on issues that impact on young people. NYCI has a range of resources on their website that support the delivery of Development Education.

www.youthdeved.ie

The Concern Debates is **Concern Worldwide's** flagship schools activity, giving students the opportunity to learn skills in research, critical thinking, public speaking and debate, and tackle some of the most important issues facing the world today.

www.concern.net

The **Sustainable Energy Authority of Ireland** (SEAI) has a range of post-primary resources and also hosts the One Good Idea competition which aims to inspire lifestyle changes in students that will save energy and help tackle climate change.

www.seai.ie

GLOBAL ACTION PLAN

GLOBAL
ACTION
PLAN

Irish Aid
An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

WorldWise
Global
Schools