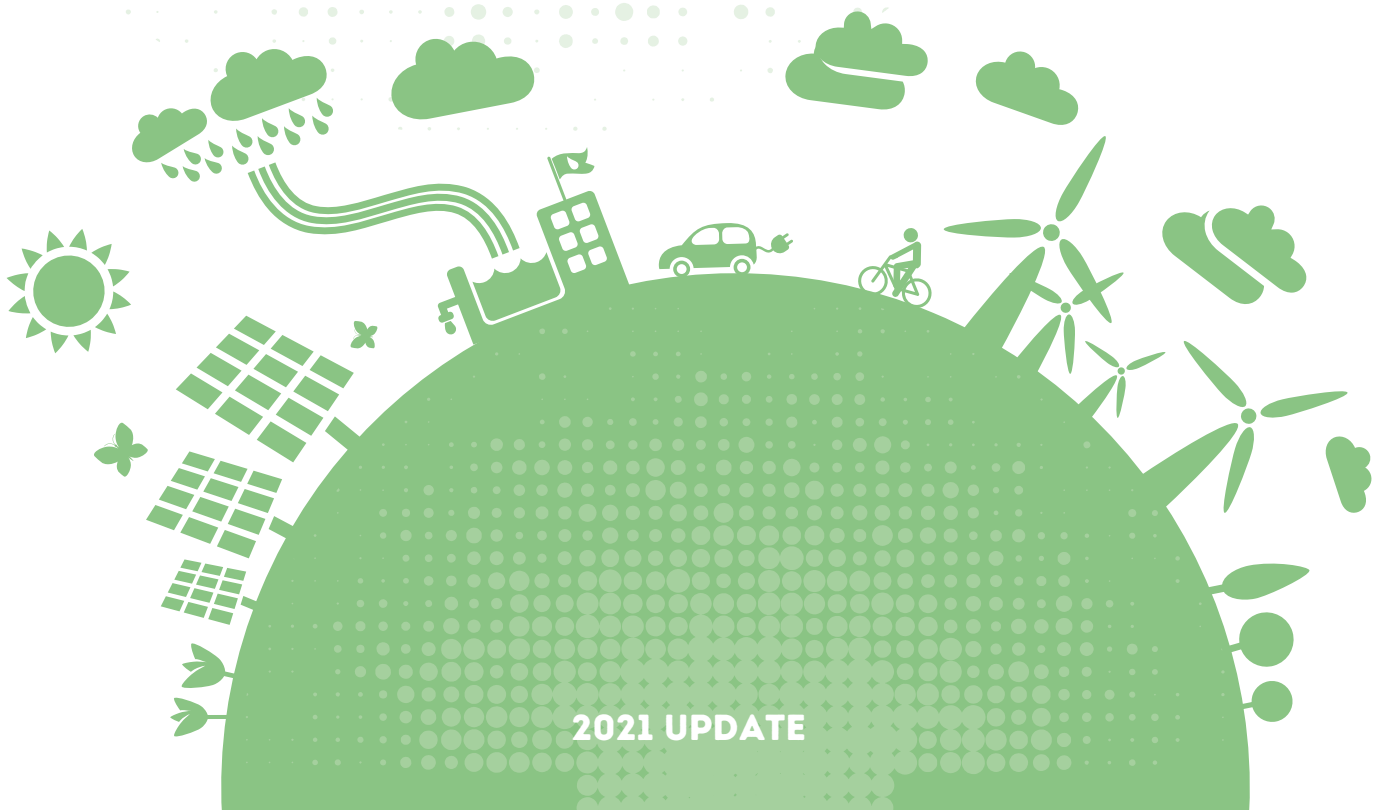




ACTION ON GLOBAL CITIZENSHIP

TEACHER TOOLKIT



2021 UPDATE



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 WorldWide Global Schools in developing this toolkit.

This resource has been written by Julia Haimlinger (Global Action Plan), Deirdre Walsh (external consultant) and edited by Alex Whyatt (Global Action Plan), Keith Magee (Global Action Plan), Áine Ferris (Global Action Plan), Eufemia Solinas (Global Action Plan) and Vanessa Moore (Global Action Plan).
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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 WorldWide Global Schools Programme for supporting this project.

Euzemia Solinas

Chief Executive Officer

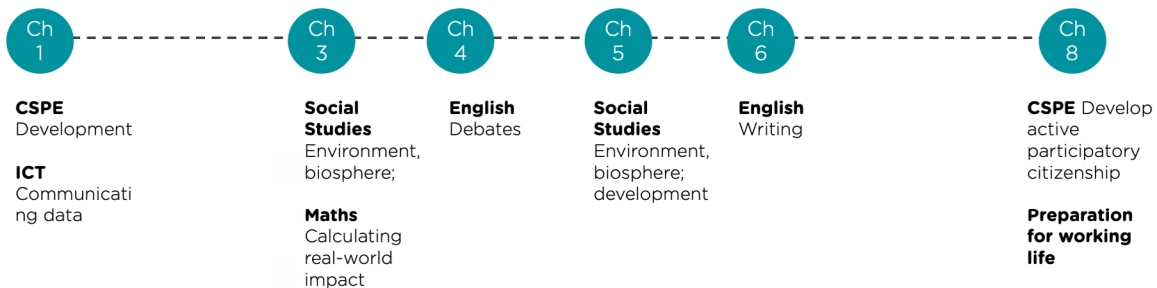
HOW TO USE THIS TOOLKIT

These activities equip teachers to explore climate change through a Global Citizenship Education (GCE) perspective. On this journey, students will be informed about the challenges presented by climate change, will explore possible responses, and develop and carry out an action plan. The toolkit has been designed to be usable in a variety of subjects.

The overall learning outcomes are in line with the Key Skills of Junior Cycle (2014) and many of the Statements of Learning in the Framework for Junior Cycle (2015). There are especially strong connections to Strand 2 of the new CSPE Short Course on Global Citizenship (2016), and this kit can form the basis of action projects taken as part of that course. All activities develop responsible global citizenship through active learning, teamwork and an interdisciplinary approach, a central focus of Transition Year guidelines (1995). Finally, many of the activities also lend themselves well to other projects within the school and the wider community, such as Green-Schools, students councils, and youth and community groups.

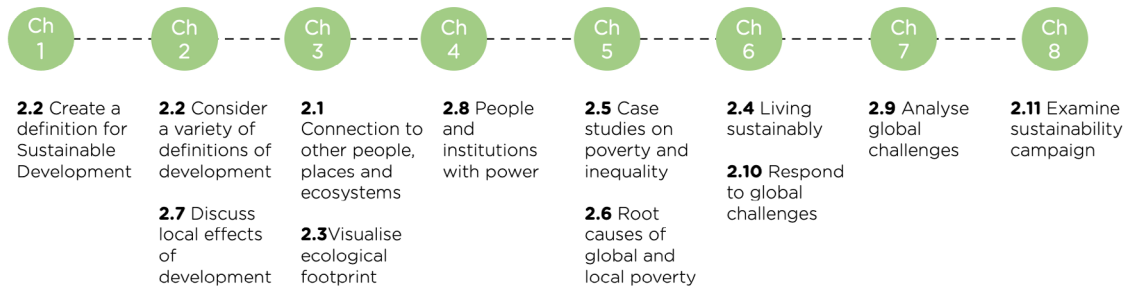
The pathways below suggest ways that subject teachers can integrate these global citizenship activities into subject lessons, as well as how it can be used in TY programmes and to work towards the Green-Schools Award. The text underneath highlights the curricular links to each subject area.

TRANSITION YEAR (1995)

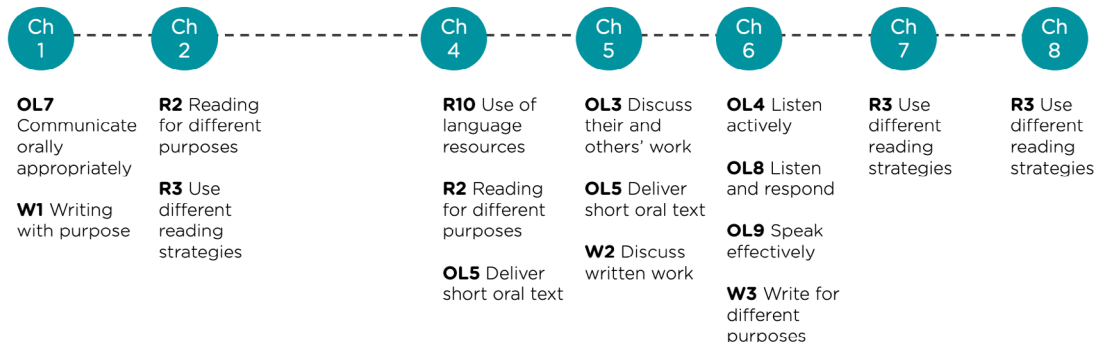


In addition to connecting with a wide range of TY subjects, this toolkit could form the basis of a transition unit on global citizenship and climate action. This is an ideal use for the toolkit, as the variety of teaching/learning methodologies represented in the book connect with the goals and objectives of the TY programme. Transition units occupy approximately 45 hours of TY students' time, and this toolkit could represent 30 hours of in-class input and 15 hours spent on a climate action project. These climate action projects can be developed and assessed by schools themselves. For more information on developing a transition unit at your school, see ncca.ie or contact info@globalactionplan.ie.

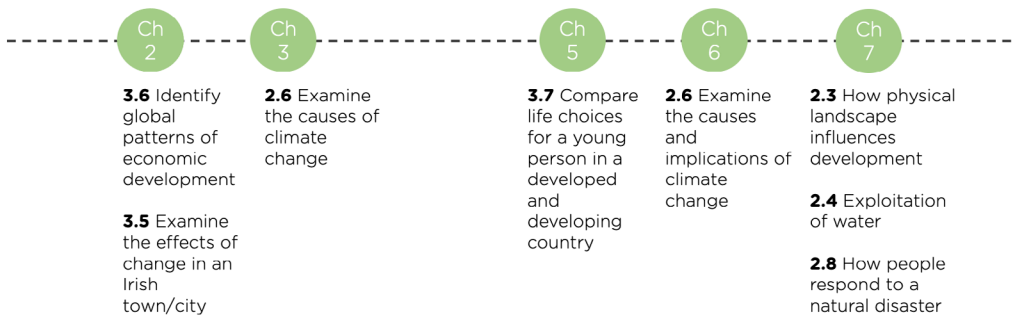
JUNIOR CYCLE CSPE (2016)



JUNIOR CYCLE ENGLISH (2015)



JUNIOR CYCLE GEOGRAPHY (2017)



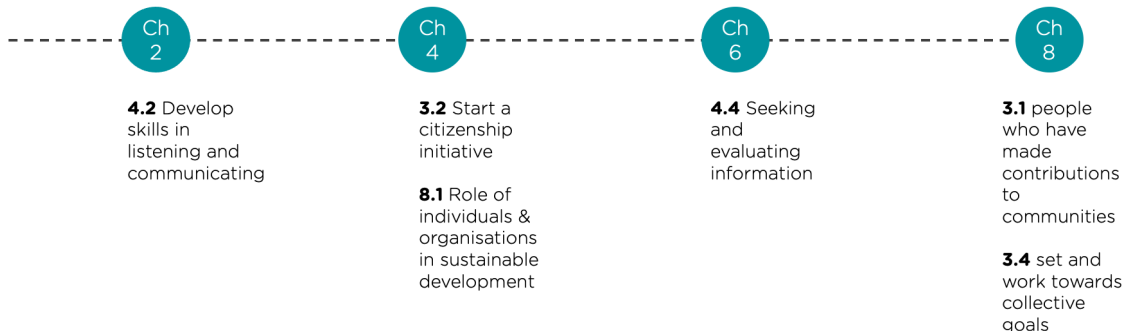
JUNIOR CYCLE BUSINESS STUDIES (2015)



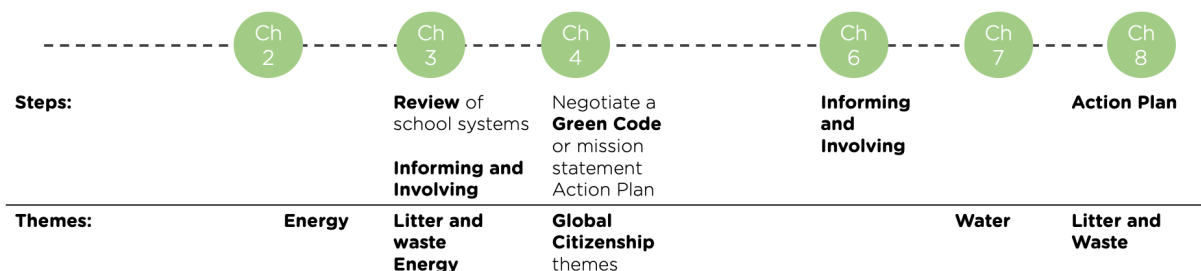
JUNIOR CYCLE SCIENCE (2015)



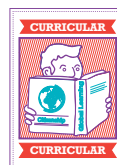
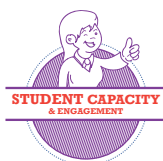
SENIOR CYCLE POLITICS AND SOCIETY (2019)



GREEN-SCHOOLS AWARD



You will also see the following stamps throughout the text that connect to the Worldwide Global Schools Global Passport Award. Find out more at www.worldwiseschools.ie













HOT TIPS!

Set aside a noticeboard in your classroom to display global citizenship work.

Encourage students to keep a global citizenship journal. Use this for planning and reflection after activities.

Have a class vlog and share your experiences with other schools.

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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
- Encouraging sustainable actions through the joint exploration of global issues and the interdependence of the economy, society and the natural environment.
- Gaining knowledge and skills and challenging beliefs and attitudes, Learning through doing at the individual, community, national and international levels.
- 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 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.



READ MORE ABOUT THE GLOBAL GOALS

<http://www.globalgoals.org/>

ACTION ON GLOBAL CITIZENSHIP



CHAPTER

1

SUSTAINABLE
DEVELOPMENT

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

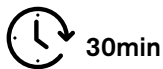
Geography Junior Cycle Learning Outcomes: 3.6 Identify patterns of development at various levels around the world, 3.7 Compare development across different headings in Ireland with that of a developed country

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



Aim: Students will develop a definition of sustainable development

Materials: Whiteboard and pens

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 small groups



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 13.
- See the word cloud extension on page 10 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

Aim: Students will become more familiar with the SDGs and discuss why they are important..

Materials: SDG Debate cards (available at <http://www.globalactionplan.ie/education/resources>), blue tack

INSTRUCTIONS

- Give each student a card and some time to read the information on the back. Tell them to think about why their goal is the most important thing in the world. If you have more than 17 students, have them plan in pairs.
- Choose the students with SDGs 1-4, and ask them each to stand in a different corner of the room. These students each speak for one minute to convince the rest of the class why their SDG is most important.
- When each student has spoken, ask them to stick their card to the wall and sit down.
- Repeat steps 2 and 3 for SDGs 5-8, with students standing a little further along each wall. Then repeat for 9-12 and 13-16.
- By now you should have SDG cards all around the outside of the room. Tell students to stand up one more time and go and stand next to the SDG that they think is the most important.
- Take feedback. Why do they think this goal is so important for the world?
- Close by explaining how everyone has different views on the Global Goals and each person has different priorities. It's important to respect others' opinions and accept that different factors motivate people.
- To finish, show the card for Goal 17: Partnerships for the Goals. Ask, "Can we achieve any of these targets by 2030 without working together"?



Watch this video!

"The World's Largest Lesson" 2015 on The Global Goals YouTube channel:

<http://youtu.be/cBxN9E5f7pc>

Check out this website!

<http://www.globalgoals.org>



EXTENSIONS:

SDG WOOL WEB



Aim: Students will explore and verbalise the links between the 17 SDGs

Materials: SDG cards (see above activity), a ball of wool.

INSTRUCTIONS

- Have the students form a big circle. Give each person an SDG card that they need to put in front of them on the floor.
- Give the wool ball to one of the students and ask the rest of the class to think about the connections between the SDG of the person who is holding the wool and theirs.
- Give the group one minute to think about their respective connections. Note: In a school setting, students may need guidance to show them the different connections between the SDGs.
- After one minute, ask the group 'who came up with a connection?' Those that do should raise their hands for a possibility of having the wool ball passed to them
- The person who has the wool ball will create an anchor point by holding onto a piece of the wool before passing the rest of the ball to one of the students that raised their hand.
- The student that now has the wool ball will have to explain to their classmates why they think both SDGs are connected.
- At the end of the game, the big circle should resemble a big wool web that shows how all SDGs are closely intertwined.

REFLECT AND SHARE



Aim: Students will reflect in a visually creative way and share this reflection with others

Materials: Poster paper & printer, word clouds website

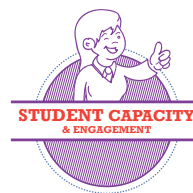
HERE ARE TWO OPTIONS FOR MAKING YOUR OWN WORD CLOUD!

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. 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), and those only chosen once or twice will appear

much smaller. Check out our example on page 8 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



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.

Geography Junior Cycle Learning Outcomes: 3.7 In comparing development across different headings in Ireland with that of a developed country, 3.9 Information learned here can assist in synthesising learning about population and human development within the process of globalisation.

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.

INTRODUCTION

PHOTO MATCHING 45min

Aim: Students will discuss different definitions of development through the lens of sustainability

Materials: Photocopies of pp. 13-14. Larger versions available at <http://www.globalactionplan.ie/education/resources>

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 12 of what sustainable development could look like.

Watch the video on human development below. Get your class thinking about development by asking the trigger questions.

TRIGGER QUESTIONS!

1. What are people's basic needs?
2. How 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 develop? Give an example.
5. Do you think everyone benefits from economic development equally in society?
6. Can you add any examples of development to the diagram on p. 12? There are also some examples on p. 14 - where could they go?

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. 18% of drinking water in Ireland is sourced from groundwater and springs

We use fertiliser to grow food, but during floods runoff can cause nitrates from fertilisers to contaminate rivers. In Ireland, fertilisers are one of the principal risks to the quality of drinking water. Seepage from sewage plants can also contaminate water.

How can we balance these conflicting needs?

Source: Eurostat



Watch this video!

"What is Human Development?" on the UNDP Kosovo YouTube channel.
<https://www.youtube.com/watch?v=HwgZQ1DqG3w>

INSTRUCTIONS

- Read through the definitions of development on page 13 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 pages 13 and 14 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.
 - Students work in pairs, discussing as they match. They compare with the group next to them, discussing similarities and differences.
 - 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 eight students to form a small circle in the centre of the classroom, facing outwards, each holding one of the eight photographs. Ask the rest of the class to form a wider circle around the eight 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.

SOCIAL-ENVIRONMENT

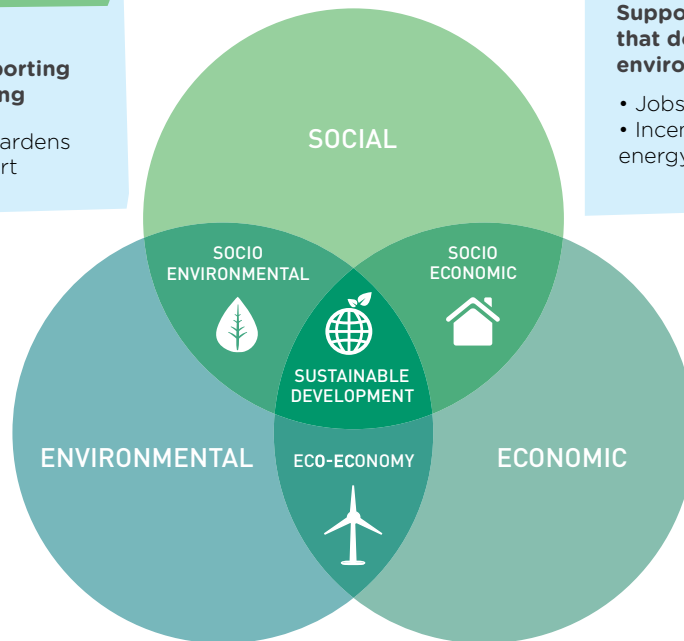
Ensuring people live comfortably while supporting environmental well-being

- Building community gardens
- Quality public transport

ECONOMY-ENVIRONMENT

Supporting economic growth that does not damage the environment

- Jobs in the recycling sector
- Incentives to use renewable energy



SOCIAL-ECONOMY

Supporting economic growth where everyone benefits from the work they put in

- Fair pay for workers
- Free English classes for immigrants

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).

i. **Human rights and development** states "the human rights- based approach to poverty reduction upholds the principles of universality and indivisibility, empowerment and transparency, accountability and participation." (United Nations)

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

iii. **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: Flickr.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



Aim: Critically consider the goals and consequences of a local or national development project

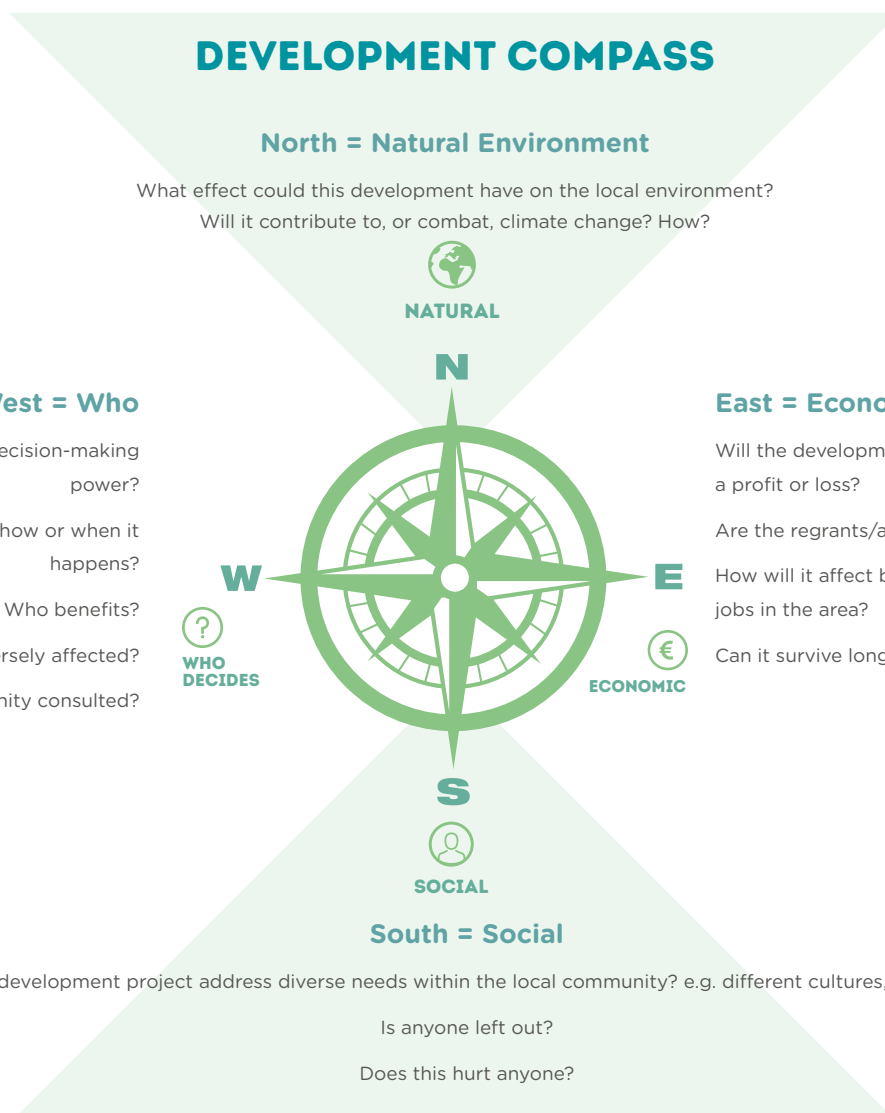
Materials: Large paper, pens

INSTRUCTIONS

In groups of four, use the Compass resource below to examine a development project in your local area.

See the table for some theoretical examples. Alternatively, why not use controversial national developments such as the Poolbeg Incinerator, the M3/Hill of Tara Motorway or the Shale Gas case?

Consider the positive and negative effects from the following perspectives:

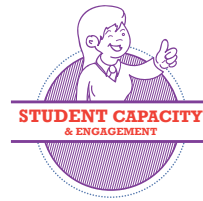


new cycle paths	'meals on wheels'	social housing	community garden	new school	community energy scheme	Pandemic unemployment payments
shopping centre	youth club	free English classes	unemployment centre	free healthcare	tree planting initiative	

EXTENSION:

COLLABORATIVE
LEARNING

45min



Aim: Compare measures for measuring development and discuss the consequences for individuals.

Materials: Internet access

INSTRUCTIONS

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. This could be done as group project work or an individual webquest which is shared with the group.

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 people's 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?
6. Which of these measures does the government use to inform policy decisions?
7. What are the consequences of using GDP as a measure of Ireland's success, instead of, for example, the HPI?



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



ECOLOGICAL FOOTPRINT

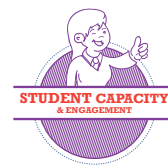


CSPE Learning Outcomes: 2.1: Communicate how they are connected to and dependent upon ecosystems, people and places, near and far. 2.3: Create a visual representation of data depicting their ecological footprint.

Geography Junior Cycle Learning Outcomes: 2.4 Consider environmental impact and natural resource exploitation, 2.6 Examine causes and implications of climate change.

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

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



MAIN ACTIVITY:

PHOTO FOOTPRINT CHALLENGE



45min

Aim: Students will increase their awareness of their environmental impact by creating visual representations

Materials: Student-created pictures, Powerpoint/ GCA noticeboard.



Source: Shalomka/shutterstock.com

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!

- Has anyone heard of a carbon footprint? What about a water footprint?
- Does anyone want to guess what an ecological footprint might be? Think of your lifestyle, what are your needs, what are your wants?
- 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?

- What about the transport or energy you use on a daily basis?
- 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 CO₂ produced, and a water footprint measures the amount of H₂O 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 **20%** OF THIS IS BIOLOGICALLY PRODUCTIVE LAND. Source: Footprintnetwork.org



INSTRUCTIONS

Discuss in class when and how much you use/consume the following...

- **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)?
- **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?
- **Food?** How was your breakfast grown, washed, processed, packaged, transported?
- **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?
- **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?
- **Utilise different buildings?** Each building requires land and uses natural resources in construction, requiring energy and releasing CO₂ from burning fossil fuels. Each person who uses a building shares a part of its ecological footprint, in terms of lifetime emissions.
 - For homework, ask students to take six photos or draw six simple sketches of their individual 'ecological foot-print' over 24 hours, using the categories above.
 - After 24 hours, students are to send six photos/sketches each.
 - Organise the photos/sketches into six themed groups, creating a collage for the global citizenship noticeboard or presentation which could be uploaded to your school website.
 - ICT Extension: 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).



AVERAGE CARBON EMISSIONS FROM IRISH HOUSEHOLDS ARE THE HIGHEST IN EUROPE - NEARLY **60% HIGHER** THAN THE EU AVERAGE (SEAI)



MAIN ACTIVITY:

WORLD CAFE



Aim: To imagine and explore different approaches to sustainable living, and to evaluate their impact.

Materials: Paper and pens at six stations

INSTRUCTIONS

- Break the class into six groups and give each a large sheet of paper and some markers on a table.
- Give each group one of the six categories from the photo footprint challenge; water, energy, food, transport, waste and buildings.
- Give them fifteen 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 six groups to leave their paper behind and rotate clockwise to the next table.
- Give them five 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 five times until the group ends up back where they started with their original category, giving them five minutes to see what suggestions other groups may have written on their page.

WATER	
INDIVIDUAL <ul style="list-style-type: none">• Have a quick shower – 4 minutes or less <hr/> <hr/> <hr/> <hr/>	SCHOOL / COMMUNITY <ul style="list-style-type: none">• Install a rainwater-harvesting butt <hr/> <hr/> <hr/> <hr/>
NATIONALLY <ul style="list-style-type: none">• Start a petition to change a national policy <hr/> <hr/> <hr/> <hr/>	GLOBALLY <ul style="list-style-type: none">• Which Global Goals relate to your actions? <hr/> <hr/> <hr/> <hr/>

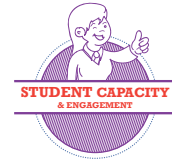
Adapted from www.theworldcafe.com

CONCLUDING QUESTIONS

- Look at the suggestions on the paper in front of your group.
- Would these actions have a big impact or a small impact?
- Would they be easy or difficult to achieve?
- Could there be any negative consequences?

EXTENSION

TAKE ACTION!



Aim: Make a pledge to a more sustainable behaviour and consider the consequences of that action.

Materials: None

Individual actions can collectively make a big difference. Using the individual actions from the World Caf  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.

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!*



1kg of plastic has a carbon footprint of 6kg of CO₂ and 2kg of oil – that's just 20 bottles or 30 bags!



IF EVERYONE IN DUBLIN SAID NO TO PLASTIC BAGS, THEY COULD SAVE OVER
€40 MILLION



THAT'S ENOUGH MONEY TO GIVE EVERY SCHOOL IN IRELAND
€10,000!



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



IF IRELAND BANNED PLASTIC BAGS, IN ONE YEAR, IT WOULD SAVE THE SAME AMOUNT OF CO₂ AS TAKING
20,000 CARS
OFF THE ROAD - OR EVERY CAR IN OFFALY



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

* 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.

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 CO₂ PER YEAR! (EPA)



1KG OF PLASTIC (20 BOTTLES OR 30 BAGS) PRODUCES 6KG OF CO₂ (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 CO₂ (IFEU)



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/



CSPE Learning Outcome 2.8: Identify one person and one institution with power and influence in the world today, explaining the role of each.

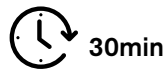
Geography Junior Cycle Learning Outcomes: 2.6 Examine the causes and implications of climate change

Cross-curricular links: English (R10, R3, OL5), Science (2.7), Geography (A2(v)), Politics and Society (LC)(3.2).

Key skills: Communicating: Using language; Performing and presenting. Working with others: Contributing to making the world a better place.

MAIN ACTIVITY:

WORD PLAY



Aim: Compose a mission statement for school that prioritises sustainability, and compare this to existing statements of values.

Materials: School mission statement

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

INSTRUCTIONS

- Thinking back to your sustainable development word cloud (page 8) and the development definitions (page 13), 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 would you tell them 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 there 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!

MINI GAME

WHAT IS POWER



Aim: Explore/identify different forms of power and connect them to real-world examples

Materials: Photocopied cards

INSTRUCTIONS

Before you start the main activity, take 5 - 10mins to explore the concept of power. What does Power over, within, to and with mean? Give groups the definitions and let them match it to the concept of power i.e. 'Power with' - collective action, the ability to act together. 'Power with' helps build bridges across different interests, experiences and knowledge and is about bringing together resources and strategies.

If students are comfortable with body work, invite them to make themselves into sculptures that represent the different concepts of 'power'.

If they would rather discuss, ask them to identify examples of these kinds of power in the news or in their lives (e.g. school pride, Fridays for Future movement)



Expression	What does it mean in practice
'Power to'	An individual's ability to act. This is rooted in the belief that every individual has the power to make a difference.
'Power with'	Collective action or the ability to act together. Builds bridges across different interests, and experiences to unify resources and strategies.
'Power within'	An individual or collective sense of self-worth, value, dignity. Enhancing the power within individuals builds their capacities to imagine and raise aspirations about change.
'Power over'	Being seen as domination or control of one person, group or institution over another.



Check out these cartoons for deeper insights and discussion.

"Expressions of Power" on Powercube's website.

<https://www.powercube.net/other-forms-of-power/expressions-of-power/>

MAIN ACTIVITY:

POWER ROLE PLAY



Aim: Compose a mission statement for school that prioritises sustainability, and compare this to existing statements of values.

Materials: School mission statement

INSTRUCTIONS

- Watch one of the introductory videos 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.
- Who is the target audience of the individual/institution?
- What is the individual's/institution's reach?
- 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?

QUESTIONS TO CONSIDER

- 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?
- What is the goal of this organisation/individual?
- Do they operate at a local, national, regional or global level?
- Ask each group to prepare a statement on climate change, from the perspective of their assigned individual and/or institution, consider the power they have and what action they might take on climate change. YouTube is a great source for 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 (Actor)	Greenpeace International
Wangari Maathai (Nobel Laureate)	World Bank
Mary Robinson (Former President of Ireland)	United Nations
Donald Trump (Former U.S. President)	European Union
Danny Healy Rae (Dáil Eireann TD)	Shell
Greta Thunberg (Climate Activist)	Environmental Protection Agency Ireland



Watch these videos!

“Climate Change is About Power” on 350.org’s YouTube channel. <https://youtu.be/m95K7LCIIC4>

“Climate Change 101 with Bill Nye” on National Geographic’s YouTube channel. <https://youtu.be/EtW2rrLHs08>



EXTENSION:

JUSTICE GROUP

 1 hour



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

Materials: None

INSTRUCTIONS

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.



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.

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.

Geography Junior Cycle Learning Outcome: 3.6 Identify patterns of development at various levels around the world, 3.7 Compare development across different headings, 3.8 Consider how types of aid impact the developing world and the need for it, 3.9 Synthesise learning about population and human development within globalisation.

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

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

INTRODUCTION

LARGE LEAP SMALL STEP



45min

Aim: Explore local and international examples of inequality identify the effects of privilege and lack of opportunity at home and abroad.

Materials: Photocopies of pp. 26 & 27 cut into cards, 1 card per student; a large open space

INSTRUCTIONS

- Give each student one of the personal testimonies and time to read it. Have each student introduce their person in one sentence as if they were the person.
- Students stand in a line about a third of the way into the room.
- Read the first statement below, asking your students to:
 - take a LARGE LEAP forward if this is always/completely true for the person on their card.
 - take a small step forward if it is sometimes true.
 - stay still if it is not really true.
 - take a step backwards if it is never true.
- Repeat this process for the remaining statements.

PERSONAL STATEMENTS

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

REFLECTION QUESTIONS

- How did it feel to watch other people moving forwards? How did it feel when you moved backwards?
- What challenges are these people facing?
- What problems were similar for different people? Were any problems unique?
- What is at the root of these problems?
- How are the people working to overcome these problems?
- Does climate change affect poverty or inequality, if so, how? As the effects of climate change increases globally, how will these people's circumstances change? Who will be more affected by climate change?

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 today's 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

INTRODUCTION

CASE STUDY: DUBLIN – KIGALI



45min



Aim: To find similarities and differences between challenges faced by cities in the Global North and Global South

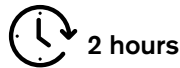
Materials: Dublin and Kigali fact sheets from www.globalactionplan.ie/education/resources, photocopy/project the charts on p. 29.

INSTRUCTIONS

- Divide the class into four separate groups and give each group one of the four categories (air quality, water quality, energy efficiency, waste generation).
- Use Chart A to explore these environmental factors in more depth.
- On the left is Dublin, Ireland: a city in the Global North, on the right is Kigali, Rwanda: a city in the Global South. Fill the centre circles with things in common between Dublin and Kigali. Fill the outside circles with issues unique to each place.
- Use Chart B to brainstorm actions that each city can take to tackle their problems.
- When each group is ready ask them to present their proposed actions to the rest of the class. Do any of the actions between Dublin and Kigali overlap? Do any of the problems share similar solutions?

INTRODUCTION

DEBATE IT!



2 hours



Aim: To identify and discuss the root causes of inequality and poverty.

Materials: Web access

INSTRUCTIONS

- 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: 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?
<https://www.concern.net/schools-and-youth/debates>

Read: How COVID is widening educational inequalities: <https://tinyurl.com/y8jk2ff9>

FACT!

NEARLY 50% OF THE PEOPLE ON THIS PLANET LIVE ON LESS THAN €4.50 A DAY.

COULD YOUR WHOLE SCHOOL TAKE ONE ACTION IN SOLIDARITY?

TRY THE #POVERTYBOX #SDGCHALLENGE WHERE YOU LIVE ON JUST €4 A DAY FOR A WHOLE WEEK!



CHART A

 PHOTOCOPY

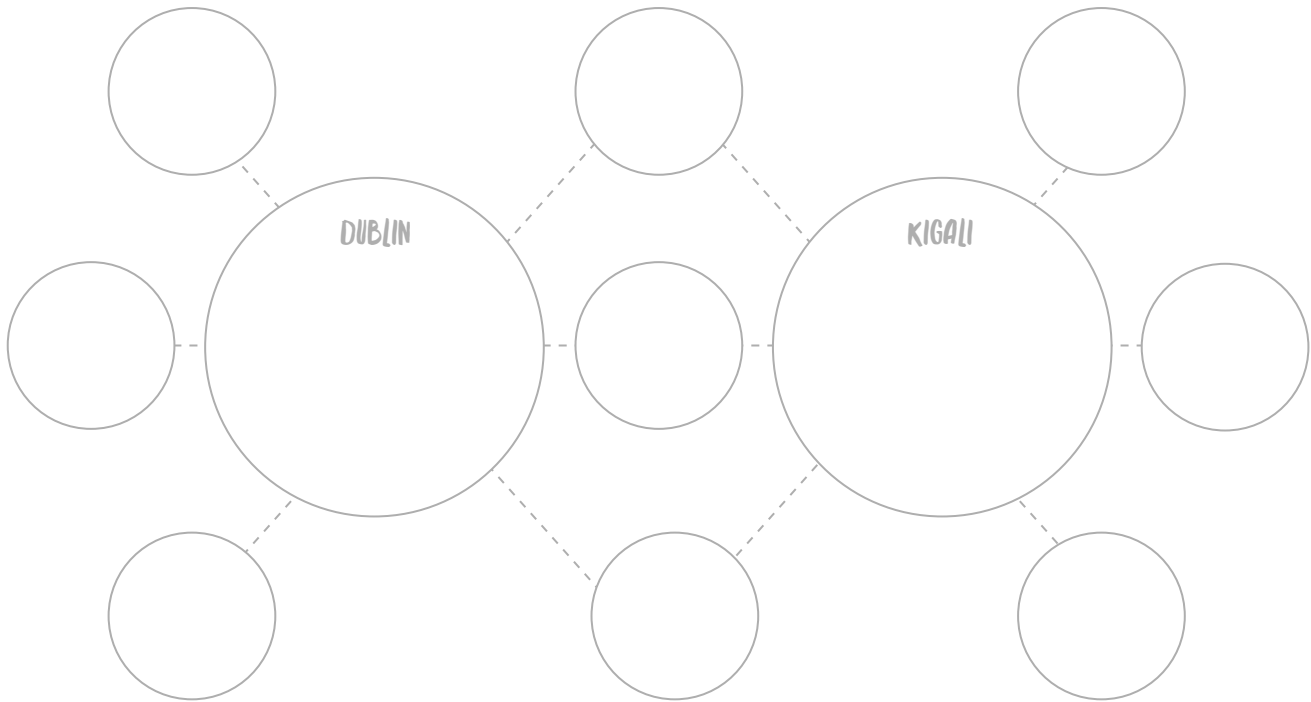
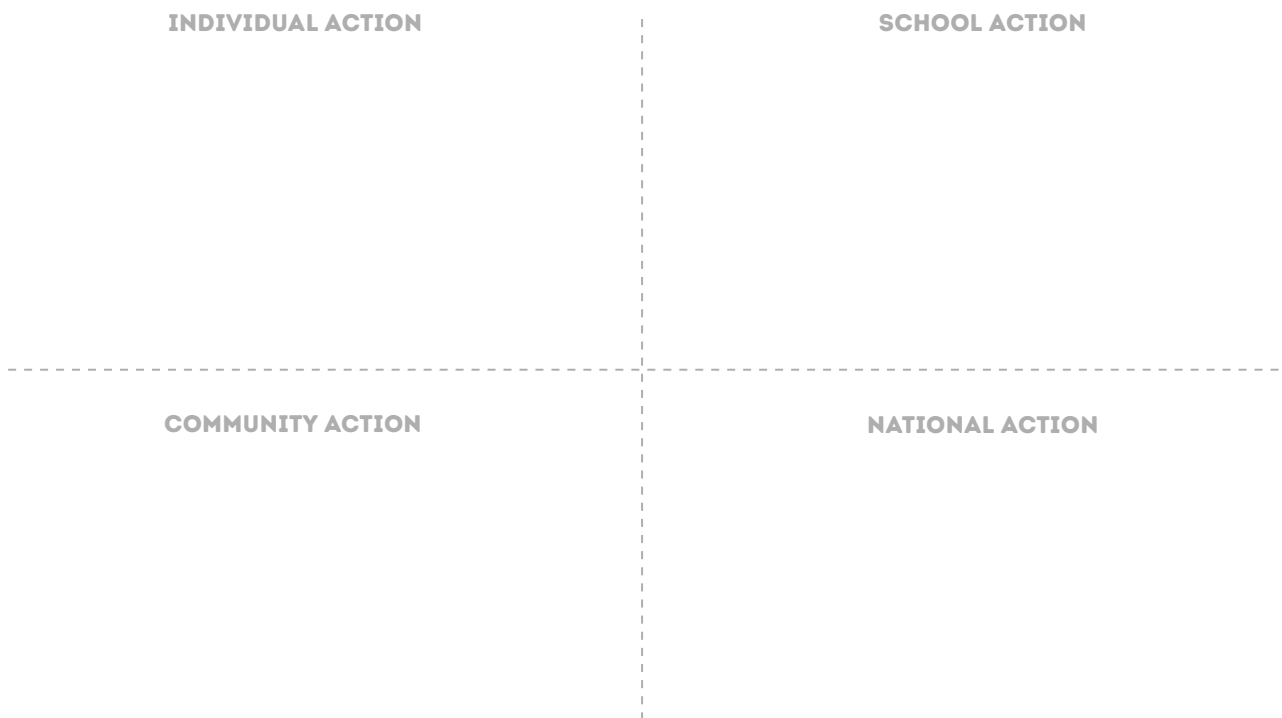


CHART B



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)

Geography Junior Cycle Learning Outcomes: 2.6 Examine the causes and implications of climate change, 1.6 Factors influencing Ireland's climate and how climate is changing around the world.

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

30

INTRODUCTION



30min

Aim: To raise the topic of climate change and gauge student awareness

Materials: NASA video of depleting ice - <https://youtu.be/qHEOn5c6-6g>, photocopy of p.31, cut into cards

Consider the following questions when explaining climate change to your students:

- What happened?
- What impacts will that have on a local, national, and global scale?
- What were the reasons or the massive change in climate over the last decades?



Source: kwest/shutterstock.com

CLIMATE FACT
MATCH!

30min

INSTRUCTIONS

- Ask your class the following questions and then watch the video on climate change.
 1. What do you know about climate change?
 2. If you were to explain climate change to a younger sibling, what would you say?
 3. What adverse impacts do we currently face due to climate change?
 4. How will climate change affect our future?
- Photocopy and cut out the table on page 31, mix up the climate facts, giving half of each fact to each student.
- Instruct students to move around the room to find the other half of their fact. HINT: Do they have the start or end of a sentence?
- Once everyone has found their match, have each pair 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 facts have been matched.



Watch this video!

“Climate change explained” on Trocaire’s YouTube channel. <http://youtu.be/Eowlsxo4HnE>

What we can learn about climate change from the Coronavirus pandemic

<https://www.unicef.org/stories/lessons-covid-19-pandemic-tackling-climate-crisis>

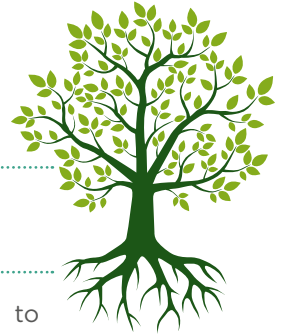
CLIMATE CHANGE FACTS! SHEET



<p>Climate change refers to long-term changes in temperature, rainfall and winds as a result of...</p>	<p>...an increased concentration of greenhouse gases in the atmosphere. (Source: Met Office UK)</p>
<p>Human activities such as agriculture, burning fossil fuels for energy, transport and heating are causing...</p>	<p>...a build up of greenhouse gases such as carbon dioxide and methane in the atmosphere. (Source: Ask About Ireland)</p>
<p>As a result of climate change...</p>	<p>...the Earth's temperature broke all records for the 3rd year in a row in 2016. (Source: The New York Times)</p>
<p>Ireland's temperature...</p>	<p>... has increased by nearly 1°C from 1890-2013. (Source: Met Eireann)</p>
<p>The number of flash floods in Ireland is expected to...</p>	<p>...increase, along with higher rainfall in the winter, due to climate change. (Source: Met Eireann)</p>
<p>Warmer temperatures and drier forest conditions mean...</p>	<p>...are among the highest of any country in the EU. (Source: EPA)</p>
<p>The poorest countries in the world often have the lowest emissions but...</p>	<p>...are sometimes hit the hardest by the impact of climate change. (Source: The Guardian)</p>
<p>Natural weather disasters have tripled since the 1960s, resulting in...</p>	<p>...60,000 deaths each year, most of which are in developing countries with less resources to respond to disaster. (Source: WHO)</p>
<p>Increased atmospheric carbon is absorbed by the ocean...</p>	<p>...which leads to more acidic water, which can destroy habitats such as coral reefs. (Source: Encyclopedia Britannica)</p>
<p>Permafrost, ground that is frozen all year round, has begun to thaw which ...</p>	<p>... will release stored carbon from frozen plants and animals into the atmosphere. This could cause a feedback loop. (Source: National Geographic)</p>
<p>Changes in temperature and rainfall means...</p>	<p>... more people are exposed to water-borne diseases and vectors, such as malaria from mosquitoes. (Source: Source: IPCC)</p>
<p>Plants exposed to heat stress will...</p>	<p>... conserve energy and put less towards growth and reproduction. This will mean food shortages. (Source: The Telegraph)</p>

MAIN ACTIVITY

PROBLEM & SOLUTION TREE



Aim: To connect the causes of climate change to specific consequences, and to consider practical actions in response

Materials: Problems and solutions tree photocopy, p.33, or pens and poster paper

INSTRUCTIONS

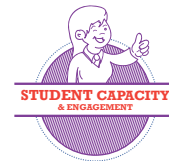
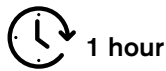
- Divide your class into working groups.
- Give a copy of the problem & solution tree from page 33 to each group.
- Ask the groups to identify and discuss the issue, causes, consequences and solutions to climate change using the tree template. What do you know about climate change?
 1. Climate change is your TRUNK of an issue
 2. Identify some ROOT causes of climate change

3. Name some consequences or impacts that BRANCH from your root cause
4. 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 higher tax on burning fossil fuels for transport.

EXTENSION:

GET INFORMED



Aim: To form solidarity with global movements against climate change and be inspired by other youth leaders

Materials: Youtube links below

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

Greta Thunberg speaks to world leaders at UN Climate Action Summit

<https://youtu.be/KAJsdgTPJpU>

Hilda Flavia Nakabuye addresses the UN in Copenhagen

<https://youtu.be/kjsDxcWS1zU>

Luisa Neubauer: How I became a climate activist

<https://youtu.be/WsfacjPOBlw>

Xiuhtezcatl Martinez, Mashika Aztec rapper and activist, addresses UN General Assembly

<https://youtu.be/27gtZ1oV4kw>

Severn Cullis-Suzuki at Rio Summit 1992:

<http://youtu.be/oJJGulZVfLM>

I: Felix Finkbeiner speaks in 2011 to the UN.

<http://youtu.be/tGLtkbaeupl>

ACTION ON CLIMATE CHANGE

Is there 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.



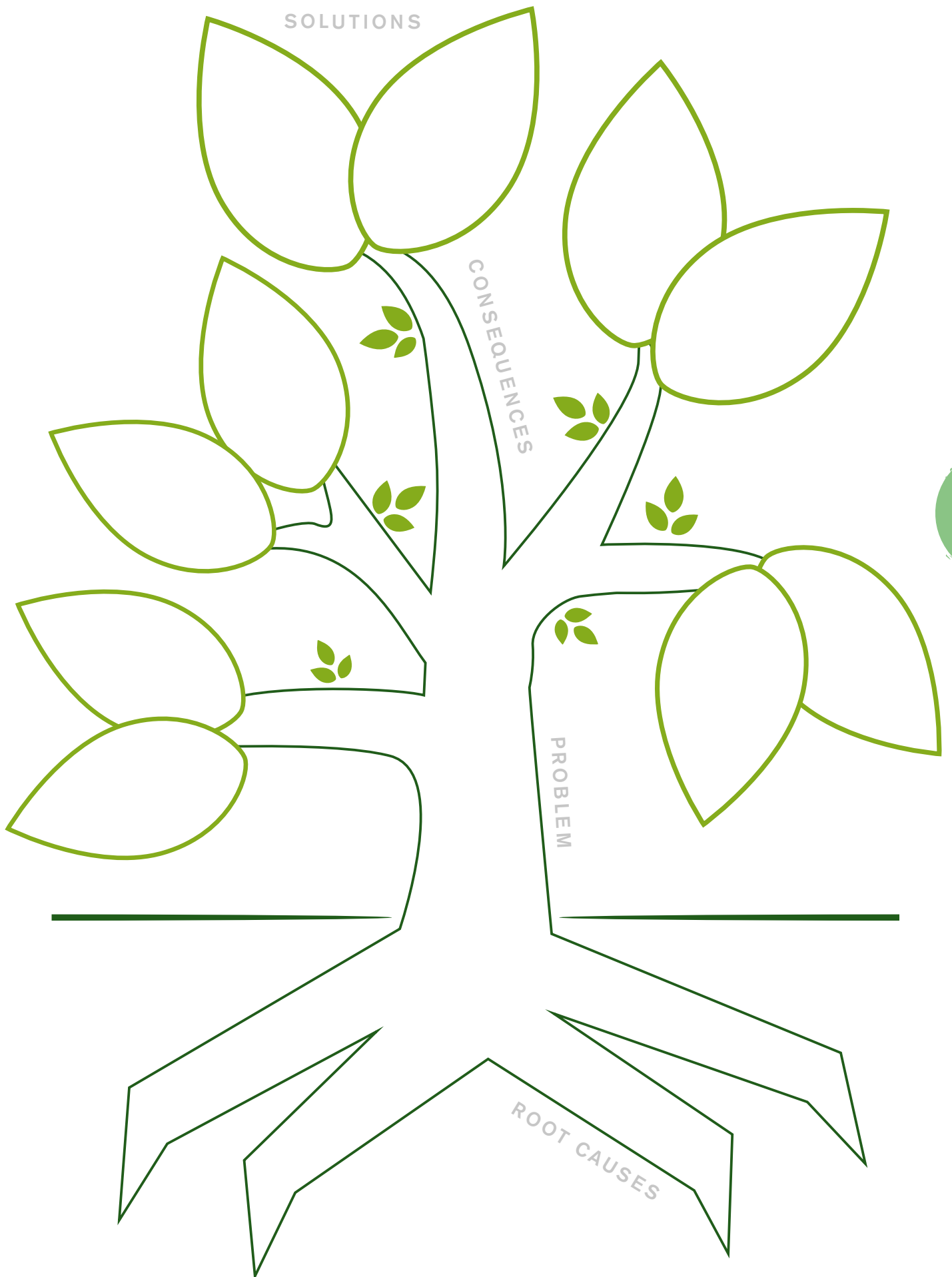
Use these websites to get informed!

www.greennews.ie

www.whoismytd.com

PROBLEMS AND SOLUTION TREE!

PHOTOCOPY





FRONT



BACK

CHAPTER

7 WATER



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.

Geography Junior Cycle Learning Outcomes: 3.6 Identifying patterns of development at various levels around the world, 3.1 and 3.3 Populations development and the factors that cause this change.

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

6 CLEAN WATER AND SANITATION



35

INTRODUCTION:

MAP THE TAP



Aim: To visually represent water access at home and abroad. To understand and explain the reasons for unequal access to water

Materials: Photocopies of p36 (1 per group), or world map and access to internet

INSTRUCTIONS

- 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 36 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.



Learn more!

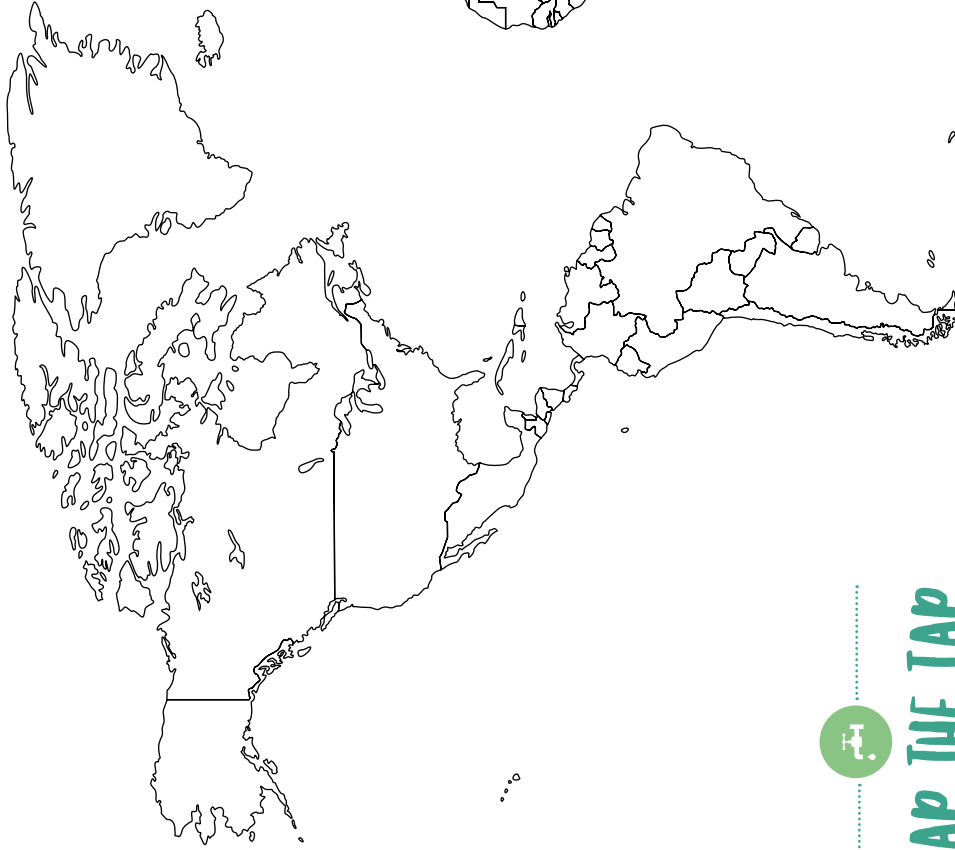
How does access to water affect responses to COVID?

<https://tinyurl.com/ybooclp3>

What happens when a city runs out of water?

<https://tinyurl.com/ycvyccum>





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



Trócaire

This case study has been adapted from Trócaire's 2017 lenten campaign

Aim: To apply learning about power, climate change and learning to the context of disaster reduction in Honduras

Materials: Map of Cortes (projected or photocopied)

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 39 - 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 39 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.

Tell students to read about disaster risk reduction in Trócaire's 2016 case study on Honduras and then answer the closing questions below.

CLOSING QUESTIONS

1. What does DRR stand for?
2. Why is local people's knowledge so important in DRR?
3. What problems could flooding cause for the town of Cortes?
4. What areas of the town are especially at risk?
5. Can you think of a local example in Ireland where a DRR system could be of use?
6. 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

Respond to disasters in Trocaire's online game Project Honduras
<https://www.trocaire.org/documents/project-honduras/>

How will your home be affected by rising sea levels? <http://www.coastal.climatecentral.org>

Repeat the Cortes activity with local areas vulnerable to flooding
<http://www.floodinfo.ie/map/floodplains>

Why not apply for the Just World Award? <http://www.trocaire.org/jwa>

DISASTER RISK REDUCTION

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 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.



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.

PHOTOCOPY

CORTES CASE STUDY

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.

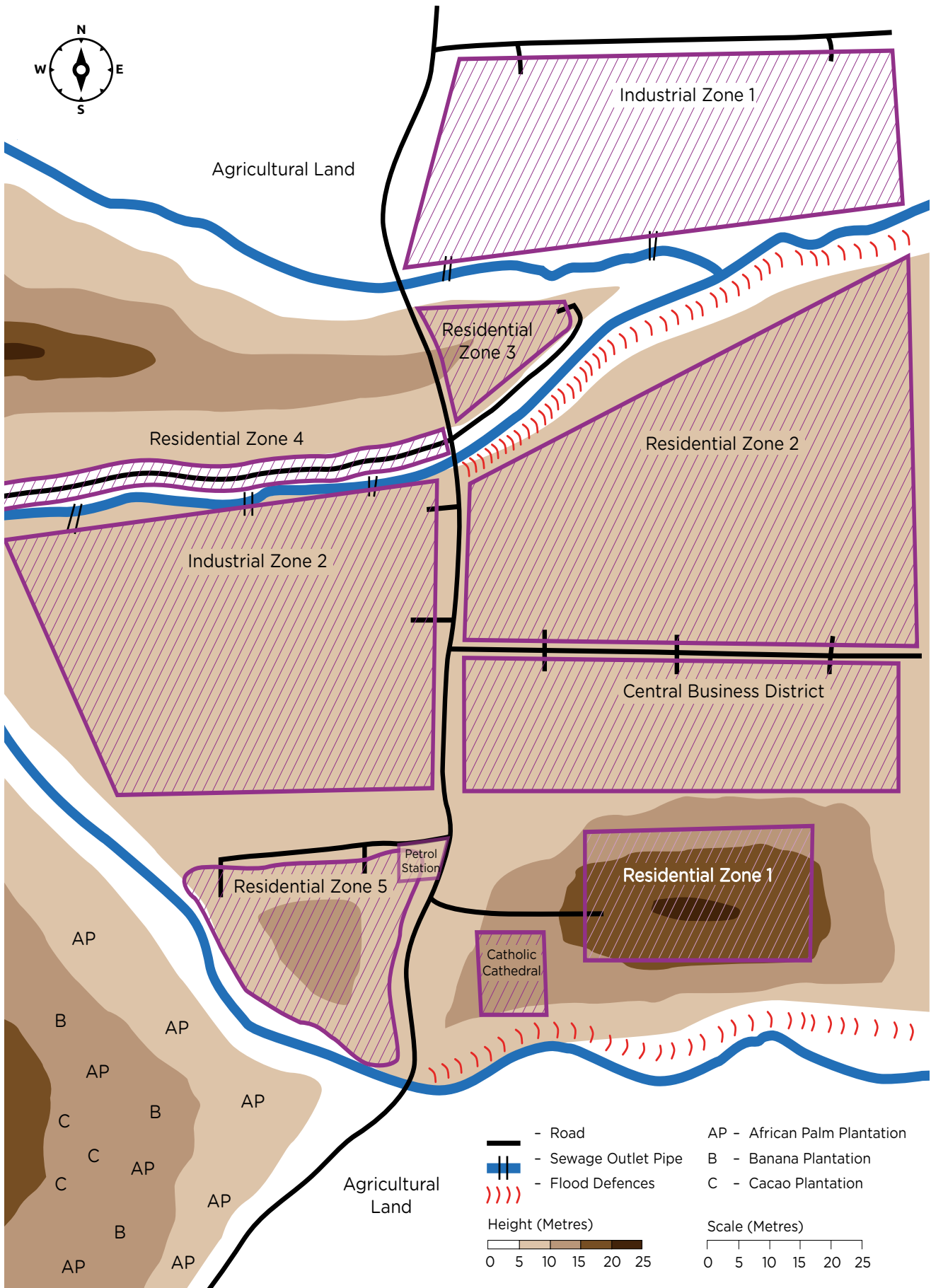
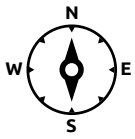
They run buses between Cortes and a number of local towns and cities, including the regional capital. The central industrial zone has a similar number of businesses, including a storage depot for a petrol company, a furniture factory, a haulage company regional depot, and a printing works.

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.

MAP OF CORTES

PHOTOCOPY





EXTENSION

WALK FOR WATER!



2 hours

Aim: To identify with individuals with limited access to water and build a sense of solidarity

Materials: Large jugs of water, 6km of walking space (e.g. approximately 14 times around a hurling pitch)

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

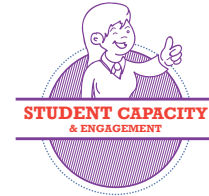
INSTRUCTIONS

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.



RESPECTFUL
RELATIONSHIPS



STUDENT CAPACITY
& ENGAGEMENT

REFLECTION QUESTIONS:

1. What was the hardest thing about your walk for water?
2. Could you do it every day?
3. The average person in Ireland uses about 100L of water a day. Based on what you carried today, how long would it be before you needed to do another walk for water?
4. How can you raise awareness of water access in your community?



Website links to great programmes!

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

www.waterexplorer.ie





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



Aim: Provide a model of a successful climate campaign in order to structure their own climate action

Materials: Examples of effective local or national campaigns & Internet access OR photocopy p 42

- Ask students to discuss some examples of successful social or climate campaigns. What were their goals? Were they successful? How do you know?
- Break into groups and examine a campaign in depth. Use the examples on p. 42, or get students to research other examples. Project the following questions to the board:
 - 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? How can they fully achieve their aims?
- Where did they source their funds?
- What was the budget? Did they use it effectively?
- Students share their findings with the rest of the group.
- Reflection question: What do these campaigns have in common? What can we learn about them for our own campaign?

PLASTIC OUTTA THE PARK

In 2017-2018, Transition Year students at Newpark Comprehensive School in Blackrock, Co. Dublin, led a campaign to rid their school of plastic waste. The team behind Plastic Outta the Park took a systematic approach to removing plastics from their school. First, they carried out an audit of their plastic bins to measure the amount of waste produced in school. This gave them a baseline and allowed them to identify the extent of the problem.

In their planning stages, they also identified the stakeholders and beneficiaries so they could target their messages. They did this by carrying out a survey which established that 84% of the students in the school would be willing to cut single-use plastics out of their lives, and a petition which was signed by 3,400 students, teachers and parents. They also increased local awareness of the damage caused by plastics with a social media campaign and artwork around the halls of the school. The TY students gave talks and workshops to the 1st, 2nd and 3rd Years at Newpark about the problems with plastics, which they then shared with primary schools in the area too.

When they knew they had support from different groups in their school, they approached the PTA, who agreed to make a financial contribution towards their campaign. They convinced local shops to give discounts for reusable cups and to not include plastic bottles in student meal deals. Their school catering service was persuaded to remove plastic packaging from its menu. The students also designed and sold engraved bottles and flasks which were so popular, they sold out in two days! Reusable flasks became mandatory for all incoming first-years.

They effectively used social media - Facebook, Instagram, Twitter and YouTube - to document their success and communicate pictures, music and videos from the campaign. This meant they could reach a wider audience - a short film they created was seen by over 30,000 people on Facebook alone. By connecting with other organisations like the Plastic Pollution Coalition, the plastic-free campaign at Trinity University, Green Schools, and Dun Laoghaire-Rathdown County Council. With this reach, they were able to go beyond the gates of the school to fundraise for a Seabin, which filters waste out of local seawater.

Plastic audits from following years revealed that their school had reduced their plastic consumption by 16,000 bottles per school year. Through the work of these active students, they made Newpark Comprehensive the first single-use plastic-free school in Ireland!

Adapted from the Newpark Newsletter, May 2018



FRIDAYS FOR FUTURE

In February 2019, young people across Ireland decided that it was time to start a National branch of the worldwide climate movement, together under the banner of Fridays for Future Ireland. The premise was to set up a picket outside local government buildings, whether that was a local town hall or Dáil Éireann every Friday during school hours to protest for climate justice.

Within a very short time, Fridays for Future Ireland (FFF) boomed in numbers and now has many active members across the country, not to mention the thousands that join us on the streets every time we've called for Global Strike Action.

I became an active member of FFF in mid February 2019, when I founded the Limerick branch. It was quite easy to begin, although there were many challenges I eventually faced along the way. As I was one of the first youth climate strikers in Ireland, I felt a little bit lost at the beginning, but through contacting other climate organisations online, the advice I got was "Just do it!"

I set up a social media account, sharing graphics and information about the climate crisis and building a following for FFF Limerick.

I sat down in front of my local council buildings calling for climate action physically, and then everything fell into place.

I was contacted by media outlets and politicians who were interested in knowing a little bit more, and the support that I received, especially from the arts community, helped to give me more of a platform and spread the word across the city and beyond. I was offered hot drinks, food, a community space and most importantly, solidarity.

In the weeks following my first strike, people came to join me on the streets, some of whom are some of my best friends today.

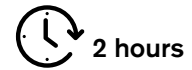
March 15th 2019 was the first Global Climate Strike ever. I coordinated the strike itself in Limerick along with these other new strikers. On the day, we received an impressive 400 people, who were a mix of students, politicians, media and supporters. We gave speeches and chanted and since that day there has been a massive mindset-shift in Limerick City and county.

My involvement in this movement has shown me that solidarity, unity and people power are the solution to overcoming any crisis we may face. The climate crisis is scary. It often feels like any attempts to stop it without massive political and monetary power is futile. But it is ultimately a crisis rooted in injustice and if we unite to overcome and we recognise both our similarities and our differences, we can create a world for all.

Saoirse Exton, Fridays for Future Limerick

MAIN ACTIVITY

BUILD AN ACTION CAMPAIGN



Aim: To support students to take action on a social or environmental issue important to them.

Materials: Photocopies or projections of tasks from pp. 43-45.

A key aspect of global citizenship is taking action on issues you are concerned about. The following activities will help you and your students structure their action campaign. Remember that these actions should be student-led as much as possible, with adults supporting and facilitating where necessary. A suggested structure for a campaign is:

1. Identify the root causes with the **Problems and Solutions Tree** on p. 33
2. **Brainstorm** creative solutions with the mind map on p. 44
3. Put your **solutions** into the action planning matrix on p. 43
4. **Focus** your campaign on p. 45
5. **Assign tasks** on p. 46

1. PROBLEMS AND SOLUTIONS TREE

Use the activity on p. 33 to identify an issue in your area, community or school. Remember, solutions need to be connected to problems

2. BRAINSTORM

Use the mind map on p. 45 to create your own on the board. Discuss:

- What can you do about it?
- What actions can people take to become more sustainable?
- How can you influence people's behaviour?
- How can you get attention for your action?

3. DECIDE

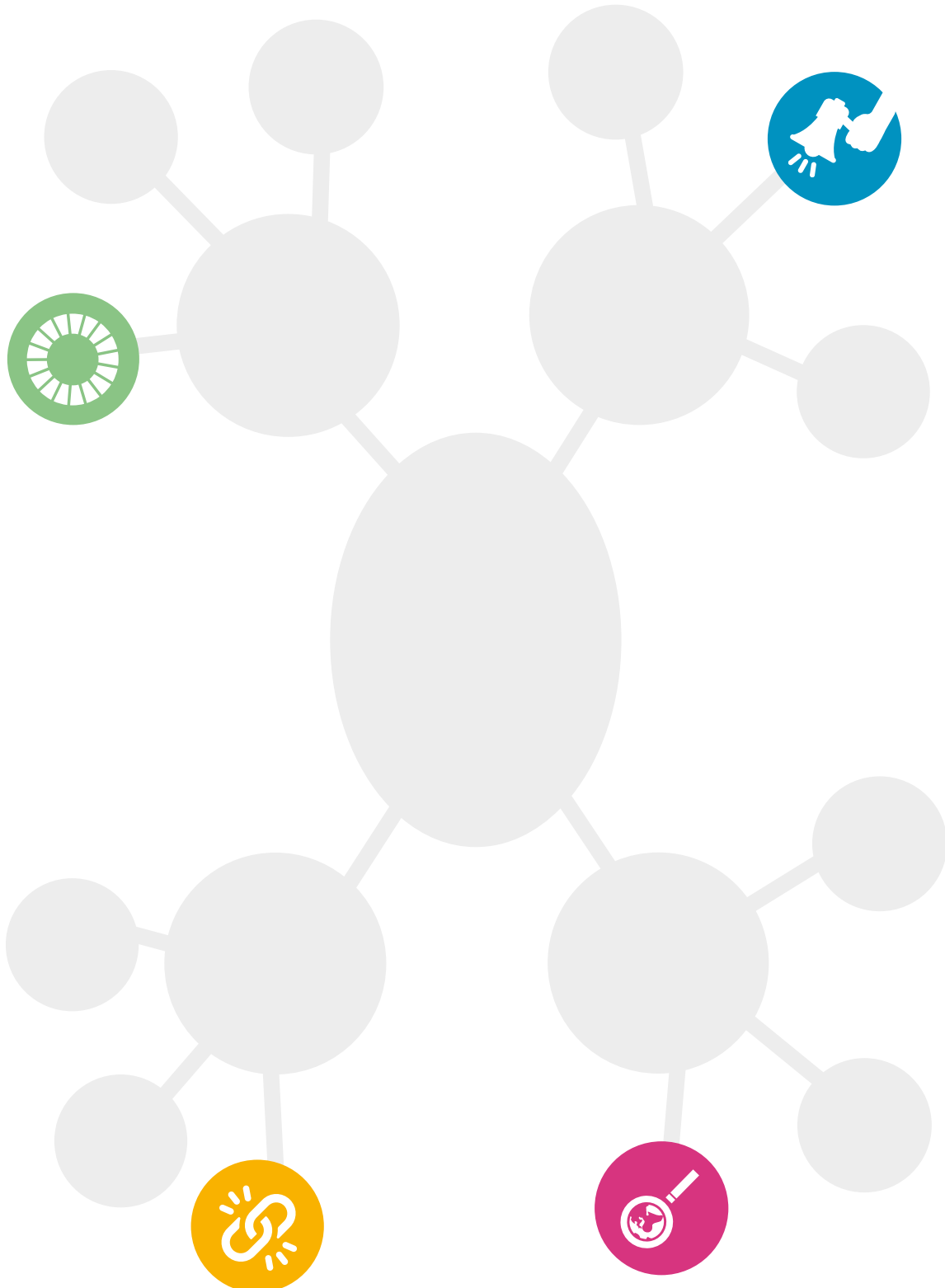
Now that you have thought of lots of ideas, it's time to identify what is worthwhile and possible in your time limit. Put your ideas into the action planning matrix below to identify what is. Remember, a good project is not difficult, but has a large impact. Choose an idea that hits the sweet spot!



MIND MAP TEMPLATE

THINK ABOUT THE SUSTAINABLE DEVELOPMENT GOALS AND WHAT YOU HAVE DISCOVERED IN THIS CLASS.

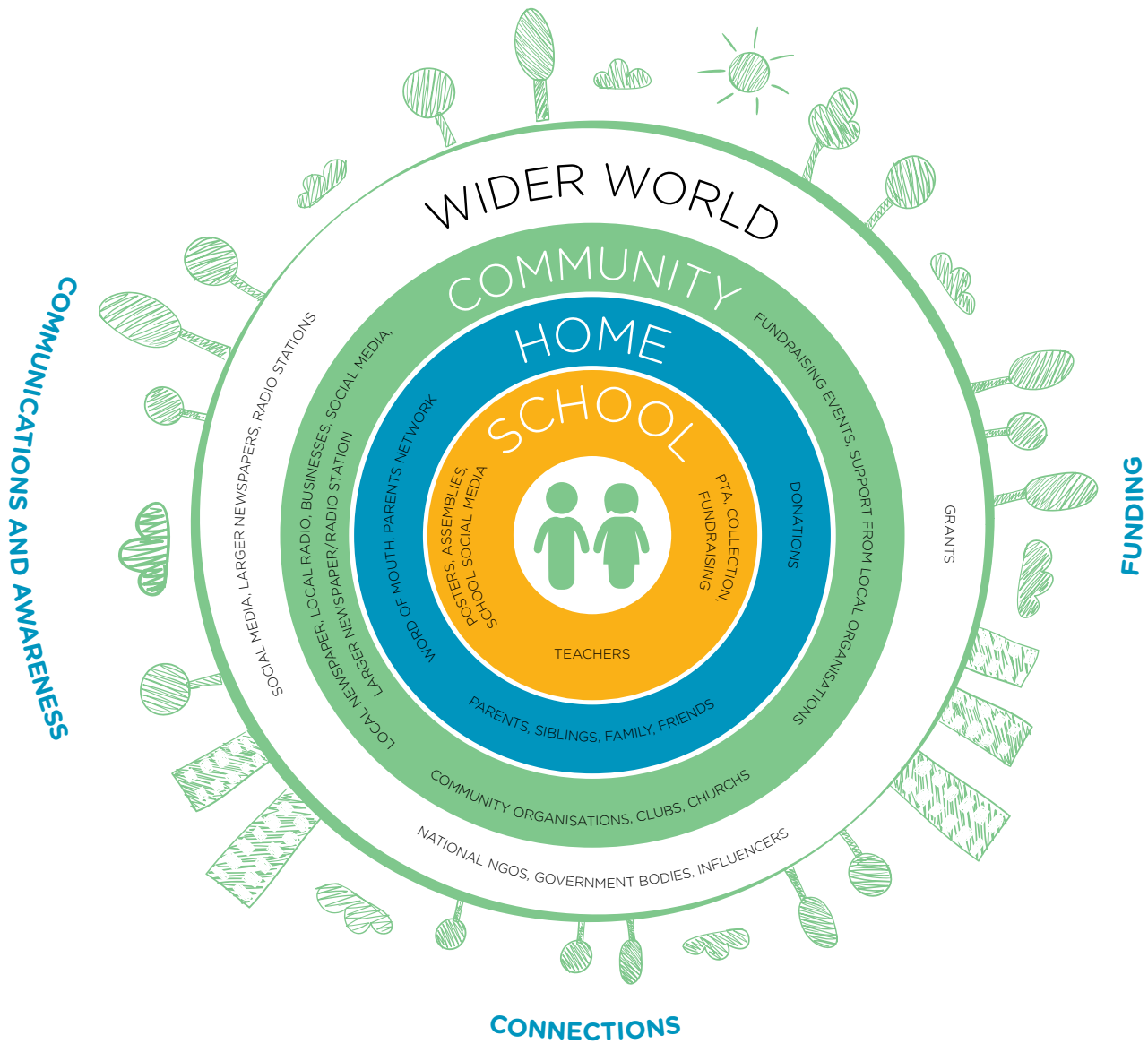
Are there any topics that you would like to focus on? Can you think of any unsustainable practices in school, at home or in the wider community? What could you do about it? Are there any actions that people could take to change their behaviour and become more sustainable? If prompts are needed you could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



4. FOCUS

Effective action involves local communities and the wider world, so use this visual to find any gaps in your campaign. How will you communicate and raise awareness? What connections will help you achieve your goal? If you need funding, how will you get it? For example, a campaign at school might try and get word out to parents, family and siblings as well - why not try to fundraise there too?

You can also use the Development Compass on p. 15 to assess the impact and consequences of your project.



Useful Links:

- www.surveymonkey.com Create and share free online surveys
- www.canva.com Create professional-looking communications
- www.slack.com Online working space for teams

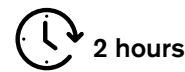
5. ASSIGN TASKS

Now it's time to decide who does what. Give each member of the team a role that suits their skills. Some suggestions are below. Choose the activities you need. Change or add things specific to your campaign!

NAMES	Role & Tasks	Deadline	Done?
	Secretary <ul style="list-style-type: none"> Take and share minutes of meetings Ensure tasks are completed 		
	Audit <ul style="list-style-type: none"> Identify the scale of the problem Write a report Share with the team Re-audit to measure impact 		
	Survey <ul style="list-style-type: none"> Create a survey to measure opinion Get people to respond Report and share the results Re-survey at the end of the project 		
	Presentations <ul style="list-style-type: none"> Design a presentation to raise awareness Deliver it to school/community groups 		
	Research <ul style="list-style-type: none"> Find data to support other teams Find organisations to work with 		
	Communications <ul style="list-style-type: none"> Make posters Establish social media presence Generate content (videos, tweets, etc.) 		
	Events <ul style="list-style-type: none"> Organise fundraising/awareness events End of campaign celebration! 		

EXTENSION:

CONNECT WITH THE GLOBAL SOUTH



Aim: Build connections and solidarity with schools and individuals in the Global South

- Organize a school fundraiser or a global cultural sharing experience. Any student with heritage outside of Ireland brings in some clothes, food or shares a cultural story, song or poem.
- 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, browse through the participating countries, find a match and get in touch!



Find a school or community!

www.etwinning.net/en/pub/index.htm

www.waterexplorer.ie/all-countries

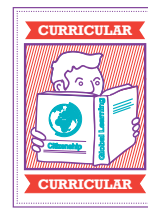
REFLECTION



CSPE Learning Outcome 2.12: Reflect on what has been learnt in this strand.

Cross-curricular links: Art, English, ICT

Key Skills: Managing myself; Knowing myself; Making considered decisions; Setting and achieving personal goals; Being able to reflect on my own learning; Using digital technology to manage myself and my learning; Managing information and thinking; Reflecting on and evaluating my learning.



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. This chapter presents three reflection activities that can be used at the end of the course or after completing any activity.

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. 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 WorldWide Global Schools programme has developed a handy self assessment tool (SAT) for students to determine their own learning and aid self-guided reflection.

TIMELINE



Aim: Reflect on global citizenship journey to date as a class

Materials: Timeline drawn or projected on whiteboard (p.48)

Draw a big timeline on the board. Start from when you began using this toolkit, or from the start of term. What did you do in class? What topics were first introduced?

When you have built your class timeline, ask the following questions:

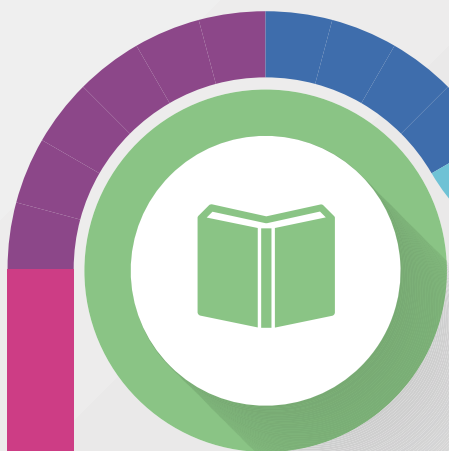
- Can you pinpoint any sections on the timeline where you were...
 - Discussing
 - Explaining
 - Researching
 - Presenting
 - Planning
 - Taking action?
- At which points on the timeline did you feel...
 - Active
 - Responsible
 - Connected
 - Resilient
 - Respected
 - Aware?
- Are there any specific quotes, phrases or images that you would like to add to the timeline?



FINISH —
WHERE ARE WE NOW?



— **MIDDLE**
WHAT DID WE
LEARN ALONG
THE WAY?



— **START**
WHAT DID WE DO IN THE BEGINNING?



I AM AN ACTIVE GLOBAL CITIZEN



Aim: Develop an identity as a global citizen by reflecting on the knowledge and skills gained.

INSTRUCTIONS

Ask your students to write or draw what an active global citizen means to them. 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/headheart-and-hands-model-for-transformative-learningplace-as-context-for-changing-sustainabilityvalues_2015_03

Trigger Questions

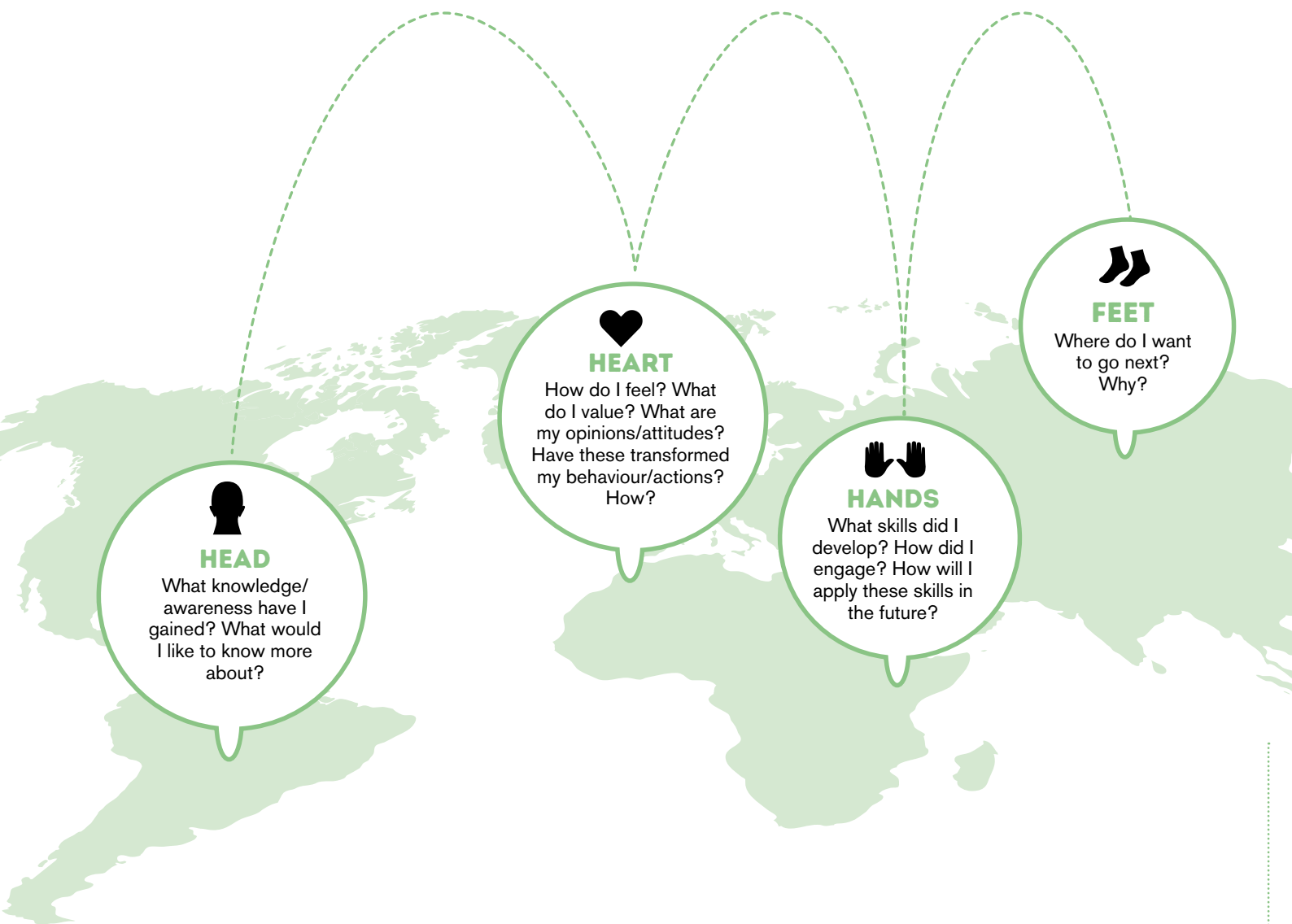
Head – what knowledge/awareness have I gained? What would I like to know more about?

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?

Extension: 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.



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?

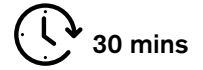
HANDS

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?

PAIR AND SHARE



Aim: To consider future global citizenship actions using active listening strategies.

INSTRUCTIONS

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.



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





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