

# **Irish Aid Our World Awards**

**3<sup>rd</sup> – 4<sup>th</sup> Class Lesson Plans**

## Introduction for Teachers

Welcome to the Our World Irish Aid Award (OWIAA) lesson plans. This introduction will give you some information about Irish Aid, overseas development, and the benefits to you and your pupils of doing the age-appropriate activities in this resource and going on to submit an OWIAA project.

This year the OWIAA theme is 'Caring for Our World' which is geared towards helping primary-aged children to gain some understanding of the need to bring about good and lasting changes in our world (sustainable development), so that the lives of people everywhere can be improved for the better.

### **What is Irish Aid?**

Irish Aid is Ireland's official programme of overseas assistance to developing countries. It is managed by the Department of Foreign Affairs and Trade. Irish Aid works with governments and development organisations in over 80 countries. In humanitarian emergencies Irish Aid saves lives by quickly providing vital funds and assistance to organisations on the ground. Most of Irish Aid's work, however, is focused on long-term development, especially in nine partner countries, where it works with governments and other agencies to tackle the root causes of hunger, poverty and inequality and support human rights.

### **What are the MDGs?**

Irish Aid is working to achieve the United Nations Millennium Development Goals (MDGs). In the year 2000, leaders of 189 nations, including Ireland, signed up to achieving a set of eight goals to eliminate world poverty and improve the quality of life for all by the end of 2015. The MDGs include promoting environmental sustainability, gender equality and achieving universal primary education.

Although significant progress has been made towards achieving the MDGs, poverty and hunger are still a reality in our world, and much more remains to be done beyond 2015. For this reason governments around the world are currently working together to come up with a new set of sustainable development goals.

### How will pupils benefit by taking part in the Our World Irish Aid Awards?

Pupils participating in the Our World Irish Aid Awards (OWIAA) explore and learn about the lives of children and their families in developing countries, and the importance of the eight MDGs as a way to improve lives and a means of empowering these children to lift themselves out of poverty and hunger. The Awards help to make children in Ireland aware of the links between their lives and the lives of children in Africa and Asia, and ask them to care for our world as a way of contributing to a better future for all children in the world today.

### What is the purpose of the OWIAA lesson plans?

The lesson plans are designed to help pupils in 3<sup>rd</sup> and 4<sup>th</sup> class to explore the development issues related to this year's Awards theme, 'Caring for Our World,' which relates to all eight MDGs, but has particular relevance to MDG 7: ensure environmental sustainability. Teachers can use the active teaching methodologies outlined in these lesson plans to deliver several curriculum areas, as well as literacy and numeracy as described below. The activities are designed to raise pupils' awareness of the problems facing people in developing countries, and how world leaders and governments have pledged to solve them through the eight MDGs. Teachers may decide to do some or all of the lesson plans, which will provide pupils with learning opportunities directly related to the primary curriculum, as follows:

Unit No.	Unit Title	Brief description	Curriculum Links	Page No.
	Optional Literacy Strategies	The purpose of the integrated literacy strategies are to encourage pupils to develop their oral literacy, reading and comprehension, and writing skills. These activities also provide opportunities for pupils to reflect on the new information they learn as they progress through the OWIAA Units.	<u>English</u> Oral language Reading Writing	7
1	Introduction to Sustainable Development	The first three activities in Unit 1 are designed to help pupils understand some of the words and phrases they will encounter as they proceed through Units 2-5. For example, they learn that 'sustainable development' means good and lasting change (Activity One), before taking part in a think-pair-share activity where they will create and share verbal and visual	<u>Geography</u> Human environments <u>History</u> Continuity and change over time <u>SPHE</u> Myself and the wider world	10

		interpretations of a proverb about sustainable development (Activity Three). They will also learn about developing countries (Activity Two), and discuss the role of the Millennium Development Goals in addressing the big problems facing the world today (Activity Four & Activity Five).		
<b>2</b>	Irish Aid at Work	Unit 2 focuses in on the different ways that Irish Aid, Ireland’s official programme of overseas assistance, works to achieve the eight Millennium Development Goals (MDGs). Pupils engage in whole class discussion about how the development programmes provided by Irish Aid to governments in nine partner countries help to achieve the MDGs (Activity One) in those countries. Through learning about the impact of Irish Aid’s work, especially in Africa, pupils have the opportunity to grasp the significance of the Irish Government’s support for sustainable development (Activity Two). Working in small groups pupils then create a storyboard telling the story of how they would feel if they were not able to finish primary school (Activity Three).	<u>Geography</u> Human environments <u>Mathematics</u> Data <u>SPHE</u> Myself and the wider world	24
<b>3</b>	Female Food Heroes in Tanzania	Unit 3 highlights a really innovative and exciting programme which Irish Aid supports in Tanzania. The Female Food Heroes TV show is organized by Oxfam International, one of the non-governmental organizations working in Tanzania which receives support from Irish Aid. The show celebrates the role played by women farmers in Tanzania and raises awareness about issues like women’s rights, how to farm in an environmentally friendly way etc. In Unit 3 pupils learn about a remarkable Tanzanian	<u>English</u> Reading Writing <u>Geography</u> Human environments Environmental awareness and care <u>Science</u> Environmental awareness and care	33

		woman farmer, Ester Jerome Mtegule, the 2011 Female Food Heroes winner. Pupils engage in a literacy activity to come to grips with some keywords and discuss the links between the MDGs and the Female Food Heroes programme (Activities One and Three). During Activity Two, pupils carry out a group task based on a short video about the Female Food Heroes.	<u>SPHE</u> Myself and the wider world	
<b>4</b>	Clay Stoves in Malawi	Unit 4 focuses on an Irish Aid supported programme in Malawi which is trying make a real difference in the lives of poor people and communities, while at the same time protecting the environment. The Clay Stoves (or fuel-efficient stoves) programme is an initiative of Concern Universal (UK) and a Malawian NGO, Clioma, to spread information about the benefits of clay stoves for cooking. Although on first glance it may seem as though this programme is mainly about the environment (MDG 7), on closer examination using clay stoves also progresses other MDGs (e.g., MDG 2, MDG 3 etc). In Activity One, pupils examine the relationship between the use of clay stoves and the MDGs. In Activity Two, they learn about Clay Stoves Clubs and respond to a letter from Onesta Chimbalanga, a clay stove club member. Pupils put their creativity to use in Activity Three, which involves choosing appropriate colours, characters and logos to design their own clay stove.	<u>English</u> Reading Writing <u>Geography</u> Human environments Environmental awareness and care <u>Science</u> Environmental awareness and care <u>SPHE</u> Myself and the wider world <u>Visual Arts</u> Drawing	44
<b>5</b>	Our World Irish Aid Awards (OWIAA) – Getting Started	Unit 5 begins with an activity framed around an inspiring quote from the Dalai Lama which will focus pupils on big ideas about how to end poverty in our world (Activity One). Pupils will get a	<u>Geography</u> Environmental awareness and care <u>Science</u>	54

		<p>chance to think about the ways that they already care about the world (Activity Two), so that they come to recognise that they too have an important role in addressing the big problems faced by the world. During Activity Three, pupils learn about the Our World Irish Aid Awards and (internet access permitting) get ideas for projects from the Kids Zone in the OWIAA website (<a href="http://www.ourworldirishaidawards.ie">www.ourworldirishaidawards.ie</a>). Activity Four suggests one possible way for your pupils to generate project ideas and engage in a democratic process to decide on the focus of their own OWIAA project.</p>	<p>Environmental awareness and care  <u>SPHE</u>          Myself and others          Myself and the wider world</p>	
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#IAourworld

We would love to hear about how you and your pupils get on with these lessons and all the exciting school-based OWIAA project activities. Let us know via Twitter by remembering to use the hashtag #IAourworld.

## Integrated Literacy Activities (Optional)

### Learning outcomes:

Pupils will be enabled to:

- Discuss their current knowledge of people living in developing countries
- Reflect on new information as they progress through the OWIAA Units
- Demonstrate an understanding of appropriate key words and phrases

### Materials:

- K-W-L Chart (page 8)
- White/blackboard or Flipchart Sheet & Markers
- Word Wall: Pupil Worksheet (page 9)

### Introduction:

The purpose of the integrated literacy strategies are to encourage pupils to develop their oral literacy, reading and comprehension, and writing skills. These activities also provide opportunities for pupils to reflect on the new information they learn as they progress through the OWIAA Units.

### Step-by-step instructions:

#### K-W-L Chart

1. Display the K-W-L chart (page 8) on the board or copy it onto a flipchart sheet.
2. Under the 'K' column list all the information the pupils currently know about people living in the poorest countries all over the world. Explain that these countries are often called 'developing countries'.  
**NOTE:** A list of countries officially classified as developing is available in the Teacher section of the OWIAA website ([www.ourworldirishaidawards.ie](http://www.ourworldirishaidawards.ie)).
3. In the 'W' column ask the pupils to list the things that they would like to know about people living in developing countries. If necessary provide the class with one or two prompts, e.g. history; culture and language; typical day etc.
4. **NOTE:** The 'L' column can be completed at the end of the five Units in this resource.

#### Word Wall Glossary

1. Distribute copies of the Word Wall: Pupil Worksheet (page 9) to each pupil.
2. Invite pupils to record any new words or phrases they come across during the OWIAA Units.
3. Either (1) leave sufficient time at the end of each Unit to discuss the new words and phrases pupils have recorded, or (2) invite pupils to use a dictionary to find out what the words/phrases mean as a homework task.
4. Use the discussion/completed homework tasks to create an Our World Irish Aid Awards Glossary which could be prominently displayed in the classroom.

# K-W-L Chart

K What I <u>K</u> now	W What I <u>W</u> ant to Know	L What I <u>L</u> earned



## Word Wall

## Pupil Worksheet

Use the boxes below to record any new words or phrases that you come across during the Our World Irish Aid Awards activities.


## Unit 1

### Introducing Sustainable Development

#### Learning outcomes:

Pupils will be enabled to:

- Identify solutions in response to the problems facing the world today
- Describe what the term 'sustainable development' means, both verbally and visually
- Depict the 8 Millennium Development Goals using visual images

#### Materials:

##### Activity One: What is sustainable development?

- Map of the world
- Communicating at a Distance: Pupil Worksheet (page 16)
- Cloze Test: Pupil Worksheet (page 17)

##### Activity Two: What are 'developing countries'?

- Map of the world

##### Activity Three: Words and Pictures

- Words and Pictures: Pupil Worksheet (page 18)

##### Activity Four: Introducing the Millennium Development Goals (MDGs)

- Map of the world
- United Nations Millennium Development Goals (child-friendly version): Pupil Information Sheet (page 19)
- United Nations Millennium Development Goals: Teacher Information Sheet (page 20)

##### Activity Five: MDGs Logos

- MDG Logo cards (page 22)
- Flipchart/A2 sheets
- Markers/crayons

##### Concluding Literacy Strategies:

- 3-2-1: Pupil Worksheet (page 23)
- Word Wall: Pupil Worksheet (page 9)

#### Introduction:

The first three activities in this Unit are designed to help pupils understand some of the words and phrases they will encounter as they proceed through Units 2-5. For example,

they learn that ‘sustainable development’ means good and lasting change (Activity One), before taking part in a think-pair-share activity where they will create and share verbal and visual interpretations of a proverb about sustainable development (Activity Three). They will also learn about developing countries (Activity Two), and discuss the role of the Millennium Development Goals in addressing the big problems facing the world today (Activity Four & Activity Five).

This Unit ends with two (optional) literacy strategies which offer an opportunity for pupils to reflect on their learning (3-2-1 and Word Wall).

### Step-by-step instructions:

#### Activity One: What is Sustainable Development?

1. Explain to the class that they are going to be learning about different countries around the world.
2. Ask the children to locate Ireland on a map of the world.
3. Ask children to identify the different continents, drawing their attention to Africa and mentioning that this continent is made up of 55 different countries.  
**NOTE:** Depending on your class you may wish to ask if anyone can name any African countries and point these out on the map.
4. Explain that a large number of poor (developing) countries are located in Africa.
5. Ask the class to think about a small baby – what do babies do for the first few months of their lives (e.g. sleep, eat, cry, grow etc)? Now ask them to think about the small children who start in infants class every year – what kinds of things can these children do (talk, walk, run, jump, write their own name, play with their friends, learn new things etc)?
6. Explain that as babies grow into small children they change a lot. When these changes (like learning how to speak or walk) happen, children are ‘developing’.
7. Tell the children that they are going to think about development a little bit more by discussing changes over time in how people communicate with each other from a distance.
8. Divide the class into pairs.
9. Distribute one copy of [Communicating at a Distance: Pupil Worksheet](#) (page 16) to each pair.
10. Ask pupils to number the ways of communicating at a distance, from the earliest ways of communicating, i.e. (1) letters sent via post, (2) telegrams, (3) phone calls via landlines etc) to the more recent forms invented - (5) email, (6) smart phones, (7) Skype, (8) Facebook, (9) Twitter.
11. Facilitate feedback from pupils by asking the following questions:
  - Which method of communication do you like the best? Why?
  - Do you think the communication methods you like the best are a good change or a good development from the ones before? Why?
12. Explain to the class that ‘development’ is about trying to bring about good changes so that the lives of everyone in the world are better.
13. Write the word ‘sustainable’ on the board.
14. Explain that this word means something which can last for a very, very long time.
15. Use the word ‘sustainable’ in a sentence, for example: ‘If you wanted to eat a bag

of sweets in a sustainable way you could eat one sweet every week instead of eating everything all at once, because this would mean your bag of sweets would last.'

16. Divide the class into pairs.
17. Distribute one copy of [Cloze Test: Pupil Worksheet](#) (page 17) to each pair.
18. Take feedback from a selection of pupils.
19. Explain to the class that when you put the words 'sustainable' and 'development' together it means making good and lasting changes so that in all countries:
  - everyone can live in a healthy, safe environment
  - everyone has enough food to eat and clean water to drink
  - children can go to school
  - people everywhere can get help if they are sick
  - people everywhere can get work so that they can earn money for their families
  - people are educated to care for the world we live in
20. Conclude by telling the class that in the following activities they will be learning about **sustainable development** that is trying to bring about good and long-lasting changes so that the lives of everyone in the world are better, and that the environment we live in is valued and cared for into the future.

#### Activity Two: What are 'developing countries'?

1. Ask the class if anyone has ever heard the term 'developing countries' before? If pupils answer in the affirmative, ask them if they can name any developing countries and locate these countries on a map of the world.
2. Explain that developing countries are countries where there are lots of poor people (people who have to live on less than €1 every day). The government (leaders picked to speak and act for the good of the country), and ordinary people in these countries are usually working extra hard to try to make sure that things improve for everyone living there, i.e. to bring about good and lasting changes for everyone. Sometimes these countries need help from better off countries, including Ireland.
3. Name some developing countries such as Uganda, Sierra Leone, Ethiopia and Lesotho in Africa, and locate these on a map of the world.  
**NOTE:** A list of countries officially classified as developing is available in the Teacher section of the OWIAA website ([www.ourworldirishaidawards.ie](http://www.ourworldirishaidawards.ie)).
4. Explain to the class that the Irish Government gives aid (money) to developing countries on behalf of all of the people of Ireland, through its Irish Aid programme. Conclude by saying that they will find out more about the work of Irish Aid in the following activities.

#### Activity Three: Words and Pictures

1. Write the following saying on the board: 'Give them a fish and you feed them for a day; teach people to fish and you feed them for a lifetime'.
2. Explain that this is based on a very old saying or proverb - some people think this proverb was written by Maimonides, a wise man (philosopher) who was born in Spain, and lived in Morocco and Egypt, a long time ago (C12th). Maimonides meant that if you teach someone how to feed themselves they can look after themselves for the rest of their life, and this is far better than just helping them

- out just once – teaching them is a way of bringing about good and lasting change in that person’s life so it is an example of sustainable development.
3. Divide the class into pairs.
  4. Distribute one copy of [Words and Pictures: Pupil Worksheet](#) (page 18) to each pair.
  5. Ask each pair to join with another pair to compare their work and decide on the best examples from the two boxes on their worksheet.
  6. Invite feedback from a sample of small groups.

#### Activity Four: Introducing the Millennium Development Goals (MDGs)

1. Divide the class into pairs and ask them to list all the problems they think are facing poor people in developing countries today.  
**NOTE:** Depending on your class you may wish to do Step 1 as a whole class activity.
2. Take feedback, recording responses on the board.
3. Brainstorm the types of things that can be done to solve these problems. Encourage the class to think of things that they and their families can do, things that Ireland can do and things that countries around the world, working together, can do.

**OPTIONAL LITERACY ACTIVITY:** Depending on your group you may wish to pre-teach some key terms, like ‘goal’, ‘millennium’ and ‘United Nations’, before moving onto Step 4 (below).

##### (a) Goal

Write the word ‘Goal’ on the board and ask the class to call out whatever comes to mind when they think of this word.

Record pupil responses on the board.

Present a simple and clear definition of ‘goal’, e.g. a wish you are prepared to work towards.

##### (b) Millennium

Check with pupils if anyone has a family member or friend who was born in the year 2000. How many years ago was 2000?

Tell the class that a century is 100 years, and a millennium is 1,000 years. The year 2000 was called a millennium year, as it was the 2,000nd birthday for the modern world (and it brought us from the 20<sup>th</sup> into the 21<sup>st</sup> century). We are now in the year 2015 = 2,000 and 15 years.

##### (c) United Nations

Check whether pupils have heard of the United Nations (an international organization – a bit like a big club involving almost all countries in the world). In the United Nations – called the UN for short - the leaders/governments of all countries work together to fight poverty, protect the environment and make sure that the world is as safe and peaceful as possible.

4. Tell the class that the **United Nations Millennium Development Goals** (MDGs) are a set of 8 goals to fight poverty and to improve our world for people everywhere. They are called the Millennium Development Goals (or MDGs) because in the Millennium year (2000) the leaders of 189 countries, including Ireland, came together to discuss all the problems that the world was facing. To try to solve the biggest problems, especially in the poorest countries, they agreed to work together to achieve these 8 Goals as a way of bringing about good changes/developments to make the world a better place for all people everywhere.

Although there has been lots of good work done towards achieving the MDGs, not all

the Goals will be achieved by the end of 2015, and there will still be lots of work to do to make the world a better place for everyone. Because of this, world leaders are now very busy trying to come up with a new set of goals to fight world poverty after 2015. If all countries continue to work together to make sustainable development happen, then the world will be a better place for children and their families everywhere. Fewer people will live in extreme poverty, more babies will survive, more boys and girls will go to school and fewer people will die from illnesses.

**NOTE:** For more information see [United Nations Millennium Development Goals: Teacher Information Sheet](#) (page 20) and <http://www.irishaid.ie/challenges.html>.

5. Display the [United Nations Millennium Development Goals \(child-friendly version\): Pupil Information Sheet](#) (page 19). Read each of the Goals aloud and check to ensure that everyone understands the terminology used.
6. Invite pupils to (A) check how many of the MDGs were on their own list of problems (step 3) and (B) comment on the Goals in light of their earlier discussion about the problems facing poor people in the developing world, and the possible solutions to these problems.

### Activity Five: MDGs Logos

1. Divide the class into 8 groups, telling them that each group is going to represent a MDG.
2. Invite the 8 groups to imagine that they work for the United Nations/UN and they have been asked to create a logo (or picture) to best show one MDG. Encourage pupils to think carefully about use of colour, perspective etc.
3. Give one MDG Logo card (page 22) to each group.
4. Distribute flipchart/A2 sheets and markers/crayons as required.
5. Display the completed logos on the wall and ask a representative from each group to tell the class about their logo.
6. Show the class the MDG poster (included in the Our World Awards Teachers' envelope with the Pupils' Magazines) and ask them to compare their logos with the 'official' MDG logos.

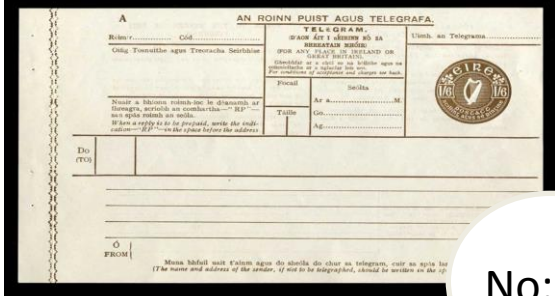
### Concluding literacy strategies

#### 3-2-1

- Briefly summarise what has been covered in Unit 1: Introducing Sustainable Development.  
**NOTE:** You may find it useful to either draw on the learning outcomes listed at the start of the Unit or to summarise the completed activities/content from this Unit.
- Invite each pupil to complete the [3-2-1: Pupil Worksheet](#) (page 23).
- Ask for volunteers to share what they have learned, what they found interesting and questions they still have after Unit 1.

### Word Wall

- Explain the new words/phrases pupils have noted on their [Word Wall: Pupil Worksheet](#) (page 9) or invite them to use a dictionary to find out what the words/phrases mean as a homework task.



No: \_\_\_\_



No: \_\_\_\_



No: \_\_\_\_



No: \_\_\_\_



No: \_\_\_\_



No: \_\_\_\_



No: \_\_\_\_



No: \_\_\_\_



Work together to fill in the blanks in the sentences in this paragraph, using the words given underneath.

People everywhere are showing that they \_\_\_\_\_ for \_\_\_\_\_  
\_\_\_\_\_ by living in a sustainable way. They think about  
whether they drive a lot when they don't need to, whether  
they recycle everything that they can etc, and they make  
\_\_\_\_\_ and \_\_\_\_\_ which help to  
protect the environment, and continue these into the \_\_\_\_\_  
\_\_\_\_\_.

1. good
2. lasting changes
3. future
4. care
5. our world



### Activity Three: Words and Pictures

### Pupil Worksheet

Work in pairs to fill in the boxes below.

When you have finished join with another pair and compare your work.

Decide what the best answers are for each of the boxes.

Use your own words to say what you think this proverb means:



'Give them a fish and you feed them for a day;  
teach people to fish and you feed them for a lifetime'

Draw what you think of when you read this proverb:

## Activity Four:

### United Nations Millennium Development Goals (MDGs)

(child-friendly version)







The 8 United Nations Millennium Development Goals (MDGs) are to:

1. End poverty and hunger
2. Make sure every child goes to school
3. Make sure women and girls get the same chances as men and boys
4. Reduce the numbers of small children and babies who die because of poverty
5. Improve the health of mothers when they are having babies
6. Fight infectious diseases
7. Protect the environment for the future
8. Countries work together as partners to make the world a better place

## Activity Four: United Nations Millennium Development Goals (MDGs)

### Teacher Information Sheet

In the year 2000, leaders of 189 nations, including Ireland, signed up to achieving a set of eight specific goals to eliminate world poverty and improve the quality of life for all by the end of 2015. As the deadline draws close, although significant progress has been made towards achieving the MDGs, poverty and hunger are still a reality in our world, and much more remains to be done beyond the timeframe of the MDGs. For this reason governments around the world are currently working together to come up with a new set of sustainable development goals.

	<p><b>MDG 1</b> <b>Eradicate Extreme Hunger and Poverty</b></p>	<p>805 million people in the world do not have enough to eat. There is enough food to feed everyone, but because of poverty, wars and conflict, lack of human rights, environmental problems and natural disasters, many people live in poverty.</p>
	<p><b>MDG 2</b> <b>Achieve Universal Primary Education</b></p>	<p>Going to school makes life better for children. Education helps to develop talents, skills and confidence. 57 million children worldwide do not have a chance to go to school.<sup>1</sup> For some there is no school within walking distance; others have responsibilities for domestic activities; or must work to support their families. In many other cases the quality of the education is poor because of the quality of teacher training or the high pupil: teacher ratio.</p>
	<p><b>MDG 3</b> <b>Promote Gender Equality and Empower Women</b></p>	<p>Women make up half of the global population, but in many countries girls and women do not get the same chances as boys and men. Fewer girls than boys go to school or university. Women produce most of the world's food but own only 1% of the land.</p>
	<p><b>MDG 4</b> <b>Reduce Child Mortality</b></p>	<p>If you are living in extreme poverty, it is very difficult to keep young children healthy and well fed. Children in sub-Saharan Africa are more than 15 times more likely to die before the age of five than children in developed regions. About 45% of all child deaths are linked to malnutrition with the remaining deaths resulting in diseases caused by poverty.<sup>2</sup></p>
	<p><b>MDG 5</b> <b>Improve Maternal Health</b></p>	<p>If a mother is malnourished or sick, pregnancy and childbirth are more difficult. Pregnant women in developing countries need extra nutrition and support but this is often unavailable. Women in developing countries are more likely to die in childbirth than a woman in Europe, with 99% of maternal deaths occurring in developing countries.</p>
	<p><b>MDG 6</b> <b>Combat HIV/AIDS, Malaria and other diseases</b></p>	<p>Diseases such as TB, Malaria and HIV and AIDS cause many deaths in developing countries. Those living in poverty find it very difficult to fight disease and harder to get medicine or treatment.</p>

<sup>1</sup> <http://www.un.org/millenniumgoals/education.shtml>

<sup>2</sup> <http://www.who.int/mediacentre/factsheets/fs178/en/>



**MDG 7**  
**Ensure**  
**Environmental**  
**Sustainability**

Problems such as climate change, pollution and deforestation affect poor communities the most. Climate change can lead to droughts and floods, which in turn contribute to crop failure, while pollution affects drinking water and deforestation can lead to soil erosion and make it difficult to grow crops. Over 95% of the deaths from natural disasters are in poor countries.



**MDG 8**  
**Develop a Global**  
**Partnership for**  
**Development**

To achieve all of the MDGs, all countries need to continue to work together. Global partnership means world leaders and governments working together as partners to make the world better and more peaceful, by working to end conflicts, caring for the environment, and fighting poverty through development aid and fairtrade.

## Activity Five: MDG Logo Cards

Distribute one MDG logo card to each group of pupils.

### **MDG 1**

End poverty and hunger

### **MDG 5**

Improve the health of mothers when they are having babies

### **MDG 2**

Make sure every child goes to school

### **MDG 6**

Fight infectious diseases

### **MDG 3**

Make sure women and girls get the same chances as men and boys

### **MDG 7**

Protect the environment for the future

### **MDG 4**

Reduce the numbers of small children and babies who die because of poverty

### **MDG 8**

Countries work together as partners to make the world a better place

3

Things I  
found out

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

Interesting  
things

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1

Question I  
still have

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Unit 2

### Irish Aid at Work

#### Learning outcomes:

Pupils will be enabled to:

- Explain how Irish Aid supports partner countries, to try to achieve the 8 MDGs
- Discuss the impact of Irish Aid's work in relation to the MDGs
- Present, using their own words and images, information regarding Irish Aid's partner countries and programmes
- Describe how what being denied an education might feel like

#### Materials:

##### Activity One: Irish Aid supporting partner countries

- Map of the World
- Irish Aid supporting partner countries: Teacher Information Sheet (page 29)

##### Activity Two: The impact of Irish Aid work

- Case studies of Irish Aid work: Teacher Resource Sheet (page 30)

##### Activity Three: Storyboard

- Storyboard: Pupil Worksheet (page 31)

#### Concluding Literacy Strategies:

- 3-2-1: Pupil Worksheet (page 32)
- Word Wall: Pupil Worksheet (page 9)

#### Introduction:

Unit 2 focuses in on the different ways that Irish Aid, Ireland's official programme of overseas assistance, works to achieve the eight Millennium Development Goals (MDGs). Pupils engage in whole class discussion about how the development programmes provided by Irish Aid to governments in nine partner countries help to achieve the MDGs (Activity One) in those countries. Through learning about examples of the impact of Irish Aid's work, especially in Africa, pupils become aware of how Ireland is helping to bring about lasting improvements (sustainable development) in developing countries (Activity Two). Working in small groups pupils then create a storyboard telling the story of how they would feel if they were not able to finish primary school (Activity Three).



This Unit ends with two (optional) literacy strategies which offer an opportunity for pupils to reflect on their learning (3-2-1 and Word Wall).

### Step-by-Step instructions:

#### Activity One: Irish Aid supporting partner countries

1. Write the child-friendly version of the MDGs on the board:
  - MDG 1 - End poverty and hunger
  - MDG 2 - Make sure every child goes to school
  - MDG 3 - Make sure women and girls get the same chances as men and boys
  - MDG 4 - Reduce the numbers of small children and babies who die because of poverty
  - MDG 5 - Improve the health of mothers when they are having babies
  - MDG 6 - Fight infectious diseases
  - MDG 7 - Protect the environment for the future
  - MDG 8 - Countries work together as partners to make the world a better place

**NOTE:** Depending on your class you may wish to ask pupils what they understand by the word 'partner' and how they think countries can work in partnership with one another.
2. Tell the class that the Irish Government gives aid (money) to poor countries on behalf of all of the people of Ireland, through its Irish Aid programme.  
Irish Aid:
  - has 9 PARTNER COUNTRIES where it works closely with the Governments so that those countries can develop, build better schools and hospitals, and grow more food,
  - helps organisations such as Christian Aid, Concern, Gorta-Self Help Africa, Trócaire, UNICEF and many others to fight hunger and poverty in over 80 countries all over the world,
  - supports long term development to help poor people to improve their lives,
  - gives emergency aid when countries are hit by disasters such as famine or floods.

All of Irish Aid's work is trying to achieve the MDGs.
3. Locate Ireland's 9 partner countries - Ethiopia, Lesotho, Malawi, Mozambique, Sierra Leone, Tanzania, Uganda, Vietnam and Zambia – on a map of the world. Ask the class if anyone has ever visited any of these countries?  
**NOTE:** If any of your pupils are from, or have visited these countries, you might consider asking them to share something about their experience.
4. Display the information provided on [Irish Aid supporting partner countries: Teacher Information Sheet](#) (page 29) on the whiteboard or overhead projector.  
**NOTE:** For more information on Irish Aid's 9 partner countries see the [2015 Our World Irish Aid Awards Pupil's Magazine](#).
5. Read the information, providing clarification of words/phrases where required.
6. Invite pupils to comment on the range of work which Irish Aid supports across the 9 partner countries.
7. Facilitate a class discussion using the following questions as prompts:
  - Do you think the type of work that Irish Aid does in partner countries are good ways to fight poverty and hunger?

- Which of the programmes in partner countries do you think is the most interesting and why?
  - Do you think that this work will help to achieve the 8 MDGs? How?
  - Can you link each Irish Aid programme to one or more MDGs?
8. Highlight the work supported by Irish Aid in Ethiopia.
  9. Conclude by asking the class if anyone knew that:

31 years ago, in 1984 in Ethiopia, changes in the weather, with no rain at all (drought), meant that food crops did not grow, there was very little food and lots of people went hungry. Sadly many people, especially babies and small children, died because of this. This is called a famine – when a lot of people in a country or region die in a short space of time from lack of food.

Just four years ago, in 2011, there was another drought in Ethiopia, but this time there was no famine, and people managed to survive. Lots of people believe that the reason that things did not get as bad this time was because, for a number of years, help was given to the farmers and very poor people by the Ethiopian government, working in partnership with countries like Ireland. People were helped to save water for when there was no rain, and they were helped to grow different crops that didn't need so much watering. This meant they were able to manage better when there were problems, and even when there was no rain. This good result is an example of the difference that sustainable development work can make when countries work together as partners in the fight against poverty.

### Activity Two: The impact of Irish Aid work

1. Tell the class that they are going to look more closely at how Ireland through the work of Irish Aid helps to achieve the MDGs.
2. Display and read the examples of Irish Aid's work in partner countries provided on [Case studies of Irish Aid work: Teacher Resource Sheet](#) (page 30).
3. Acknowledge that it can sometimes be difficult to understand what numbers, percentages and statistics mean, and for this reason it is helpful to see these visually.
4. To make these figures easier to understand, carry out the following activity in relation to (B) above. Tell pupils they are going to calculate the % of pupils who finished primary school in Uganda in 2010. Calculate 54% of the number of pupils present and ask that number to stand up (e.g., in a group of 30 children 16 would stand up). Tell those who remain seated that they would not have been able to finish primary school **in 2010**. Then calculate 67% of the number of pupils present and ask that number to stand up (e.g., in a group of 30 children 20 would stand up), telling those who remain seated that they would not finish primary school **in 2013**.
5. Ask the class if they can see the improvement (e.g., in a group of 30 an additional 4 children finished all the years of primary school in 2013 compared to in 2010).
6. Ask pupils to brainstorm what might have happened to support Ugandan children to finish primary school.
7. Explain that making sure that school buildings are of good quality is one way of helping children to finish their primary education. In 2013 Irish Aid launched a new school rehabilitation programme in Karamoja, the poorest region of Uganda. 21

schools in the region are being fixed, with new classrooms, teachers' accommodation and kitchens being built.

8. Ask the class to link each of the three examples (A) and (B) and (C) outlined [Case studies of Irish Aid work: Teacher Resource Sheet](#) (page 30) with one or more MDGs.
9. Explain that because all of the MDGs are linked: achieving results for one MDG can benefit another/other MDGs. For example, helping people to grow more and better food, like the orange-fleshed sweet potato, means that children have a better chance of going to school. Irish Aid is working to achieve all of the MDGs.
10. Conclude by asking the class to talk about the difference Ireland, through Irish Aid, is making in the lives of many children in its 9 partner countries.

### Activity Three: Storyboard

1. Divide the class into small groups.
  2. Distribute one copy of [Storyboard: Pupil Worksheet](#) (page 31) to each group.
  3. Invite the class to quickly brainstorm what they like about going to school, noting their responses on the board.
  4. Invite each group to imagine that they cannot finish primary school for one of the following reasons:
    - Their family cannot afford to send them to school
    - They have to work to help to support their family
    - They live very far away from a school
    - The school has been destroyed by floods, drought or some other disaster
    - War or conflict makes it dangerous to go to school
- NOTE:** Depending on your class you may wish to allocate a specific reason to each group.
5. Pupils should work together to create a storyboard telling the story of how they would feel or what they would do in this situation. Explain that they should use the larger spaces on the worksheet for drawing and the lines under each drawing for captions.
  6. Invite each group to present their storyboard to the class.
  7. Conclude by reminding the class what they said they liked about going to school.

### Concluding literacy strategies

#### 3-2-1

- Briefly summarise what has been covered in Unit 2: Irish Aid at Work.  
**NOTE:** You may find it useful to either draw on the learning outcomes listed at the start of the Unit or to summarise the completed activities/content from this Unit.
- Invite each pupil to complete the [3-2-1: Pupil Worksheet](#) (page 32).
- Ask for volunteers to share what they have learned, what they found interesting and questions they still have after Unit 2.

## Word Wall

- Explain the new words/phrases pupils have noted on their [Word Wall: Pupil Worksheet](#) (page 9) or invite them to use a dictionary to find out what the words/phrases mean as a homework task.



Irish Aid supports a government programme to buy ambulances and medicines, build health centres and train health workers, with the result that in Ethiopia there has been a huge drop in the number of babies and small children dying.



Irish Aid is working with the Government in Lesotho to support people to create their own family garden so that they have enough food to eat.



Since 2010, Irish Aid has helped the Malawi government to distribute bed nets in central Malawi. These nets help to stop young children getting malaria (a blood disease that is spread by an infected mosquito).



Irish Aid, working with the Government in Mozambique, encourages farmers to grow orange fleshed sweet potato. This sweet potato is rich in Vitamin A and helps to keep people well-fed and healthy.



Irish Aid has worked with the government to set up health centres which help to make sure that babies and young children throughout Sierra Leone are well-fed and stay healthy.



With support from Irish Aid, the Tanzanian government set up a dairy milk centre which has helped 1,200 farmers to get better prices for their milk.



Irish Aid has contributed money to a Ugandan government programme which is helping 2/3 of children to complete primary school.



Irish Aid has supported the Zambian government to provide social protection (money payments) to the poorest people, many of whom are women). This money allows women to buy more and better food so their children are healthier.



In 2013, Irish Aid contributed to a Vietnamese government scheme to help farmers build canals, dams and bridges so that they could improve their farming environment.

For more information and case studies about the work of Irish Aid in partner countries see <https://www.irishaid.ie/what-we-do/countries-where-we-work/>

**(A) Sierra Leone**

There was a war in Sierra Leone from 1991-2002. Many people suffered and died and much of the country was destroyed. After the war many people were short of food and many children and adults had diseases. Ireland decided to help Sierra Leone to rebuild the country. Since the end of the war there has been some improvement in the health of children, but about 44% of all children still do not get enough to eat and their health suffers as a result. (This would be the same as saying that about 13 children in a group of 30 were hungry and sick.) Because of this Irish Aid has worked with the government in Sierra Leone to set up care centres which help to make sure that babies and young children throughout the country are well-fed and stay healthy.

**(B) Uganda**

In Uganda, Irish Aid works with the Government to make sure that more children finish primary school. The result of this work is that the percentage of children completing primary school in Uganda increased from 54% in 2010 to 67% in 2013.

**(C) Ethiopia**

In Ethiopia, Irish Aid is working to improve the health of poor rural women and children. Irish Aid supports the Ethiopian Government to buy ambulances and medical equipment, build health centres and train health workers. As a result between 2005 and 2013 the numbers of babies and young children dying has dropped by 44%.

### Activity Three: Storyboard

### Pupil Worksheet

Millions of children in developing countries do not get the chance to finish primary school.

Work together to create a storyboard which explains how you would feel and what you would do if you were told you were not able to finish primary school.


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## Unit 3

### Female Food Heroes in Tanzania

#### Learning outcomes:

Pupils will be enabled to:

- Describe some of the problems facing women farmers around the world
- Consider the link between the Female Food Heroes programme and the Millennium Development Goals

#### Materials:

##### Activity One: Ester's Wordsearch

- Map of the world
- Tanzania – Country File: Teacher Resource Sheet (page 37)
- Ester's Story (page 38)
- Ester's Wordsearch: Pupil Worksheet (page 39)

##### Activity Two: Female Food Heroes Video

- 'Sharon Corr meets the Female Food Heroes' (2.55 min-long video, available: <https://www.oxfamireland.org/blog/sharon-corr-in-tanzania>)
- Group Task Cards (page 40)
- Flipchart sheets
- Markers

##### Activity Three: MDG Links

- Sample MDG Connections: Teacher Resource Sheet (page 41)
- MDGs Connections: Teacher Resource Sheet (page 42)

#### Concluding Literacy Strategies:

- 3-2-1: Pupil Worksheet (page 43)
- Word Wall: Pupil Worksheet (page 9)

#### Introduction:

Women farmers grow half the food on the African continent, but their work tends to be undervalued. Unit 3 highlights a really innovative and exciting programme which Irish Aid supports in Tanzania. The Female Food Heroes TV show is organized by Oxfam International, one of the non-governmental organizations working in Tanzania which receives support from Irish Aid. The show celebrates the important role played by women farmers in Tanzania and raises awareness about issues like women's rights, how to farm in an environmentally friendly way etc. In Unit 3 pupils learn about a remarkable Tanzanian woman farmer, Ester Jerome Mtegele, ( Mm-te-gool-le), the 2011 Female Food Heroes

winner. Pupils engage in a literacy activity to come to grips with some keywords and discuss the links between the MDGs and the Female Food Heroes programme (Activities One and Three). During Activity Two, pupils carry out a group task based on a short video about the Female Food Heroes.

This Unit ends with two (optional) literacy strategies which offer an opportunity for pupils to reflect on their learning (3-2-1 and Word Wall).

### Step-by-Step instructions:

#### Activity One: Ester's Story

1. Explain to the class that they are going to read about a farmer called Ester Jerome Mtegele (Mm-te-gool-le) from Lyenge village in Tanzania. Tanzania, in East Africa, is one of Irish Aid's 9 partner countries.
2. Locate Tanzania on a map of the world.  
**NOTE:** Depending on your group you may wish to display [Tanzania – Country File: Teacher Resource Sheet](#) (page 37).
3. Explain that in Tanzania many women work on the land and they play a vital role in terms of supporting their families and producing food, but only 3% own their farms and the work of women is not always valued or supported.
4. Display [Ester's Story](#) (page 38) and read the text aloud.
5. Ask pupils to name any words or terms that they do not understand and explain these as required.  
**NOTE:** Depending on your class you may to explain that non-governmental organizations (NGOs) are charities which help people in poor countries. NGOs get money to do this work from ordinary people and they also sometimes get money from Irish Aid.
6. Divide the class into pairs.
7. Explain that each pair is going to work together to complete a wordsearch using keywords from Ester's story.
8. Distribute one copy of [Ester's Wordsearch: Pupil Worksheet](#) (page 39) to each pair.  
**NOTE:** Depending on your group you may find it useful to work as a class to locate the keywords from the text of Ester's story, before asking pairs of pupils to complete the wordsearch.
9. Invite each pair to give their completed Wordsearch to another pair of pupils to correct.

#### Activity Two: Female Food Heroes video

1. Explain that girls and women make up almost 50% of the world's population of approx. 7 billion people. However, girls and women, and boys and men do not always have the same opportunities in life. Ask the class for examples of when girls and boys are not given the same opportunities or when they are treated differently.  
**NOTE:** Depending on your group you may wish to prompt pupils to think about the types of chores or jobs they are asked to do at home or in school, or the types of jobs that they have when they grow up etc.

2. Ask the class for examples of when girls and boys are not given the same opportunities or when they are treated differently.  
**NOTE:** Depending on your group you may wish to prompt pupils to think about the types of chores or jobs they are asked to do at home or in school, or the types of jobs that they have when they grow up etc.
3. Explain that every country around the world needs to make sure that girls and women have equal chances as boys and men. There is always room for improvement. For example, in Tanzania only 5.6%, or less than 6 out of every 100 women have gone to secondary school, while 81% or 81 out of every 100 Irish women have gone to secondary school. But fewer women in Ireland are involved in government (running the country) than in Tanzania (i.e., there are 19 TDs in Ireland and 36 women members of parliament in Tanzania).
4. Remind pupils that the Female Food Heroes programme is organized by Oxfam International, a non-governmental organization (NGO) or charity, with support from Irish Aid.
5. Ask if anyone has ever heard of The Corrs? Has anyone watched the Voice of Ireland (talent show – Sharon Corr was a coach for 2 seasons)? Tell the class that Sharon Corr acts as an Ambassador for Oxfam Ireland and she travelled to Tanzania to launch the 2012 (2<sup>nd</sup> season) of the Female Food Heroes reality TV show.
6. Explain to the class that they are going to watch a short video of Sharon’s visit to Tanzania, where she met Ester Jerome and some of the runners up from the 2011 Female Food Heroes competition.
7. Show the video entitled ‘[Sharon Corr meets the Female Food Heroes](https://www.oxfamireland.org/blog/sharon-corr-in-tanzania)’ (available: <https://www.oxfamireland.org/blog/sharon-corr-in-tanzania>).
8. Divide the class into five groups.
9. Allocate one task from [Group Task Cards](#) (page 40) to each group.
10. Circulate around the room, checking that each group understands their task.
11. Distribute flipchart sheets and markers as required.
12. Show the video again.
13. Invite groups to carry out their tasks.
14. Ask each group to present their completed task to the rest of the class.

### Activity Three: MDG Connections

1. Explain that the eight MDGs are linked to each other. All the Goals are equally important but that no Goal can be achieved without the others.
2. Display [Sample MDG connections: Teacher Resource Sheet](#) (page 41) which depicts a linkage between MDG 7, MDG 1 and MDG 2.
3. Display the [MDG Connections: Teacher Resource Sheet](#) (page 42).
4. Ask the class to discuss the MDGs linked to the issues that Ester, Mwandiwe, Anna and others spoke about in the video?

## Concluding literacy strategies

### 3-2-1

- Briefly summarise what has been covered in Unit 3: Female Food Heroes.  
**NOTE:** You may find it useful to either draw on the learning outcomes listed at the start of the Unit or to summarise the completed activities/content from this Unit.
- Invite each pupil to complete the [3-2-1: Pupil Worksheet](#) (page 43).
- Ask for volunteers to share what they have learned, what they found interesting and questions they still have after Unit 1.

### Word Wall

- Explain the new words/phrases pupils have noted on their [Word Wall: Pupil Worksheet](#) (page 9) or invite them to use a dictionary to find out what the words/phrases mean as a homework task.



**Location:** East Africa

**Official name:** United Republic of Tanzania

**Flag:**



**Population:** 49.3 million

**Life expectancy:** 61.5 years

**Currency:** Shilling

**Capital city:** Dodoma

**Languages:** Swahili, English and others

**Exports:** Coffee, tea, cotton, cashew nuts

**Partner country with Ireland since:** 1975

The Serengeti National Park, in northern Tanzania, is visited by tourists from all over the world. Over 200 species of birds, as well as lions, giraffes, elephants and zebras can be found in the park. It is also home to the black rhinoceros, which is an endangered species.

## Activity One: Ester's Story

Let's meet Ester from Tanzania...

If you find that some of the words in Ester's story are a bit difficult to understand, like 'semi-arid' or 'discriminated', ask your teacher to explain them to you.



Ester Jerome Mtegule lives in Lyenge village, in the Dodoma region in central Tanzania. In 2011 Ester won a reality TV show called Female Food Heroes.

Ester is 33 years old. She has five children and her mother also lives with her on her small farm. Ester grows sunflowers, ground nuts (peanuts), millet (a type of grain that is used to make flour) and sorghum (a type of grain used to make porridge).

The Female Food Heroes TV show was organized by Oxfam International, a non-governmental organization (NGO or charity) which receives support from Irish Aid. Women carry out a lot of the farm work in developing countries, but they are often unfairly treated, especially when they want to become farm owners. The show celebrates the important role played by women farmers in Tanzania, and talks about the need for women to be treated the same way as men, how to farm in a way that takes care of the environment etc.

The year that Ester won Female Food Heroes it was followed by around 25 million Tanzanians – more than half the country's population. Ester and the other 9 finalists were chosen from 6,000 entrants. The show followed the 10 women farmers as they participated in a week-long X Factor-style 'boot camp' where they were shown new ways to farm.

Since winning the show Ester's life has changed a lot. She won a tractor, which she rents out to others in her community and, she has changed how she farms. Ester now produces 75 bags of red sorghum every year. Red sorghum can grow with very little water. Before, she planted the traditional, white-sorghum, which needs lots of water to grow, and produced only 5 bags every year. This change is very important because the region where Ester lives gets very little rain. Ester also tries to encourage other farmers to plant red sorghum. People in Ester's community are inspired by Ester and what she has done in winning the Female Food Heroes competition.



Red sorghum grains

## Activity One: Ester's Wordsearch

## Pupil Worksheet

You've read Ester's story...now let's see if you can find some of the key words from her story in this wordsearch. To make things easier the first word (Ester) is already done.

Find these hidden words in the wordsearch:

- ~~ESTER~~
- TANZANIA
- WOMEN FARMERS
- SEMI-ARID
- SORGHUM
- WOMEN'S RIGHTS
- ENVIRONMENTALLY FRIENDLY
- DROUGHT-RESISTANT

S	E	M	I	-	A	R	I	D	R	U	N	L	I	B
G	S	F	F	N	Q	E	K	M	X	C	V	B	N	E
T	T	R	R	Y	A	D	U	L	P	Q	K	L	M	N
N	E	V	T	Q	S	F	T	Y	A	W	I	J	D	V
I	R	B	U	M	W	R	G	H	S	Y	O	M	R	I
T	P	N	J	U	A	S	D	F	Q	T	P	N	O	R
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**TASK 1**

**Design a DVD cover for the video. Include:**

- Description
- Images

**TASK 2**

**Design a poster your classroom wall about the content of the video. Include key words/phrases.**

**TASK 3**

**Imagine you work for the RTE Guide. Write a description of the video, telling people what to expect and what is interesting about the video.**

**TASK 4**

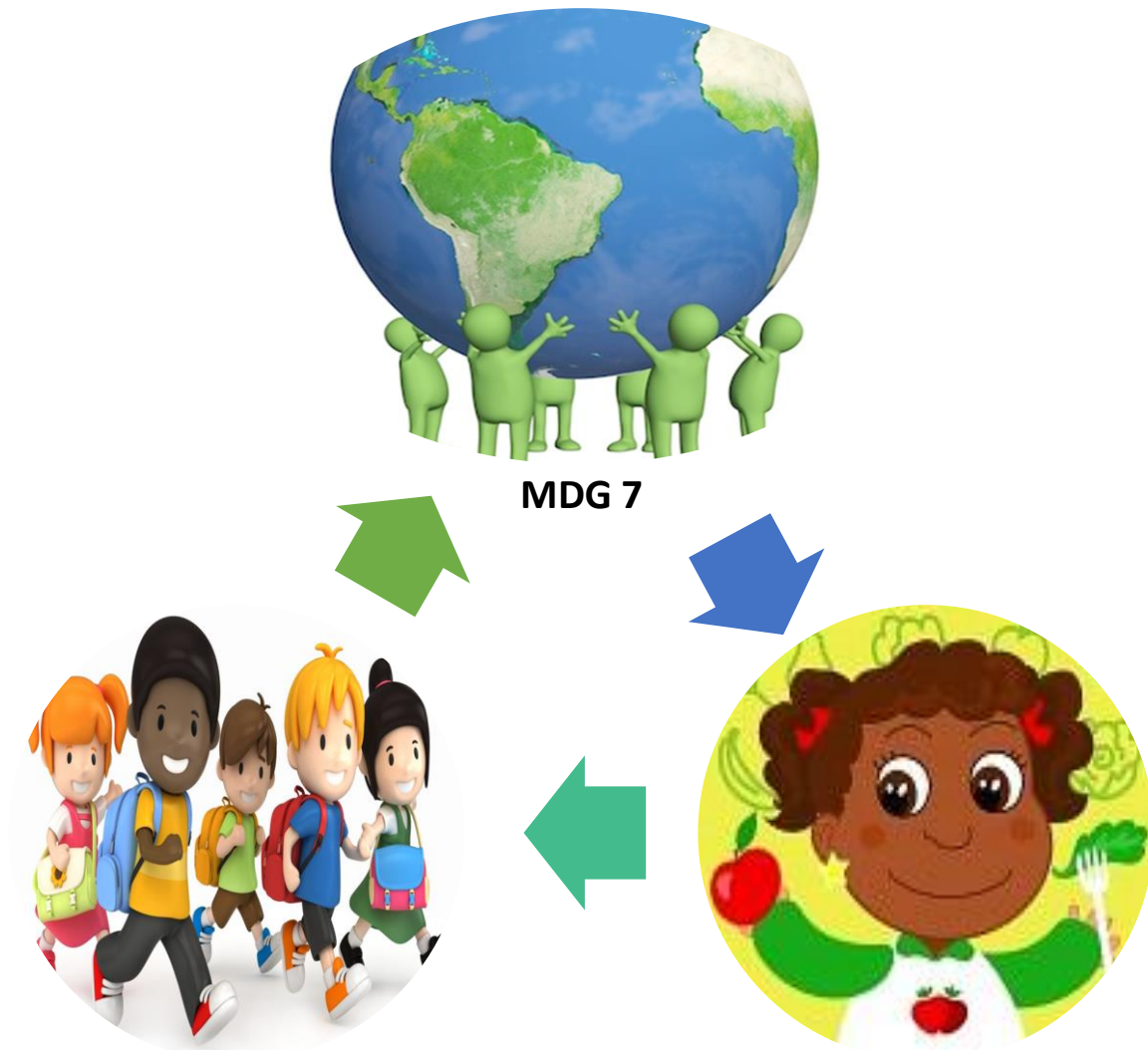
**Prepare a one or two-minute talk for another class describing what you saw and learned from the video.**

**TASK 5**

**Write a list of ideas and tips for children who are interested in taking care of the environment.**



There are many connections between MDGs.  
Here is just one for you to think about...



If you take care of the world and protect the environment (MDG 7), this helps farmers to produce food to make sure that you have enough to eat (MDG 1).









Having enough food (MDG 1) and being able to go to school (MDG 2) are linked because children need to be well fed in order to walk to school and to learn properly.

## Activity Three: MDG Connections Sheet

## Teacher Resource

Think about the Female Food Heroes programme in Tanzania.

Which MDGs can you connect to the issues Ester and others spoke about in the video?

	<b>MDG 1</b> End poverty and hunger
	<b>MDG 2</b> Make sure every child goes to school
	<b>MDG 3</b> Make sure women and girls get the same chances as men and boys
	<b>MDG 4</b> Reduce the number of small children and babies who die because of poverty
	<b>MDG 5</b> Improve the health of mothers when they are having babies
	<b>MDG 6</b> Fight infectious diseases
	<b>MDG 7</b> Protect the environment for the future
	<b>MDG 8</b> Countries work together as partners to make the world a better place

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## Unit 4

### Clay Stoves in Malawi

#### Learning outcomes:

Pupils will be enabled to:

- Consider the link between the Clay Stoves programme and the Millennium Development Goals
- Evaluate the impact of clay stoves on the lives of people in Malawi
- Design a clay stove

#### Materials:

##### Activity One: Clay Stoves and the MDGs

- Map of the world
- Malawi – Country File: Teacher Resource Sheet (page 47)
- 3-Stone Cooking Fires and Clay Stoves: Teacher Resource Sheet (page 48)
- Clay Stoves and the MDGs: Pupil Worksheet (page 49)
- MDGs: Teacher Resource Sheet (page 42)

##### Activity Two: Clubbing Together to Protect the Environment

- Onesta’s Letter: Teacher Resource Sheet (page 50)
- Text Onesta: Pupil Worksheet (page 51)

##### Activity Three: My Clay Stove

- My Clay Stove: Pupil Worksheet (page 52)

#### Concluding Literacy Strategies:

- 3-2-1: Pupil Worksheet (page 53)
- Word Wall: Pupil Worksheet (page 9)

#### Introduction:

Unit 4 focuses on an Irish Aid supported programme in Malawi which is trying to make a real difference in the lives of poor people and communities, while at the same time protecting the environment. The Clay Stoves (or fuel-efficient stoves) programme is an initiative of Concern Universal (UK) and a Malawian NGO, Clioma, to spread information about the benefits of clay stoves for cooking. Although on first glance it may seem as though this programme is mainly about the environment (MDG 7), on closer examination using clay

stoves also progresses other MDGs (e.g., MDG 2, MDG 3 etc). In Activity One, pupils examine the relationship between the use of clay stoves and the MDGs. In Activity Two, they learn about Clay Stoves Clubs and respond to a letter from Onesta, a clay stove club member. Pupils put their creativity to use in Activity Three, which involves choosing appropriate colours, characters and logos to design their own clay stove.

This Unit ends with two (optional) literacy strategies which offer an opportunity for pupils to reflect on their learning (3-2-1 and Word Wall).

### Step-by-Step instructions:

#### Activity One: Clay Stoves and the MDGs

1. Remind the class that Malawi, a country in southern central Africa, is one of Irish Aid's 9 partner countries.
2. Locate Malawi on a map of the world.  
**NOTE:** Depending on your group you may wish to display [Malawi – Country File: Teacher Resource Sheet](#) (page 47).
3. Explain that in Malawi most rural households use traditional three-stone fires for cooking. This involves sitting a pot on three stones surrounding an open fire. This type of fire uses up a lot of firewood, with the result that forests are cut down. To solve this problem Irish Aid have been working as a partner with two charities, or non-governmental organisations (NGOs), Concern Universal (UK) and a Malawian NGO, Clioma, to spread information about the benefits of clay stoves for cooking in Malawi.  
**NOTE:** Depending on your class you may wish to remind pupils that non-governmental organizations (NGOs) are charities which help people in poor countries. NGOs get money to do this work from ordinary people and they also sometimes get money from Irish Aid.
4. Display [3-Stone Cooking Fires and Clay Stoves: Teacher Resource Sheet](#) (page 48) and read the information aloud to the class.
5. Divide the class into small groups.
6. Distribute one copy of [Clay Stoves and the MDGs: Pupil Worksheet](#) (page 49) to each group.
7. Invite each group to think of all the different MDGs which are helped by the clay stoves programme.  
**NOTE:** Depending on your group you may wish to display [MDGs: Teacher Resource Sheet](#) (page 42) to remind your pupils of the 8 Millennium Development Goals.
8. Take some feedback from each group, encouraging them to make the links between MDGs.
9. Conclude by explaining that replacing old cooking methods with clay stoves is an example of how good and lasting ways of doing things (sustainable development) can make a real difference in the lives of poor people and communities, while at the same time protecting the environment.

#### Activity Two: Clubbing together to protect the environment

1. Explain that in some villages in Malawi people have come together to form clubs which make and sell clay stoves. In M'ganja Village the clay stove club has 34

members. Some people are stove makers and others market, sell and deliver the stoves. Each stove maker, like Onesta Chimbalanga, marks the rim of their stove with their own special mark. The club sells 300 stoves every month and they use the money earned to buy maize (like sweetcorn), which is the main food eaten in Malawi.

2. Display [Onesta's Letter: Teacher Resource Sheet](#) (page 50) and read it aloud in class.
3. Distribute one copy of [Text Onesta: Pupil Worksheet](#) (page 51) to each pupil.
4. Invite pupils to imagine that they can text Onesta. In their 160-character text they could tell Onesta what they found interesting about the clay stoves programme, what they would like to know more about, what things they are doing to protect the environment.
5. Display the completed worksheets on the classroom walls.

### Activity Three: My Clay Stove

1. Distribute one copy of [My Clay Stove: Pupil Worksheet](#) (page 52) to each pupil.
2. Remind the class that Onesta and other clay stove makers mark each of their stoves so that they know which ones they made.
3. Explain to the class that they are going to design their own clay stove.
4. Encourage pupils to think about the clay stoves programme in Malawi and the MDGs and as they choose colours, characters or logos to design their clay stove.

### Concluding literacy strategies

#### 3-2-1

- Briefly summarise what has been covered in Unit 4: Clay Stoves in Malawi.  
**NOTE:** You may find it useful to either draw on the learning outcomes listed at the start of the Unit or to summarise the completed activities/content from this Unit.
- Invite each pupil to complete the [3-2-1: Pupil Worksheet](#) (page 53).
- Ask for volunteers to share what they have learned, what they found interesting and questions they still have after Unit 4.

#### Word Wall

- Explain the new words/phrases pupils have noted on their [Word Wall: Pupil Worksheet](#) (page 9) or invite them to use a dictionary to find out what the words/phrases mean as a homework task.



**Location:** South-eastern Africa

**Flag:**



**Population:** 16.4 million

**Life expectancy:** 55.3 years

**Currency:** Kwacha

**Capital city:** Lilongwe

**Languages:** Chichewa, English and others

**Exports:** Tobacco, tea, sugar

**President:** Joyce Banda became the first female president of Malawi in 2012.

**Partner Country with Ireland since:** 2007

Malawi is commonly known as 'The warm heart of Africa' because the people are considered to be very friendly and welcoming to visitors.

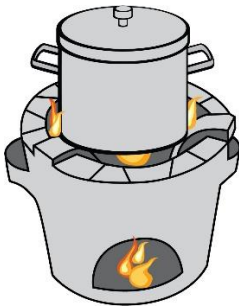
Lake Malawi was once called 'The Lake of the Stars' by the famed Scottish explorer David Livingstone, because lantern lights he saw from fishermen's boats resembled the stars at night.



## Three-stone cooking fire

This is the way that people in the countryside in Malawi have cooked their food for many years, but this needed to change because:

- Three-stone cooking fires produce a lot of smoke which can cause pollution problems. When people live with this type of pollution for a very long time they can get very sore eyes, headaches, and find it hard to breathe properly.
- Three-stone cooking fires use lots of firewood. When too many trees are cut down the topsoil is often washed away when it rains, and the quality of the soil becomes poorer. This means fewer crops grow and that crops are poor.
- Women and girls are usually in charge of collecting firewood, which often takes a long time because they have to walk long distances to get enough firewood.



## Clay stove

Changing from using three stone fires to clay stoves is a good development because:

- Clay stoves produce less smoke so help to lower pollution levels in kitchens.
- Clay stoves use less firewood. This means that people do not cut down as many trees for cooking, the animals living and round trees are not disturbed, soil is better quality and crops are also better.
- Clay stoves use less firewood. This means that women and girls have more time, to work, rest, go to school, or to do other things in their community.
- People can make and sell clay stoves and make money to support their families.



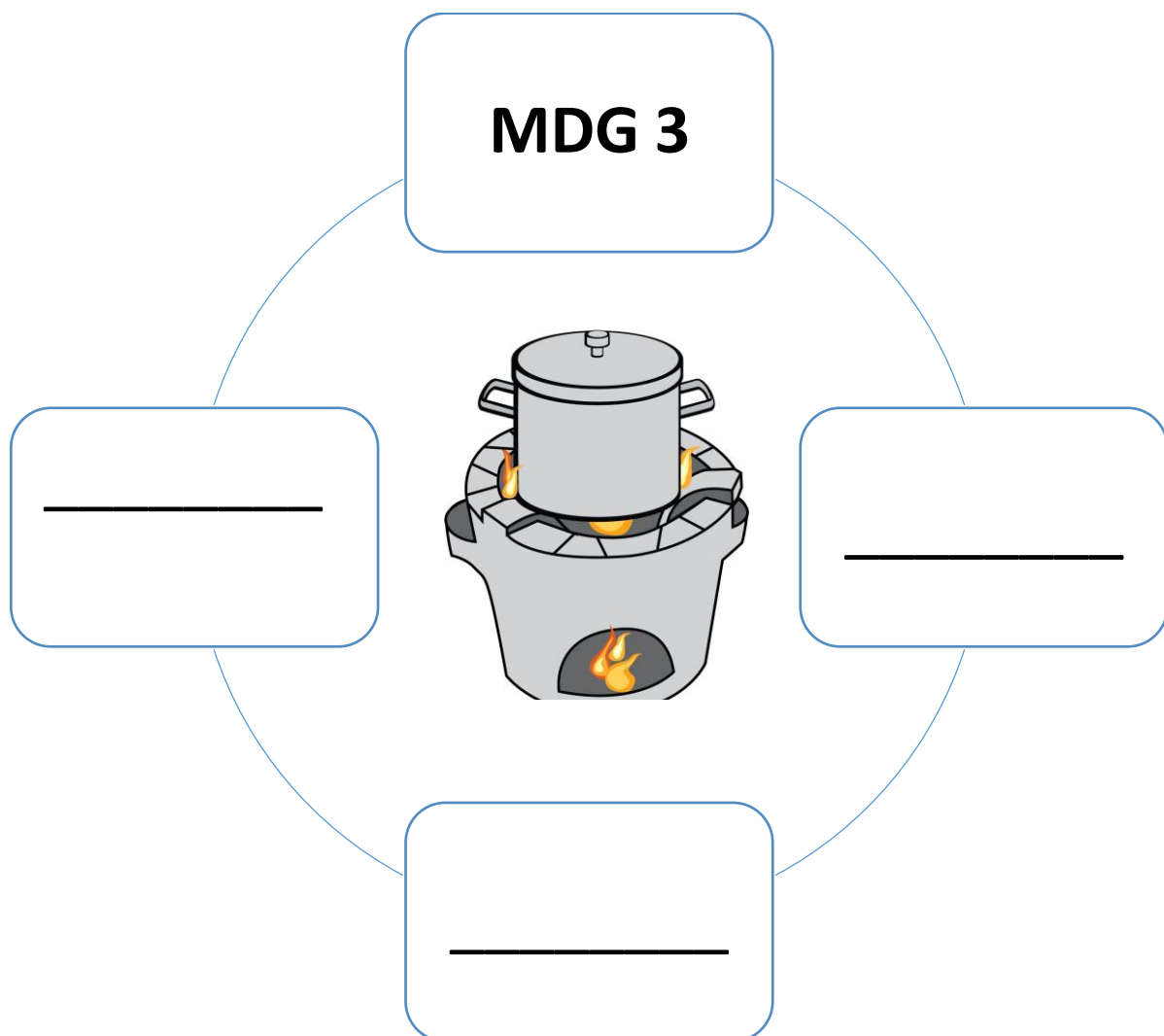
## Activity One: Clay Stoves

## Pupil Worksheet

Think about all the benefits of using clay stoves.

Which Millennium Development Goals (MDGs) do the use of clay stoves help to achieve? For example, we know that using clay stoves means that women and girls do not have to spend so much time collecting firewood, which means that they have more time, to go to school, to work and to play. In this way clay stoves help progress MDG 3.

Can you think of any other MDGs which are helped by the clay stoves programme?





Onesta Chimbalanga

Hi there,

Muli bwanji? (How are you?)

I heard you were learning about clay stoves as part of the Our World Irish Aid Awards and wanted to tell you why people in my village got involved in the Clay Stoves Club.

We were all fed up with the amount of time it took to collect wood for the fire. There's also not as much smoke with clay stoves as with an open fire. The stove can also be moved to warm anyone in the family if they are ill or cold.

Concern Universal asked us for a soil sample to check that the clay we were planning to use for our stoves was ok. Once we were told that it was good quality clay we had to build a shed to work in. The shed was built from local materials and then Concern Universal brought in people to train us on how to make the clay stoves.

We've made stoves for all the people in our community, and they can see how much wood it saves compared to the three-stone fires. Wood that used to last two days now lasts three weeks! This means that the clay stoves are helping us to look after our trees.

What about you? What do you do to look after the environment?

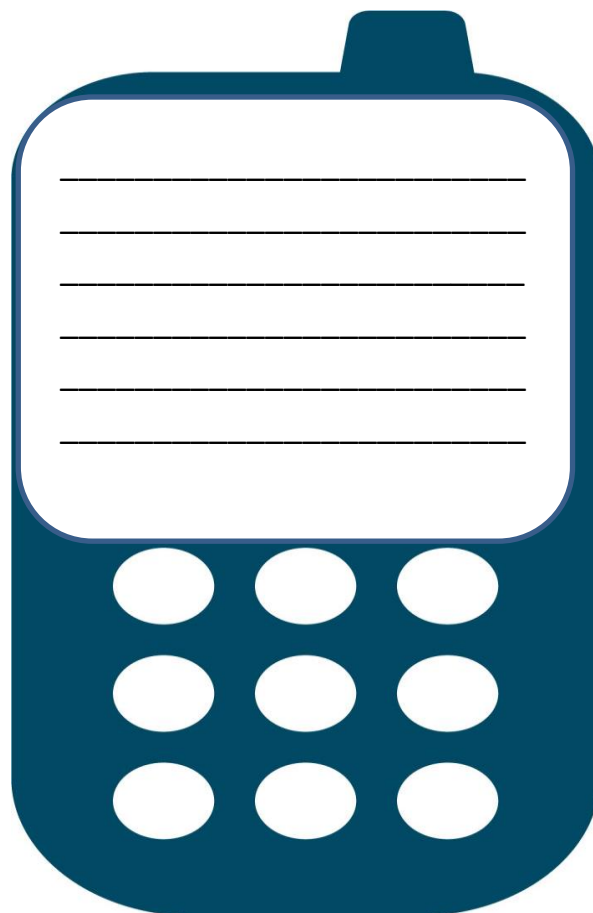
Take care,

Onesta

Imagine you can text Onesta.

You can tell her what you found interesting about the clay stoves programme, what you would like to know more about, or what things you are doing to protect the environment.

Remember – texts cannot be any longer than 160-characters!



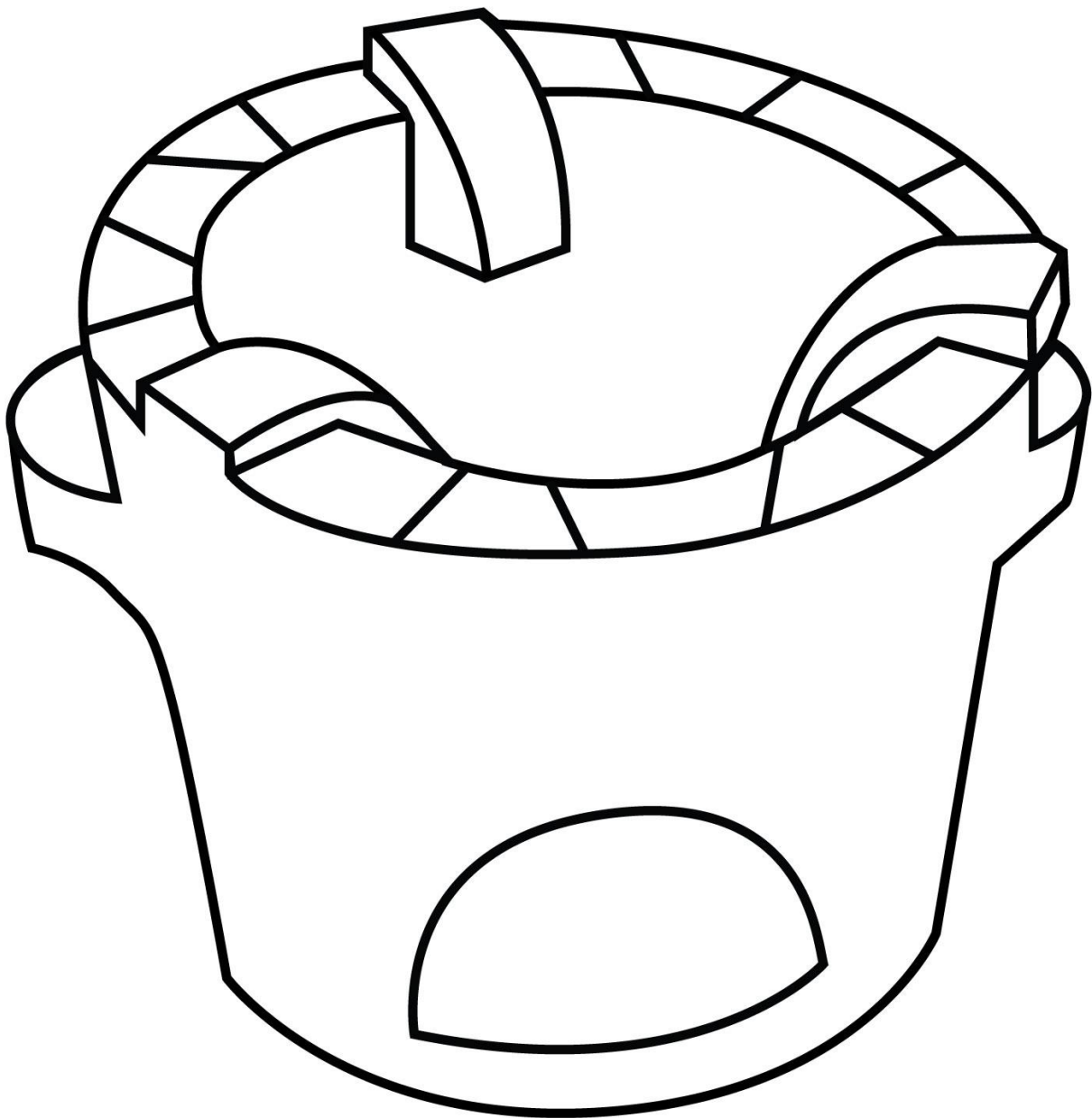
**Activity Three: My Clay Stove**

**Pupil Worksheet**

**Think about Onesta and other clay stove makers. What MDGs can you link to the clay stoves programme in Malawi?**

**Use your thoughts to inspire you when you colour your clay stove.**

**Be creative – use words, MDG logos, pictures etc.**



3

Things I  
found out

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## Unit 5

### Our World Irish Aid Awards (OWIAA) – Getting Started

#### Learning outcomes:

Pupils will be enabled to:

- Describe actions that can be taken to help end poverty
- Explain a number of strategies they can employ to demonstrate care for the world
- Describe the content of the Kids Zone on the Our World Awards website
- Generate ideas for Our World Awards Projects on the theme of 'Caring for Our World'
- Reflect on their learning from all of the OWIAA Units

#### Materials:

##### Activity One: Caring for Our World

- Dalai Lama: Teacher Resource Sheet (page 58)

##### Activity Two: Footprints and Handprints

- Footprints: Pupil Worksheet (page 59)
- Handprints: Pupil Worksheet (page 60)

##### Activity Three: Our World Irish Aid Awards – Kids Zone

- Computer(s) with internet access
- Kids Zone: Pupil Worksheet (page 61)

##### Activity Four: Ideas Bank

- Ideas Bank: Pupil Worksheet (page 62)
- Post-its

#### Concluding Literacy Strategies:

- 3-2-1: Pupil Worksheet (page 63)
- Word Wall: Pupil Worksheet (page 9)
- Gathering Final Thoughts: Pupil Worksheet (page 64)

#### Introduction:

Unit 5 begins with a circle time activity to focus pupils on big ideas about how to care for our world and end poverty (Activity One). Pupils will get a chance to think about the ways that they already care about the world (Activity Two), so that they come to recognise that they too have an important role in addressing the big problems faced by the world. During Activity Three, pupils learn about the Our World Irish Aid Awards and (internet access permitting) get ideas for projects from the Kids Zone in the OWIAA website ([www.ourworldirishaidawards.ie](http://www.ourworldirishaidawards.ie)). Activity Four suggests one possible way for your pupils

to generate project ideas and engage in a democratic process to decide on the focus of their own OWIAA project.

This Unit ends with three (optional) literacy strategies which offer an opportunity for pupils to reflect on their learning (3-2-1, Word Wall and Gathering Final Thoughts).

### Step-by-Step instructions:

#### Activity One: Caring for Our World

1. Sit with your pupils in a circle.
2. Tell them that you are going to imagine that you are holding a sleeping puppy or kitten in your arms. You are going to pass the sleeping puppy/kitten to the person on your right without waking it up.
3. Once the sleeping puppy/kitten has been passed around to everyone in the circle ask pupils to close their eyes and imagine that they are holding the world in their arms.
4. Invite pupils to tell you about the world they are holding – what does it look like, feel like etc?
5. Invite pupils to return to their desks.
6. Write the following quote by the 14<sup>th</sup> Dalai Lama on the board:

“Our planet is our house, and we must keep it in order and take care of it if we are genuinely concerned about happiness for ourselves, our children, our friends...”

**NOTE:** Depending on your group you may wish to spend some time ensuring that pupils understand all of the words in this quote. An explanation of the quote itself is given in Step 2 (below).

7. Explain that the person who said this meant that the world is our home, and it is a home for all the people living now and all the people who will live in the future. If we care about ourselves, people that we know and the people that will be born in the future, we need to care for and protect our home – planet earth.
8. Ask pupils if they have heard of the Dalai Lama and display the image provided in [Dalai Lama: Teacher Resource Sheet](#) (page 58).
9. Explain that the Dalai Lama was born in Tibet in 1935. He is a holy and wise man, who is also the political leader of the Tibetan people. The Dalai Lama believes that if people were kinder to each other and took better care of the environment, the biggest problems facing the world would be solved.
10. Remind the class that the MDGs aim to improve the lives of poor people living in developing countries, and MDG 7 specifically relates to protecting the environment for the future generations, and for the poorest people in the world today, and that looking after the environment is something that we can all do in our everyday lives.

### Activity Two: Footprints and Handprints

1. Tell the class that they are going to work together to think of the things that children and young people sometimes do that are not good for the environment. They are also going to come up with some things which children and young people do which are good for the environment.
2. Distribute one copy of [Footprints: Pupil Worksheet](#) (page 59) to half of the class and invite these pupils to list some things that the children and young people sometime do that are bad for the environment and cause big carbon footprints.
3. Distribute one copy of [Handprints: Pupil Worksheet](#) (page 60) to other half of the class and invite these pupils to list the things that children and young people do which are good for the environment.
4. Invite pupils to display their finished footprints and handprints on the walls/tables.
5. Highlight the most common behaviours cited on the Footprints worksheets and any good suggestions from the Handprints worksheets.
6. Conclude by highlighting all the good things that pupils in the class are already doing to show how much they care for the world we live in. Focus on the fact that many of the things that people can do to show they care for the world are very easy, and are simply a case of making slight changes in ways of behaving and acting. Remind pupils that there is always room for improvement, and that they should try to put into practice some of the good ideas that have come up in the class for bringing about good and lasting change (i.e. sustainable development).

### Activity Three: [Our World Irish Aid Awards – Kids Zone](#)

**NOTE:** Depending on the number of computers available, this activity can be done as a whole class group or in small groups.

1. Tell pupils that every year Irish Aid, the Irish Government's programme for overseas development, runs an awards programme for primary schools called the *Our World Irish Aid Awards*. Pupils prepare projects on a theme linked to one or more of the MDGs and submit the project in the hopes of getting an award.
2. Tell the class that they are going to do an activity where they will research the Our World Awards website looking for useful information and ideas for their group/class project.
3. Distribute copies of [Kids Zone: Pupil Worksheet](#) (page 61).  
**NOTE:** if doing this activity as a whole class, you may decide to ask pupils to work in pairs to complete the worksheet. If there are a number of computers available you should divide the class into groups, one per computer, and ask each group to complete a worksheet.
4. Access the Kids Zone on the Our World Awards website ([www.ourworldirishaidawards.ie](http://www.ourworldirishaidawards.ie)) and spend sufficient time on each of the pages for the pupils to consider the 3 statements on the [Kids Zone: Pupil Worksheet](#) (page 61).
5. Take feedback from the pupils, recording their responses on the board.

### Activity Four: Our World Irish Aid Award - Ideas Bank

1. Remind the pupils that the theme for the Our World Irish Aid Awards this year is 'Caring for Our World,' which is linked to all eight of the MDGs, but has particular relevance to MDG 7 (Protect the environment for the future).



2. Distribute one copy of the [Ideas Bank: Pupil Worksheet](#) (page 62) to each pupil and invite them to spend a couple of minutes filling it in.
3. Display the completed worksheets on the wall, floor or on classroom tables.
4. Invite the class to look at the ideas that have been generated by all of the pupils.
5. Ask for clarification about ideas which seem promising or require explanation.
6. Distribute one post-it to each pupil and ask them to stick the post-it on the idea they find most interesting.
7. Count the post-its and write the 3-5 most popular project ideas on the board.
8. Discuss these ideas with the class, making sure to present the pros and cons associated with each.

### Concluding literacy strategies

#### 3-2-1

- Briefly summarise what has been covered in Unit 5: Our World Irish Aid Awards (OWIAA) – Getting Started.  
**NOTE:** You may find it useful to either draw on the learning outcomes listed at the start of the Unit or to summarise the completed activities/content from this Unit.
- Invite each pupil to complete the [3-2-1: Pupil Worksheet](#) (page 63).
- Ask for volunteers to share what they have learned, what they found interesting and questions they still have after Unit 5.

#### Word Wall

- Explain the new words/phrases pupils have noted on their [Word Wall: Pupil Worksheet](#) (page 9) or invite them to use a dictionary to find out what the words/phrases mean as a homework task.

#### Gathering Final Thoughts

- Invite pupils read through each of their [3-2-1: Pupil Worksheet](#) (pages 23, 32, 43, 53, 63) completed at the end of each of the OWIAA Units.
- While they are reading randomly distribute [Gathering Final Thoughts: Pupil Worksheet](#) (page 64).  
**NOTE:** Each worksheet should be passed to 6 students, so you should divide the number of pupils in your class and distribute that number of worksheets.
- Ask pupils to respond to one of the questions/statements on the sheet, and only then pass it on to someone else.
- Make sure that every pupil got the opportunity to write on at least one worksheet.
- Display the completed worksheets on the classroom wall and invite pupils to come up and read what has been written.



“Our planet is our house, and we must keep it in order and take care of it if we are genuinely concerned about happiness for ourselves, our children, our friends...”

## Activity Two: Footprints

## Pupil Worksheet Sheet

Think about the things that children and young people do that are bad for the environment.

List these things on the big red footprint.



## Activity Two: Handprints

## Pupil Worksheet Sheet




Think about the things that children and young people do that are good for the environment.

List these things on the big green handprint.



Activity Three: Our World Irish Aid Awards – Kids Zone

Pupil Worksheet

	 <b>YES!</b>	 <b>UNSURE</b>	 <b>NO!</b>
I understand what the Our World Irish Aid Awards are about			
I found some interesting examples of things that other primary schools did in other years			
I have some ideas about what we might do for an Our World Irish Aid Award project			



Our/My World Awards project idea on the theme of 'Caring for Our World' is:

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Things I  
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The activity I liked best was.....

because...



2 things I found interesting:

1.

2.

The 1 thing I would like to learn more about is...

Having done the OWIAA activities, I am inspired to...

In the future, I will make sure...

One last thought is...