What is Irish Aid? What do we do?

5th and 6th Class and P7 Pupils

Duration: 45 minutes with options for extension activities and homework.

Summary:

This lesson starts with an introduction to the work of Irish Aid in over 130 countries worldwide and the following key areas: Gender Equality, Climate Action and supporting the end of hunger and poverty.

This lesson is a good starting point before exploring one of the featured Irish Aid projects in Sierra Leone or Mozambique. These projects are introduced at the end of this lesson. Lesson 2, 3 and 4 each cover one of these projects and are optional.

After this lesson, your class can:

+ Pick from the other lessons to learn more about the work of Irish Aid in Mozambique or Sierra Leone

AND

+ Start preparing a submission to the Our World Awards (the optional activities included in the lesson plans already supporting this!)

For ideas, visit http://www.ourworldawards.ie/take-part

Lesson Format:

1. PowerPoint: Introduction to Irish Aid
2. PowerPoint: Building a Better World
3. PowerPoint: Introduction to 3 examples of the work of Irish Aid
4. Optional Activities: You can select activities as relevant to your class and time available
   + Postcard to the World
   + Group Discussion prompts and video about the SDGs
   + Definitions activity related to Partnership
   + Reflection

Elements of this material may not be accessible to all pupils and may require slight adjustments to meet the needs and learning styles of pupils in your class.

Supporting Resources:

- PowerPoint Slides for Pupils
  https://ourworldawards.ie/teacher-zone/lesson-plans/5th-6th-class/
- Videos (links are included in the PowerPoint)
- Included in this document:
  - Further Information for Teachers (including key definitions)
  - Instructions for all activities
  - Links to research and other websites

Learning Intentions:

Pupils will be learn about :

- The importance of partnership with local communities and international organisations in the work of Irish Aid to support those most in need.
- How Irish Aid supports communities in countries most in need in the world in projects which are sustainable and enable people respond to the effects of climate change and war and conflict
- How Irish Aid encourages us to learn about its work and to take action for the SDGs
- How we are connected to everyone in trying to achieve "A Better World"
- How to make local and global connections in the actions we take

Curriculum Links Republic of Ireland:

Links will vary based on the activities you choose to complete.

- **Primary Language Curriculum** - Oral Language, Reading, Writing
- **SPHE** - Myself and the wider world - Developing citizenship
- **SEE**
  - **Geography** – Human environments - People and other lands
  - **Science** - Living things - Plants and animals
  - **History** - Story - Stories from the lives of people in the past
- **The Arts** - Visual arts

Curriculum Links Northern Ireland:

Links will vary based on the activities you choose to complete.

- **Language & Literacy –** Talking and Listening; Reading; Writing
- **Personal Development and Mutual Understanding**
  - Strand 2: Mutual Understanding in the Local and Wider Community
    - Relationships in the Community
    - Relationships in the Wider World
- **The World Around Us**
  - Geography, History and Science
    - Interdependence; Place; Movement and Energy; Change over time;
- **The Arts** – Art and Design; Drama; Music

Step by Step Activity Instructions

Activity 1: Postcard to the World

1. Briefly recap the main areas of Irish Aid's work (e.g., Gender Equality, Climate Action, Hunger, and Conflict Resolution) and the importance of global solidarity.
2. Explain that each pupil will create a "Postcard to the World" to share what they've learned and express a message of support or awareness.
3. Ask pupils to pick a theme (like climate action or hunger relief) and draw a small picture related to that theme. Encourage them to think of something they could also work toward in their own lives. For example:
    + Climate Action: Draw a tree-planting scene, a group recycling, or someone reducing waste.
    + Hunger Relief: Show a community garden or food being shared among people.
    + Gender Equality: Draw people of all genders learning together or doing activities like school, work, or sports, equally.
    + Conflict Resolution and Peace: Illustrate two people helping each other, a dove symbolizing peace, or friends from different backgrounds working together.
4. Ask each pupil to write a short message on the back about what they hope for the world or what they'd like to see more people do. Then, they should add a small action they can take, like:
    + "I hope for a cleaner world. I will recycle my waste to make it happen."
    + "I wish for gender equality. I will be kind to everyone and help when I can."
    + "I believe everyone should have enough food. I can help by sharing or donating food."

Activity 2. Group Discussion prompts and video about the SDGs

1. Remind children of some ground rules for discussion:
    + No one should feel left out.
    + No one (not even the teacher) has all the answers.
    + No one should tell another person what they should think or feel.
    + Everyone should do their best to make the discussion as comfortable and safe as possible.
2. Watch the SDG video
   YouTube
3. Divide the class into groups of three/four.
4. Give each group a topic to discuss as outlined below (the first two are easier than the others so use your judgement to allocate the topics).
5. Share ideas and findings.
6. Display ideas/answers on sticky notes around the room (they could serve as prompts for further discussion or work on another day).

Discussion Prompts:

+ Without peace in the world, we cannot achieve the SDGs.
+ The SDGs are for adults; they are not for children.
+ Climate change will result in climate refugees.

- Which SDGs are connected to food?
- Which SDGs are connected to our shared home?
- Which is the most important SDG?

Activity 3: Definitions activity related to Partnership

1. Remind children of the importance of partnership in the work of Irish Aid.
2. Ask the children to name some of the organisations it partners with.
3. Invite children to identify some of the important qualities in a partnership. Children can make a list of qualities in their groups or with a partner.
4. Discuss some of the problems encountered by the partner countries e.g. gender inequality, extreme weather conditions, soil erosion, deforestation etc. Ask children to think about what practical/humanitarian aid is given.
5. Which project is a creative one? Discuss whether they feel this is a good way to raise awareness? (in this case, for example, the issue of hunting elephants in Niassa reserve, Mozambique).
6. Ask children to match the key words with the definitions.

Irish Aid works with many communities who are **displaced**, **marginalised**, or ***discriminated*** against. In addition to providing **humanitarian** assistance, **creative** ways to explore and raise awareness of issues are often used.

Key Words	Mixed Up Definitions
Displaced	Treat people unjustly because they are “different”
Marginalised	Force someone to leave their home because of war or natural disaster
Discriminated	Treat a person as if they were unimportant
Humanitarian	Using imagination to make something
Creative	Seeking to make things better for people

Activity 4: Reflection

1. Revise the topics of solidarity, gender equality and climate change with reference to the slides and the SDGs.
2. Using these Reflective Questions, explore with children for 10 minutes. Encourage children to share their thoughts and give examples.
   - What do you think “solidarity” means, and why is it important for helping communities around the world?
   - How can gender equality make a difference in the lives of people in poorer countries? Can you think of a way it might affect someone’s daily life?

- Why do you think climate action is important for everyone? How could it help communities that are struggling?

3. Prompt a discussion about small actions they may have taken in their communities/schools e.g. recycling, reusing, planting fruit and vegetables, engaging in spring cleans.
   - How can you take action in your own community to support the idea of "leaving no one behind"? What small steps can you start with?
   - How do you feel connected to people in other countries working towards a better world? Can you share a story or an example that illustrates this connection? Make connections between what you are doing in your community and what Irish Aid is doing in Sierra Leone and Mozambique.
4. Discuss how these actions support the SDGs.
   - How does it make you feel to be part of global action?
5. Encourage children to consider if they feel creative projects are a good way to raise awareness. Can they think of ways to creatively explore these issues?

Further Information for Teachers:

Irish Aid works in solidarity with over 130 countries in four main areas:

- Gender equality
- Climate action
- Humanitarian response
- Strengthening governance

Irish Aid works in collaboration with international organisations and local communities to provide vulnerable communities with the skills and training to move out of chronic and extreme poverty. Irish Aid supports sustainable projects in which knowledge and skills can be transferred from generation to generation so that the impact is long-lasting.

This work supports the Sustainable Development Goals with the intention of "leaving no one behind".

Discussion about the countries in which Irish Aid works is crucial to your pupils' understanding of the key issues of:

- Justice and Equality
- Globalisation and interdependence
- Sustainable and resilient livelihoods
- Peace and conflict
- Human Rights

The case studies and countries in focus will include some or all of the issues above.

For your pupils, developing an understanding of these issues can allow them to

- Look critically at local and global issues
- Develop empathy for others
- Recognise our shared humanity
- Raise awareness about global issues, the SDGs framework and the work of Irish Aid to ensure "A Better World" for all.

It is important to ensure that teaching and learning practices Nurture a respectful, inclusive, and interactive school ethos and include globally oriented learning resources (UNESCO, 2015).

Three projects have been included as examples of the practical and humanitarian support which Irish Aid lends to other organisations as part of their sustained commitment to "A Better World".

In Sierra Leone, Irish Aid and the Teach for Sierra Leone programme focused on Quality Education. Impacting the lives of thousands of children, graduates or Fellows and the wider community.

In the Niassa reserve, Mozambique Irish Aid are training women to use craftwork to highlight the importance of caring for the natural environment. They are encouraging the Yao people to continue with old skills such as honey making and training them in new ones to become rangers on the reserve.

In Morrungulo, Mozambique, Irish Aid are working with the Marine Mega Foundation to educate the local community about marine conservation and the importance of SDG14:Life Below Water. They have developed a programme called Marine Guardians to teach children and their families the importance of the ocean and waterways.

Glossary:

Irish Aid: The Government of Ireland's development cooperation programme working in partnership with other countries to create a more equal, peaceful, and sustainable world

'**A Better World':** Irish Aid's 'A Better World' plan is Ireland's policy for international development and outlines the need for peace and justice, gender equality and climate action.

Partnership: When people or groups work together to reach a goal and help each other.

Solidarity: Standing together and supporting others, especially when they are facing problems or challenges.

Peace and Justice: Peace means no fighting, and everyone is safe. Justice means everyone is treated fairly and with respect.

Sustainable Development Goals (SDGs): 17 global goals, to help make the world a better place, by protecting the planet, helping people, and ensuring everyone can live well.

Collaboration: When people join forces and share ideas to achieve something together.

Assistance: Helping someone when they need it.

Cooperation: Working well with others so that everyone can succeed together.

Equality: When everyone is treated fairly and has the same chances, no matter who they are or where they come from.

Refugee: A person who has to leave their home because of danger, such as war, and is looking for safety in another country.

Poverty: When people don't have enough money or resources to meet their basic needs like food, shelter, and clean water.

Empathy: Trying to understand how others feel, especially when they are facing hard times, and imagining how we might feel in their situation.

Global Citizen: Someone who understands that people around the world are connected and who tries to make the world a better place for everyone.

Human Rights: Basic rights and freedoms that everyone should have, like being safe, having enough food, and going to school.

Fair Trade: A way of buying and selling products that makes sure the people who make the products get paid fairly for their work.

Food Security: When all people have enough safe and healthy food to eat every day.

Links:

Informational videos

The Yao people of Mozambique

https://www.youtube.com/watch?v=HYMNY2Q01Ps

Climate Change , a simple video explaining the science of climate change

https://www.youtube.com/watch?v=myZAvqqp9Jc

Resource Banks

https://developmenteducation.ie (search by topic and key word and audience)

https://www.scoilnet.ie

https://www.learningforjustice.org/classroom-resources