



PLAN
INTERNATIONAL



PLAN INTERNATIONAL IRELAND: DEVELOPMENT EDUCATION TEACHER HANDBOOK

ACKNOWLEDGEMENTS

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Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála
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Disclaimer: Plan International Ireland has changed some of the names of children depicted in this resource. While we endeavour to truthfully represent any image or depicted situation both in its immediate and in its wider context, we have used some images in a slightly different context in order to avoid using images and messages that potentially stereotype, sensationalise or discriminate against people, situations or places. The names, ages and other identifying features of the children in these case studies have been changed to protect their identities. The pictures presented beside these case studies are not the children featured in the case studies. A full list of each photograph including original captions and credits is available at the back of the resource.

PLAN INTERNATIONAL IRELAND

Established in 2003, Plan International Ireland is part of the Plan International Federation which is one of the largest international child focused NGOs in the world, active in over 70 countries. Plan International Ireland focuses on child-centred community development, which puts children who are in need at the core of programming.

Plan International Ireland is highly specialised in a number of areas, including education and inclusion, child protection, promotion of children and youth citizenship and emergency response. As such we work in a number of countries across the world. Plan International Ireland is working to realise the right to quality education for children in Burkina Faso, Mali, Guinea and Guinea Bissau by improving access, enhancing quality and strengthening school governance. Our work in education aims to ensure inclusive, safe, healthy and child-friendly learning environments. Our approach focuses on both policy and practice, and acknowledges that not only is education a basic human right, it is also crucial for the

empowerment of children, young people and their communities in securing their human rights.

Another significant part of our work is Disaster Risk Management. Children in Plan International humanitarian responses are provided with access to education, psychosocial support, clean water, food, shelter, a healthy environment, and a safe place to play. Plan International Ireland has countless other projects, spanning women's economic empowerment, youth advocacy, and universal birth registration to name a few. Plan International Ireland also works locally to deliver and strengthen Development Education.

WHAT IS DEVELOPMENT EDUCATION?

“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. Our everyday lives are affected by global forces. Development Education is about understanding those forces and how to change them to create a more just and sustainable future for everyone.”¹ Furthermore, “Development Education is, at its core, heuristic, empowering specific groups of learners, for example, teachers, students and youth workers to explore, reflect, analyse and act.”²

Development Education crucially uses participatory methodologies to challenge learner’s values, increase their knowledge of global issues and develop their skills of team work, public speaking and advocacy.

Why do it?

Development is not simply about economic development, aid or cooperation, it is about human development – which includes education and personal empowerment. We have moved past the traditional aid model popular in the 1980s, development is now rooted in the concepts of human rights, justice and equality. Development Education aims to inform people about these concepts and act to uphold them.

Development Education is a crucial part of human development and personal responsibility. It brings together two approaches for social change, education and international development. The first task of Development Education is to ensure people know what is happening around the world, how people live and what situations and difficulties people are facing. The second task is to illustrate the interconnectedness of the world; decisions made in one part of the world will affect and impact someone’s life in another part, our lives impact other lives, our society or economies impact others. The final element of

Development Education is empowering people to take action - as such Development Education is ‘active’ education. It is not enough for people just to know about the issues facing the world, it is about seeing how we can make positive changes in the world. These can be small changes such as buying Fairtrade or recycling or it can be a larger action such as campaigning and advocating on a human development issue. These actions, big or small, are known as active global citizenship.

When carried out effectively Development Education is a powerful process tool which encourages critical thinking through emphasising independent and lifelong learning which empowers people to use their voice and actions to improve their immediate environment and the wider world. Global change begins with one person becoming educated.

Why do Development Education with Primary school children?

Children in Ireland are regularly exposed to global issues such as poverty, climate change and war via television and the internet. Now young people are more likely to get their news from social media outlets, children are internet savvy but in this digital age they consume news and current affairs whether they mean to or not. This means that children can be exposed to misinformation. As teachers, educators and Development Education facilitators we have a duty to ensure children have the tools to critically analyse the information that they receive. We need to make children feel their voice matters through providing children with a safe space to air their opinions on world issues. Most importantly children should be made to feel that they can make a difference in the world, they can take action, however big or small, on local and global issues that matter to them. Using participatory methodologies, making space for and encouraging discussion between children, and encouraging activism or action will contribute to children’s critical literacy, political awakening and personal social development.

1: IDEA: <https://www.ideaonline.ie/development-education/what-is-de/>

2: Annex II Public Engagement and Development Education.

WHAT TO EXPECT FROM THIS HANDBOOK


This Development Education resource is unique. It contains a teacher's handbook with lesson plans and a USB which contains content for children to be used on an interactive white board or projector. The video links in the USB are hyperlinked to the videos which are mostly hosted in Vimeo, ensuring they are accessible in all schools. Simply open the hyperlink!

The resource can be used throughout Primary School with specific modules for each age group. It can be shared by teachers and follows children throughout their primary education. The handbook contains four modules, with five lessons in each, covering four different global issues aimed at different age groups ranging from 6 – 12 years old. The first module is on Gender and is aimed at 1st – 2nd class, the second module covers issues in the concept of Inequality and is made for

3rd – 4th class, the third module is on Migration and Refugees and is tailored to 5th – 6th class, and the fourth module is on Climate Change and is tailored to 3rd - 4th class. Each module has an introduction and some facts for the teacher to ensure that you are confident teaching the global issues.

Plan International Ireland want to help you make Development Education a part of daily lessons, so we have made this resource user friendly and linked to all aspects of the Primary education curriculum. We would love it if you could share your pupils' feedback at the end of the modules, see the conclusion for further information.

We want you and your class to have fun and to learn about the world!

A young girl with dark hair, wearing a white dress with a colorful butterfly pattern and a red backpack, is walking away from the camera through a forest. The background is filled with tall, thin trees and green foliage.

**“EDUCATION IS THE
MOST POWERFUL
WEAPON WHICH YOU
CAN USE TO CHANGE
THE WORLD.”**

- Nelson Mandela



MODULE ONE — GENDER

**“GIRLS ARE WEIGHED
DOWN BY RESTRICTIONS,
BOYS WITH DEMANDS –
TWO EQUALLY HARMFUL
DISCIPLINES.”**

- Simone de Beauvoir

Overall Aims:

This module aims to familiarise 1st – 2nd class children with gender. The lessons will explore children's likes and dislikes and whether boys and girls can like the same things, with the ultimate aim of challenging stereotypes based on gender and increasing the children's understanding of the barriers faced by many girls in the world.

Background Information and Facts for Teachers:

Gender stereotypes are often rooted and reinforced in childhood, by the toys that children are given to play with and limitations placed on them, such as telling boys not to cry. Gender stereotypes are damaging and can negatively impact upon children's futures, shaping the jobs that they will do and the life choices that they will make. In the Global South, gender stereotypes can be even more immediately harmful.

FACT

GLOBALLY, MORE THAN 62 MILLION GIRLS ARE NOT ATTENDING PRIMARY OR SECONDARY SCHOOL.

Every day, girls around the world are denied their right to education, and the knowledge, skills and opportunities to create a better, brighter future.

Source: UNESCO's Institute for Statistics

FACT

FOR EVERY EXTRA YEAR A GIRL STAYS IN SCHOOL, HER INCOME CAN INCREASE BY 10 TO 20%.

When girls are educated, they have the knowledge, skills and opportunities to create a better, brighter future for themselves and everyone around them.

Source: World Bank policy research working paper: Returns to Investment in Education: A further update

FACT

EACH YEAR, APPROXIMATELY 15 MILLION GIRLS UNDER 18 WILL BE MARRIED; THAT'S 41,000 EACH DAY, NEARLY 1 GIRL EVERY 2 SECONDS.

Child, early or forced marriage impacts the lives of millions of girls around the world. Child marriage violates girls' human rights, and can jeopardize their education and their health.

Source: UNICEF

FACT

DISCRIMINATION AND GENDER INEQUALITIES IN SOCIETIES AROUND THE WORLD CREATE MANY BARRIERS TO GIRLS' EDUCATION.

There are many things that can keep girls out of school. Barriers to girls' education include: poverty, child marriage, household duties, the distance to school, and even the lack of girls-only toilet facilities.

Source: UNICEF

LESSON 1

TOPIC: GENDER
SUB TOPIC: WHO AM I?
LESSON 1: WHAT IS GENDER?

SUBJECT: SPHE

CLASS LEVEL: 1ST/2ND CLASS (6-8 YEARS OLD)

LEARNING OBJECTIVES:

This lesson explores how gender does not have to influence the things children like or the activities they do.

Strand: Myself

Strand Unit: Self-identity

Strand: Myself and Others

Strand Unit: Relating to Others

LESSON OBJECTIVES:

- Develop a clear understanding of the term 'gender'.
- Explore what children like and dislike based on gender.
- Show an understanding of self-questioning by discussing the difference between girls' and boys' choices.
- Recognise that boys and girls can like whatever they want to, it doesn't matter what gender they are.

LESSON PLAN



INTRODUCTION:

- Introduce the word 'Gender' to the class. Does anyone know what it means? Does anyone know what gender they are?
- Ask the question: Do boys and girls like the same thing? Ask the children to discuss in pairs for a few minutes and then tell the class what they talked about.
- Go through the slides of the USB presentation 'Let's meet children from across the world!' this is Laura, she likes to... this is Carlos he loves to... etc.
- At the end of each like/dislike that you read out, ask the children to put their thumbs up or down for if they also like or dislike the thing.
- As you work through the slides get the class to discuss why the children on the slides might like or dislike something. Sample question: Why do you think x likes football/dolls/chocolate?

statements to the list at this stage that are gender neutral.

- At intervals of the activity, you can ask questions: Can a boy/girl like x? Why? Why not? Do boys/girls like the same thing? Why? Why not?
- Show the slide of the girl playing baseball Ask the class questions about the picture: Do they agree or disagree that this is what girls like doing usually? Why/why not do they agree/disagree?

Activity Time!

- Photocopy the 'All About Me' activity sheet for this lesson and hand one out to each child in the class.
- Tell them to fill in an answer for each question and to draw a picture of themselves underneath their answers.
- Ask if any of the children would like to share their answers with the class.



DEVELOPMENT:

- Ask the class: What do boys/girls like?
- Write a list of the children's answers on the Interactive Whiteboard (IWB) or a big sheet of paper

Game Time!

- Put a hula hoop at either end of the classroom. One for 'agree' and one for 'disagree'. [If you don't have any hula hoops you could use rope or cones or sheets of paper to mark squares or circles].
- Tell the children to stand in their chosen hula hoop if they agree or disagree with each statement they are going to read.
- Read out each of the answers that the class has written on the IWB – I like _____. You may add extra



CONCLUSION:

- Ask the children what they have learned in today's lesson.
- Get the children to help you to write up the answers and draw pictures on the IWB or a large sheet of paper.

Reflection Time!

- Reflect on what the children wrote or drew on the board.
- Think about what was learned today: What does gender mean? What do boys and girls like? Do they like the same things? Do you still think the same now as you answered at the beginning of the class?
- Reflect on the answers and remind the children that it doesn't matter what gender a person is, they can like or do whatever they want to.

LINKAGE AND INTEGRATION FOR THIS LESSON:

MATHS

Skills: Children will be sorting, categorising and grouping

DIFFERENTIATION:

- Use mixed ability groups during activities.
- Allow the children to express themselves in ways they feel they are able to, for example some children might like to write their answers while others might want to draw their answers.
- Give children extra time to finish activities if they need it.

ASSESSMENT:

- The children will self-question and self-assess using a Thumbs Up/Down method and the hula hoop game.
- The children will critically assess the answers they gave at the beginning of class when reflecting on their learning at the end of the lesson. They can choose whether to change or expand their answers.
- The teacher can assess the oral and written answers given during the lesson and the completed 'All About Me' activity sheets.
- The teacher can assess the learning of the class and individuals during reflection time.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB Presentation
- Two hula hoop rings
- Photocopies of the 'All About Me' worksheet

RESOURCE: ALL ABOUT ME ACTIVITY SHEET
GENDER 1ST/2ND CLASS – LESSON 1

ALL ABOUT ME

My name is:

I think boys are:

My favourite colour is:

I think girls are:

My hobbies are:

I like being a boy/girl because:

When I am happy I like to:

When I grow up I want to be:

This is a picture of me:

LESSON 2

TOPIC: GENDER
SUB TOPIC: WHO AM I?
LESSON 2: STEREOTYPES

SUBJECT: SPHE
CLASS LEVEL: 1ST/2ND CLASS (AGES 6-8)

LEARNING OBJECTIVES:

This lesson explores assumptions we make about what other children like based on their gender and how these stereotypes are not always true.

Strand: Myself

Strand Unit: Self-identity

- Self-awareness- recognise and appreciate the similarities and differences between people.

LESSON OBJECTIVES:

- Explore what the class thinks girls and boys like and if they like different things because of their gender.
- Challenge the class to question the stereotypes that they may have about being a boy or a girl.
- Understand that children and people can like and do whatever they want to; it doesn't matter if you are male or female.

LESSON PLAN



INTRODUCTION:

- Ask the class to think about the first lesson they did on gender. Get the children to shout out anything that they learned in that lesson.
- Show them the slide on the USB presentation – ‘What is it like being a girl?’ Ask all the girls in the class to say one thing that they associate with being a girl. Do the same with the boys and the next slide ‘What is it like being a boy?’



DEVELOPMENT:

Activity Time!

- Show the class the 6 images of children from around the world on the USB presentation slide – ‘Match the likes to the person....’
- Read out loud the like and dislike statements of each child on the slide in random order.
- Split the children into mixed ability groups and give each group a printed copy of the activity sheet associated with the USB presentation slide.
- Tell them to draw a line from each picture of a child (A-F) to the statement (1-6) that they think the child said.
- Ask each group to explain to the class why they chose each statement for each child.

- Are the other groups surprised by each other's choices? Why? Why not?



CONCLUSION:

- Show the class the ‘Stereotypes’ slide.
- Read out each speech bubble and ask the class to vote (by raising hands) if they think a boy or a girl said the statement.
- Ask particular children to reflect on why they answered a certain way.
- Explain what a ‘stereotype’ is and give some examples of how the children may have stereotyped in the activity just completed.
- Lead a class discussion of the results of this activity and the last activity, emphasising that there are no right or wrong answers and leading the class to understand that what people like and don't like to do should have nothing to do with being a boy or girl.

Reflection Time!

- Discuss with the class: What did you learn today? What do you know now that you didn't at the beginning of class? What is a stereotype? What is an example of a stereotype?

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

DIFFERENTIATION:

- Children will be differentiated by role in the group. Some children can write answers, others may be more comfortable expressing the reasons for their answers verbally or visually through pictures.

ASSESSMENT:

- The children will self-assess during the speech bubble activity when voting and will reflect on why they voted a certain way when questioned by the teacher.
- The teacher can assess the learning of the class and individuals during reflection time.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB Presentation
- Photocopies of the 'Match the likes to the person' worksheet

RESOURCE: MATCH THE LIKES TO THE PERSON ACTIVITY SHEET
GENDER 1ST/2ND CLASS – LESSON 2

MATCH THE LIKES TO THE PERSON



A: Julie



B: Joe



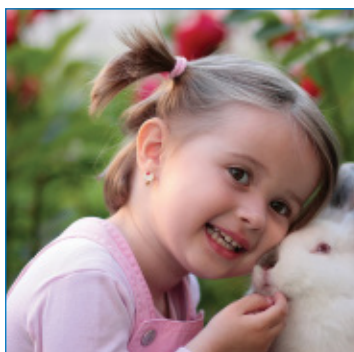
C: Andrés



D: Chen



E: Michael



F: Carmen

- 1.** I like animals but I don't like sport
- 2.** I like singing but I don't like football
- 3.** I prefer to plant flowers than do homework
- 4.** I like the colour green, I don't like pink
- 5.** I like to read and I like the colour pink
- 6.** I am the best in my class at football

LESSON 3

TOPIC: GENDER

SUB TOPIC: HOW DO GENDER ROLES WORK

LESSON 3: GENDER ROLES

SUBJECT: SPHE

CLASS LEVEL: 1ST/2ND CLASS (AGES 6-8)

LEARNING OBJECTIVES:

This lesson explores gender stereotyping of roles and jobs and looks at breaking these stereotypes.

Strand: Myself and the wider world

Strand Unit: Self-identity

Strand: Myself and Others

Strand Unit: My friends and other people

LESSON OBJECTIVES:

- Investigate if the class has any stereotypes around gender and jobs.
- Explore if the class thinks you have to be a certain gender and have specific traits to do different jobs.
- Understand that men and women can do whatever jobs they want; you do not have to be a certain gender or have specific traits to do a job.

LESSON PLAN



INTRODUCTION:

- Ask the children what they would like to be when they grow up.
- Get the children to have a lively discussion about what everybody would like to be. Use some dress up props to allow the children to act out what they want to be if you would like. For example: medical kit for a doctor, white coat for a scientist, hi-vis jacket for a Garda etc.
- Once they have decided, ask the children why they think they should have that job. What qualities do they think they would bring to the job? What kind of person do they think is needed for the job?
- Record the children's answers on the IWB or a big sheet of paper, separating the girls' and boys' responses.



DEVELOPMENT:

Activity Time!

- Go through each of the slides in the USB presentation that describes a profession, e.g. I am a dancer....
- Read out the facts on each slide and ask the children to draw a picture of the person they imagine is being described.
- After the pictures have been drawn for each slide ask the children if the person they drew is a man or a woman.
- Record the number of children who said either man or woman on the board for each slide.



CONCLUSION:

- Show the class the video 'Inspiring The Future Redraw The Balance' about gender stereotypes.
- Ask the children what happened in the video. When the teacher asked the children to draw pictures of the different jobs did the children draw men or women? Why did they do that? When the teacher introduced the real people in those jobs, were they men or women? Were the children surprised? Why? What do you think about this video?
- Now go back and look at what you wrote on the board for how many children in the class drew pictures of men or women for each profession in the slides. Did the children draw a lot of women for the dancer and the nurse? Did they draw a lot of men for the helicopter pilot? What do they think about this now that they have watched the video? Can men and women be any of these professions – dancers, nurses, helicopter pilots?

Reflection Time!

- Reflect as a class on what the children have learned today. Encourage them to think about the answers they gave in the earlier activities about whether men or women have certain jobs and what traits are needed for certain jobs.
- Have you changed your minds about what girls and boys can be when they grow up?
- Does it matter if you are a boy or a girl when deciding what job you want to do?
- Can girls and boys do the jobs discussed today equally? Are they as good as each other at doing the jobs?
- Do you think men and women around the world have the same opportunities to do different jobs?

LINKAGE AND INTEGRATION FOR THIS LESSON:

GEOGRAPHY

Strand: Human environments

Strand Unit: Living in the local community

ENGLISH

Strand: Competence and confidence in using language

Strand Unit: Developing cognitive abilities through language

DIFFERENTIATION:

- Allow enough time for the children to draw their pictures based on their individual abilities and needs.
- Some children might need extra help to understand the links between the video and what they discussed at the beginning of the class about what they want to be when they grow up, and the pictures they drew themselves.

ASSESSMENT:

- The teacher can assess during reflection time how much the children's opinions of gender roles have changed since the beginning of class.
- During reflection time the children can also self—assess if their opinions have changed since the beginning of class and if they have learned anything new.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB Presentation
- Optional: dress-up props

LESSON 4

TOPIC: GENDER
SUB TOPIC: RIGHTS
LESSON 4: GENDER INEQUALITY

SUBJECT: SPHE

CLASS LEVEL: 1ST/2ND CLASS (AGES 6-8)

LEARNING OBJECTIVES:

This lesson looks at the difference between wants and needs and introduces human rights.

Strand: Myself
Strand Unit: Self-identity

Strand: Myself and Others
Strand Unit: Relating to Others

LESSON OBJECTIVES:

- Explore the difference between the needs and wants of a child.
- Understand what human rights are and which specific rights children have.
- Recognise that some children around the world have their rights disrespected and often girls' rights are disrespected more than boys' rights.

LESSON PLAN



INTRODUCTION:

- Play the 'What I Really, Really Want' video.
- Ask the children did they spot any of the things the people in this video want? Play the video again and pause every time one of the 'wants' comes on screen - End violence against girls, quality education for all girls, end child marriage, equal pay for equal work.
- Ask the children what are some things they want right now. E.g. sweets, phones, video games, toys
- Put up the slide 'Wants...Needs' and invite any child that would like to come up to the IWB to write or draw what they want right now. Alternatively use a large sheet of paper.
- Introduce the concept of needs. Are they the same as wants? Why? Why not?
- Now ask the children what are some things that they need. E.g. food, clothes, water, shelter
- Invite children to write or draw their needs on the board.
- Can the children distinguish between wants and needs? Get them to discuss what is written on the IWB. Do they really need everything that is in the needs section? What could they not survive without?



DEVELOPMENT:

Activity Time!

- Ask the class do they know what human rights are. Explain simply that everybody in the world has rights and it means that every person should be treated the same, they should be looked after and protected, and they should be given their basic needs.
- But children have special rights! Ask the class does anybody know what some of their rights are?
- Photocopy and display the 'Learn about your rights' Plan poster resource. This poster can also be printed from: https://plan-international.org/sites/files/plan/field/field_document/child-friendly_crc_poster_a4_-_final_-_english.pdf. Look at some of the rights in this poster and make it simple

for the class to understand – e.g. every child should have food to eat, somewhere to sleep, be allowed to play, not be hurt etc.

- Ask the class if they think that all children have their rights respected and are treated correctly?
- Sometimes children around the world do not have their rights respected and are treated badly. Girls do not have the same opportunities as boys and often have their rights disrespected more.
- Play the video 'We've All Got Rights' and sing along!
- Ask the class did they spot any of their rights in the video? Go back through the video and find all the rights mentioned.



CONCLUSION:

Activity Time!

- Ask the children to each, or in pairs, make a poster about a Right.
- They can choose any Right they want.
- Tell them to use drawings, words and collage pictures to describe the right they have chosen and how they think it can be protected around the world.
- They should think about children who don't have that Right protected and what could be done to fix that.
- Help them with some brainstorming ideas at the beginning.
- Once the posters are completed (this can be finished for homework) ask if any of the children would like to show their poster to the class and describe what it is about.

Reflection Time!

- Discuss with the class:
What have they learned today? What is the difference between needs and wants? Did they know about rights before today's class? Do they understand that they each have rights and so do all children around the world? Are girls and boys treated the same? They could give examples of when they or someone else was treated differently because of their gender.

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

DIFFERENTIATION:

- When children are filling in their 'needs' and 'wants' on the IWB/ sheet of paper they can choose whether to write or draw pictures based on what they feel comfortable doing.
- Ensure that the pairs children are broken into for the activity are mixed ability and encourage the children to write words or draw pictures for the poster depending on what they feel they are able to do.

ASSESSMENT:

- The teacher can assess the children's abilities to discuss and question themselves when talking about the differences between needs and wants.
- During reflection time the teacher can assess the children's learning from the beginning of the class. The children can also reflect and self-assess if they have changed their opinions or have learned new things since the beginning of class.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation
- Photocopy of the 'Learn about your rights' Plan poster resource or print out of it from: https://plan-international.org/sites/files/plan/field/field_document/child-friendly_crc_poster_a4_-_final_-_english.pdf



LEARN ABOUT YOUR RIGHTS!

The UN Convention on the Rights of the Child

DID YOU KNOW?
This Convention applies to
almost every single country in
the world!



1

Until you are eighteen, you are considered a child and have all the rights in this Convention.

2

You should not be discriminated against for any reason, including your race, colour, sex, language, religion, opinion, origin, social or economic status, disability, birth, or any other quality of your parents or guardians.

12

When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinion taken into account.

3

All actions and decisions that affect you should be based on what is best for you or any child.

13

You have the right to look for, get and share information in all forms (i.e. through writing, art, television, radio and internet), as long as the information is not damaging to you or to others.

4

The Government should make these rights available to you and all children.

14

You have the right to think and believe what you want and to practice your religion, as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

5

Your family has the main responsibility for guiding you so that, as you grow, you learn to use your rights properly. Governments should respect this right.

You have the right to meet and to join groups and organisations with other children, as long as this does not stop other people from enjoying their rights.

15

6

You have the right to live and grow well. Governments should ensure that you survive and develop healthily.

16

You have the right to protection from interference with privacy, family, home, mail, and from attacks on your character or reputation.

7

You have the right to have your birth legally registered, to have a name and nationality and to know and to be cared for by your parents.



17

You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and internet. Information should be beneficial and understandable to you.

8

Governments should respect your right to a name, a nationality and family ties.

18

Both your parents share responsibility for bringing you up and should always consider what is best for you. Governments should provide services to help parents, especially if both parents work.

9

You should not be separated from your parents unless it is for your own good (for example, if a parent mistreats or neglects you). If your parents have separated, you have the right to stay in contact with both of them unless this might hurt you.

19

Governments should ensure that you are properly cared for and protect you from violence, abuse and neglect by your parents or anyone else who looks after you.

10

If your parents live in different countries, you should be allowed to move between those countries so that you can stay in contact with your parents or get back together as a family.

20

If parents and family cannot care for you properly, then you must be looked after by people who respect your religion, traditions and language.

11

Governments must take steps to stop you being taken out of your country illegally.

21

If you are adopted, the first concern must be what is best for you, whether you are adopted in your birth country or if you are taken to live in another country.





LEARN ABOUT YOUR RIGHTS!

The UN Convention on the Rights of the Child



22

If you have come to a new country because your home country was unsafe, you have the right to protection and support. You have the same rights as children born in that country.

The Government should provide ways of protecting you from using, producing or distributing dangerous drugs.

33

23

If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.

34

You should be protected from sexual exploitation and abuse, including prostitution and involvement in pornography.

24

You have the right to good quality healthcare (i.e. medicine, hospitals, health professionals). You have the right to clean water, nutritious food, a clean environment and health education so that you can stay healthy. Rich countries should help poorer countries achieve this.

The Government should take steps to make sure that you are not kidnapped, sold or taken to other countries to be exploited.

35

25

If you are looked after by local authorities or institutions rather than by your parents, you should have your situation reviewed regularly to make sure you have good care and treatment.

You should be protected from any activities that could harm your development and wellbeing.

36

26

The society in which you live should provide you with benefits of social security that help you develop and live in good conditions (i.e. education, culture, nutrition, health, social welfare). The Government should provide extra money for the children of families in need.

If you break the law, you should not be treated cruelly. You should not be put in prison with adults and should be able to stay in contact with your family. The death penalty and life sentences in prison are not allowed for children.

37

You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The Government should help families who cannot afford to provide this.

27

DO NOT JOIN
Most governments have agreed in an Optional Protocol to the CRC that children under 18 should not be allowed to join the army.



28

You have the right to education. Primary education should be free and required. Secondary education should be accessible to every child. Higher education should be available to everyone on the basis of capacity. School discipline should respect your rights and dignity.

38

If you are under 16, governments should not allow you to join the army or take any direct part in war. Children in war zones should receive special protection.

39

You should receive special care if you were neglected or abused, were a victim of exploitation or war, or were put in prison.

29

Education should develop your personality, talents, mental and physical abilities. It should prepare you for active participation in a free society, and encourage you to respect your own culture and other people's culture.

40

If you are accused of breaking the law, you must be treated in a way that respects your dignity. You should receive legal help and only be given a prison sentence for most serious crimes.

30

You have a right to learn and use the traditions, religion and language of your family, whether or not these are shared by most people in your country.

31

You have the right to rest, have leisure, play and participate in cultural and artistic activities.

If the laws in your country are better for children than the articles of the Convention, then those laws should be followed.

41

32

The Government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.

The Government should make the Convention known to all parents, institutions and children.

42



*The children's' lives and wellbeing is a simple version of the CRC, written for children.

LESSON 5

TOPIC: GENDER
SUB TOPIC: GENDER INEQUALITY
LESSON 5: WOMEN AND GIRLS

SUBJECT: SPHE
CLASS LEVEL: 1ST/2ND CLASS (AGES 6-8)

LEARNING OBJECTIVES:

This lesson explores how many girls across the world have fewer opportunities in life than boys and how unfair this is.

Strand: Myself and the Wider World

Strand Unit: Developing citizenship

- Living in the local community
- Develop an awareness of people in other places
other communities, other towns, other countries

LESSON OBJECTIVES:

- Show a basic understanding of inequality through making choices.
- Explore inequality in gender by experiencing an unfair choice.
- Make a connection between this experience and gender inequality.

LESSON PLAN



INTRODUCTION:

- Introduce the concept of voting to the class (if this has not been taught already).
 - Split the class into pairs and tell them they will be shown a series of pictures and that they will have to make choices between them in their pairs.
 - Go through each of the 'choose' slides and give time for the pairs to decide on which item they want.
 - For each slide ask the pairs what their choice was and circle which choice gets the most votes every time.
- Show the video 'All Girls Deserve an Education'.
 - Ask the class what they thought of the video. What happened in the video? Discuss with them about how girls all over the world have the same dreams but they don't all get the same opportunities to fulfil their dreams.
 - Is it fair that some girls around the world can't go to school?
 - How would you feel if you weren't allowed to go to school just because you were a girl? If you had to go to work or look after your family instead of going to school?
 - Do you think you would feel like you felt in the game? That it is unfair being a girl because you don't get the same choices as boys? This is a reality for many girls around the world, millions of girls are not in school today just because they are girls.
 - As we learned, all children have equal rights but sometimes girls are not treated the same as boys, just because they are girls. What do the class think about that?



DEVELOPMENT:

Activity Time!

- Explain to the class that sometimes having to choose between two things is not always fair i.e. you may want to choose both but you are not allowed.
- Split the class into pairs again, but this time pairs of one boy and one girl. If your school is same sex, assign the opposite gender to one person in each pair.
- Tell the class you are going to go through the choices again but this time the boys can pick either picture or they can have both if they want, while the girls must only choose one picture to have.
- Go back through the slides asking the boys would they like one or both of the pictures and forcing the girls to pick just one picture.
- Get the class to discuss: Is this fair? Why? Why not? How did the girls feel?



CONCLUSION:

Reflection Time!

- Reflect on what was learned today. How did it feel for the girls to only be allowed to choose one thing while the boys were allowed to choose either/both? In what ways do girls get treated differently to boys around the world? Is this fair?
- Unfairness and inequality are realities for many children, especially girls, around the world.

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

Strand: Emotional and imaginative development through language

GEOGRAPHY

Skills and content development :

A sense of place and space

- A sense of place

DIFFERENTIATION:

- Ensure that the pairs children are broken into for the voting game are mixed ability.

ASSESSMENT:

- The children will self-assess when they reflect on the voting activity.
- The teacher will assess by observing learning during reflection time.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation

MODULE **EXTENSION**

ACTIVITIES:

- Class project to create a mural on the Rights of a child and 'Because I am a girl' campaign. See Plan Ireland website at www.plan.ie
- Project on children from a particular country – Choose a country and look at 'A Day in the Life' of that child, comparing with their own experience

ACTION TIME!

Suggested actions: The children can think up some actions but here are some we suggest depending on ability and resources:

- Hold a school assembly on gender equality
- Write letters to the school principal about why girls and boys should be treated the same
- Make posters to put up around the school about gender equality

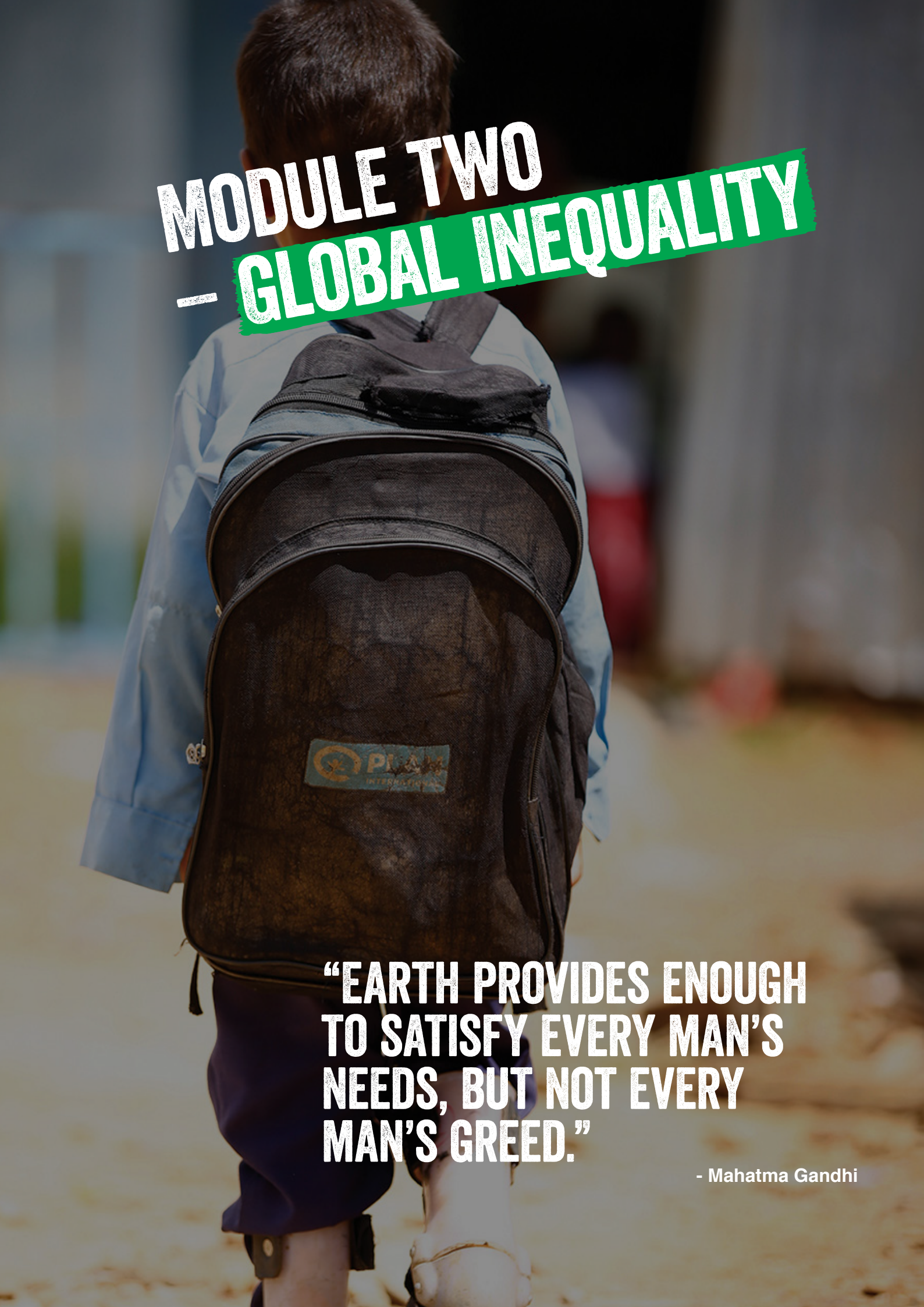


Encourage the class to think of other actions that they could take to campaign on gender issues.

REVIEW THE MODULE

1. What did you learn about the subject?
2. Did you learn a new skill, like a new word or a new game?
3. Did you change your mind about anything, for example did you think one thing at the start and another thing at the end of the module?
4. Did you or will you take action on the issue, like make a poster, write a letter or hold an assembly?

Please send your pupils' feedback to info@plan.ie



MODULE TWO — GLOBAL INEQUALITY

**“EARTH PROVIDES ENOUGH
TO SATISFY EVERY MAN’S
NEEDS, BUT NOT EVERY
MAN’S GREED.”**

- Mahatma Gandhi

Overall Aims:

This module aims to familiarise 3rd – 4th class children with the concept of inequality. The lessons will introduce inequality as linked to fairness between people and fairness between countries. The lessons will examine inequality in broad terms which will be relatable to children, exploring living conditions such as water and sanitation, gender and childhood inequality and other barriers to education. The module will conclude with what we can do to address inequality and the new Sustainable Development agenda. This is 17 Global Goals decided by countries all over the world as the new approach to reduce poverty, inequality and climate change.

Background Information and Facts for Teachers:

Inequality exists locally and globally. It exists between people and between countries. It is evident that there are huge disparities between the wealth of people in Ireland, and it is clear that Ireland as a country is much wealthier than other countries in the world. While local and global poverty may appear as separate problems, they stem from the same issue of structural inequality. The world is structured in such a way that not everyone will succeed, have the same amount of money and not all countries will have the same amount of resources. To address issues of poverty both at home and abroad we need a collective approach to tackling these issues, it is hoped that the Sustainable Development Goals will help do this as they will be used in all countries across the world, from Ireland to India!

FACT

IT IS ESTIMATED THAT THE RICHEST 62 PEOPLE IN THE WORLD HAVE AS MUCH WEALTH AS THE POOREST HALF OF THE GLOBAL POPULATION.

Instead of an economy that works for the prosperity of all, for future generations, and for the planet, we have instead created an economy for 1% of people.

Source: Oxfam

FACT

75 MILLION CHILDREN AREN'T IN SCHOOL TODAY, OF THAT 75 MILLION, 41 MILLION ARE GIRLS AND 34 MILLION ARE BOYS.

There are many reasons why children do not go to school, many are forced into child labour or look after younger siblings, for others school simply costs too much or is too far away. For other children war or natural disaster has prevented them from continuing education.

Source: Plan International Returns to Investment in Education: A further update

FACT

IN SEPTEMBER 2015, 193 WORLD LEADERS AGREED TO 17 GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT. IF THESE GOALS ARE COMPLETED, IT WOULD MEAN AN END TO EXTREME POVERTY, INEQUALITY AND CLIMATE CHANGE BY 2030.

The Sustainable Development Goals are a UN Initiative. The Sustainable Development Goals (SDGs), or Global Goals is the agenda for Sustainable Development for governments and NGOs across the world, not just the Global South. They are aspirational Goals with 169 targets between them, and every person in the world has to help achieve them!

Source: Global Goals

FACT

85% OF THE WORLD POPULATION LIVES IN THE DRIEST HALF OF THE PLANET. 783 MILLION PEOPLE DO NOT HAVE ACCESS TO CLEAN WATER AND ALMOST 2.5 BILLION DO NOT HAVE ACCESS TO ADEQUATE SANITATION. 6 TO 8 MILLION PEOPLE DIE ANNUALLY FROM THE CONSEQUENCES OF DISASTERS AND WATER-RELATED DISEASES.

The cleanliness and distance of a reliable water source and adequate sanitation has serious impacts upon the lives, health and quality of life of most of the world population.

Source: UN Water

If you would like any more information on the issues raised in these modules please email: info@plan.ie

LESSON 1



TRIGGER WARNING:

Some children may find this module upsetting, especially any children who are homeless or travellers

TOPIC: GLOBAL INEQUALITY
SUB TOPIC: WHAT IS INEQUALITY?
LESSON 1: LIVING CONDITIONS

SUBJECT: SPHE

CLASS LEVEL: 3RD/4TH CLASS (AGES 8-10)

LEARNING OBJECTIVES:

This lesson looks at different types of homes and explores how people across the world don't have equal resources.

Strand: Myself

Strand: Myself and the wider world

LESSON OBJECTIVES:

- Understand that there are many different types of home across the world that people live in.
- Recognise that some people have more than other people.
- Develop a basic understanding of inequality.

LESSON PLAN



INTRODUCTION:

This lesson introduces the fact that in the world the wealth of 1% of people is equal to the total wealth of the other 99% of people. The lesson will use games and fractions to explain this.

- Play the Home video.
- Ask the children what they learned about homes from the video.
- Ask the children to describe some different types of houses and homes they can think of.
- Go through each picture in the slideshow of different types of homes and ask the children to describe the characteristics of each one.



DEVELOPMENT:

- Get the children to imagine if the world only had 100 people in it. Which type of home do they think 99 of those people would have?
- 99 people would have a home like the pictures you just saw. While only 1 person would live in a house like....show the picture.
- Split the children into groups to discuss if this is fair and why some people have more than others.
- Ask the groups to report back to you on what they talked about and what they agreed or disagreed on with each other.

Game Time!

The aim of this game is to show children that the world is unequal and to introduce the concept of inequality, reinforcing the idea that 1% of people have more than the other 99%.

- Ask for 10 children to volunteer.
- Out of the 10 volunteers ask one of them to do a special job. Pick one if necessary.
- Tell the children that they are going to play a different type of musical chairs, instead of being "out" when they don't have a chair, they have to share the remaining chairs.
- The person who has the special job ALWAYS has to have their own chair to sit on.
- When the music starts, remove chairs as you would in musical chairs – remind the children that they have to share the remaining chairs, even if that means that they only get to touch a part of the chair.
- You should be left with two chairs, one child (who was given the special job) sitting on one and one remaining chair with 9 children trying to touch it.
- Ask the children what the game illustrates and record answers.
- Then explain that it teaches us about inequality.
- Get the children to think about what inequality means based on what they were just discussing. Ask them to write or draw their answers on the IWB or a big sheet of paper. Encourage them to use their dictionaries to help!



CONCLUSION:

Reflection Time!

- Discuss and reflect as a class on what is written and drawn on the IWB – what is inequality? Why do you think inequality exists?
- What did you think a home was before this class? Has your opinion changed?

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

GEOGRAPHY

Strand: Human environments

Strand unit: People living and working in the local area

Strand unit: People living and working in a contrasting area of Ireland

- Settlement: homes and other buildings

DIFFERENTIATION:

- During the group activities ensure the groups are mixed abilities and that each child has a role that they are comfortable with, reflective of their ability.
- Allow the children to put their answers on the IWB or a sheet of paper using words or pictures depending on their ability.

ASSESSMENT:

- The teacher can observe the children during their group discussions to assess their critical thinking.
- The children can self-assess what they thought inequality meant compared to what they find in their dictionaries.
- During reflection time the teachers and children can assess learning and changes of opinion.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation

LESSON 2

TRIGGER WARNING:

Some children may find this module upsetting, especially any children who are homeless or travellers.

TOPIC: GLOBAL INEQUALITY
SUB TOPIC: WHY IS THERE INEQUALITY?
LESSON 2: STRUCTURAL INEQUALITY

SUBJECT: SPHE

CLASS LEVEL: 3RD/4TH CLASS (AGES 8-10)

LEARNING OBJECTIVES:

This lesson explores what inequality means around the world and the barriers to success that exist for many people.

Strand: Myself

Strand: Myself and the wider world

Strand unit: Developing citizenship

LESSON OBJECTIVES:

- Recognise that there is inequality between individuals and between countries.
- Understand that there is inequality between people in countries all over the world, including Ireland.
- Understand that there is inequality between countries across the world – some countries have more materials and some countries have less materials.

LESSON PLAN



INTRODUCTION:

- Remembering what was learned in the last lesson, ask the children to think about and discuss what inequality is and why it exists.
- Does inequality exist between people? How? Where? Why? Does inequality exist between countries? Can you think of some examples?



DEVELOPMENT:

Game Time!

- Split the class into three groups. If this is difficult, split the class in two groups and then into smaller teams.
- Give Team 1 some cardboard and cello-tape, give Team 2 just cardboard and give Team 3 some straws.
- Tell the children that Team 1 can take anything they want from Team 2 and 3 but Team 2 and 3 cannot take anything from any team.
- Now tell the teams the competition is who can build the tallest tower.
- Set a time limit for the teams to build the towers in.
- Once the time is up ask each team how they felt during the game.
- Get the class to discuss if they felt the game was fair or unfair.
 - Did each team have an equal chance to build the tallest tower? Why/why not?
 - Did you all have the same materials? Did you all have the same chance to use your materials?
 - Imagine if each team was an Irish person. What would that tell us about inequality in Ireland?
 - Imagine if each team was a country. What would this tell us about inequality all across the world?
- Reinforce with the children that just like in the game, people around the world do not have the same materials to build their lives as others – some people have more and some people have less. Similarly all countries do not have the same materials as each other – some countries have a lot less than Ireland.

- Get the class to talk about what they have learned from this game.
- Everyone does not have an equal chance to succeed in the world. Why?
 - Example: some people are very poor. There are poor people all over the world.
- There are some things which hold people back from succeeding. What kind of things?
 - Example: some people do not get to go to school.
- This happens in Ireland. Lots of people in Ireland do not have the same opportunities which means that they might not succeed. Can you think of examples?
 - Example: some people in Ireland do not have homes.
- Sometimes this can even happen with a whole country! Some countries have a lot of money and power and they make it difficult for other countries to succeed. Can you think of examples?
 - Example: sometimes countries do not want to share their materials with other countries. These materials might include, oil, food, or money.



CONCLUSION:

Activity Time!

- To conclude the class ask the children to think about what they have discussed and learned today and to write a poem based on inequality.
- It should explain how inequality feels (remind them of how they felt during the tower game)
- It should give an example of inequality in the world
- It should give an example of inequality in Ireland
- If there is time do this activity in class and allow time for any children that want to read their poem aloud to do so. Alternatively this activity can be given for reflective homework.

Reflection Time!

- What have you learned today? What does inequality mean? What types of inequality exist? How did it feel when you weren't given an equal opportunity to build a tower?

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand Unit: Writing

- Creating and fostering the impulse to write

Strand: Emotional and imaginative development through language

Strand unit: Oral language

- Developing emotional and imaginative life through oral language

DIFFERENTIATION:

- During the game the teacher will ensure each child has a role that meets their needs and abilities.
- Some children may not feel comfortable writing a poem and might need extra assistance to understand what a poem is and how to write one.

ASSESSMENT:

- The children will reflect and self-assess during the discussion after the tower game.
- The teacher can assess the children's learning and self-reflection in the poems that they write.
- During reflection time the teacher can observe if children have progressed their learning since the beginning of class.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation
- Cardboard, cello tape, straws

LESSON 3

TRIGGER WARNING:

This class includes a role play game where pupils pretend to be children from around the world, including Ireland, this may be upsetting for some children, especially if there are travellers, homeless, or children in Direct Provision in your class.

TOPIC: GLOBAL INEQUALITY
SUB TOPIC: WHAT ABOUT PEOPLE MY AGE?
LESSON 3: CHILD INEQUALITY

SUBJECT: SPHE

CLASS LEVEL: 3RD/4TH CLASS (AGES 8-10)

LEARNING OBJECTIVES:

This lesson examines children's lives around the world and the inequalities that exist for some children.

Strand: Myself and the wider world

Strand unit: Developing citizenship

- Local and wider communities

LESSON OBJECTIVES:

- Explore what similarities and differences there are between the lives of the children in the class and children around the world.
- Experience the inequalities that exist between children around the world through a game.
- Understand the reasons for inequalities between children in different countries.

LESSON PLAN



INTRODUCTION:

- Ask the children what their morning routine is every day.
- Using the IWB or a big sheet of paper get the children to draw or write a part of their routine.
- Tell the children to get into pairs and to practice acting out their morning routine to each other. Some pairs might like to show the whole class what they do.



DEVELOPMENT:

- We want the children to focus on their routine which surrounds water, remind them of things like teeth brushing and showering as the video they are going to watch is about how some children have to collect water before they go to school. So encourage talking about and acting out using water. Discuss this.
- Play the video until 1:15 mins.
- Ask the children what they think is different or similar about their morning routine and that of the children in the video. Help the children to think of other ways their daily routines might be different to other children around the world. How would they feel if they were the children in the video – collecting water every day before school?

Game Time!

- Photocopy the role play cards and cut out each one. We highly recommend that you read these roles before class, and adjust if necessary. Some children may need help with the vocabulary. Perhaps discuss them with the class beforehand.
- Give each child a role play card and ask them to read it to themselves and think

about it (who they are, where they live, their family, what kind of life they have). Some children may need help reading these cards and understanding them.

- Get the children to stand in a line across the room (you may need to do this outside if the room is not big enough).
- Tell the children you are going to read out nine statements. If they think the statement is true for their character they should take a step forward. If they think it is not true for their character they should stay in the same place.
- Allow time for the children to think about the statement and then to move or not.
- Once you have read out all the statements the children should be spread across the room, representing the inequality experienced by children living around the world.
- Ask the children to think about where they are standing in the room and how they feel.



CONCLUSION:

Reflection Time!

- Get the children to form small groups and ask them to discuss and reflect on the following questions:
 - Who moved the furthest forward and why?
 - Who didn't move very much and why?
 - How did you feel when you were moving forward?
 - How did you feel when you weren't moving?
 - Who gets furthest ahead in life? Why? (Think about gender, education, jobs, war, natural disasters, disability etc.)
 - Who gets left behind in life? Why? (Think about gender, education, jobs, war, natural disasters, disability etc.)

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Emotional and imaginative development through language

GEOGRAPHY

Strand: Human environments

Strand unit: People and other lands

DIFFERENTIATION:

- Teacher Observation and Questioning
- Peer to Peer and Self-Assessment (teacher will observe this during the class discussion).
- Allow the children to write or draw answers on the IWB/sheet of paper depending on their abilities.
- Ensure that the groups that the children are broken into are mixed ability and that each child has a role they feel comfortable with which meets their needs and abilities.
- During the Step Forward game assist any child that needs help reading or understanding their role on the card they have been given. Decide the length of time the game should last depending on the abilities of the class.

ASSESSMENT:

- The teacher can assess the children's understanding and reflection during the Step Forward game.
- During reflection time the children can self-assess and the teacher can observe learning.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation
- Role cards photocopied, printed and cut out

RESOURCE: STEP FORWARD GAME

GLOBAL INEQUALITY 3RD/4TH CLASS – LESSON 3 – CHILD INEQUALITY

1:

My name is Anna. I am a girl. I live in Dublin, Ireland. I live in a brick house. I go to school every day and my favourite subject is maths. I love playing hockey after school with my friends. My mother and father work as doctors. We eat dinner together every night. At the weekend I like going to the cinema with my family.

2:

My name is Imal. I am a boy. I live in Syria. My country is at war and everyday there is fighting. I live in an old house made of bricks. I have not been to school in two years. There are no jobs for my mother and father so we don't have much money. I help my older brother fix bicycles to try and get some money for my family. There is very little food available.

3:

My name is Carlos. I am a boy. I live in Guatemala. I live in a house made of mud with a straw roof. I go to school nearly every day. I love school because I learn lots of things and play with my friends. My father works in a pineapple plantation. He does not earn very much money. My mother looks after my younger siblings. After school I go and help my father at the pineapple plantation. It is hard work and I am so tired every day. I eat food in school at lunchtime so sometimes I do not have dinner at home because there is not enough food for me.

4:

My name is Anushka. I am a girl. I live in a small tribal village in India. I miss school because I am bored every day and I am not learning anything. My mother sells snacks at the side of the road. My father looks after our cow and our three goats. I look after my younger sisters at home. Sometimes I have to help my mother selling snacks because we usually don't have enough money to buy food.

RESOURCE: STEP FORWARD GAME

GLOBAL INEQUALITY 3RD/4TH CLASS – LESSON 3 – CHILD INEQUALITY

5:

My name is Gifty. I am a girl. I live in Ghana. My family lives in one room in a big house where all my cousins and grandparents live. I try to go to school every day but sometimes I have to help my mother collect water from the well. We have to walk for four hours to get the water and it is so heavy to carry the buckets. I miss school when I can't go. My favourite subject is geography and I love playing hopscotch with my friends. My father works as a carpenter in the capital city so I don't see him very often. I miss him but I am happy when he sends us money so that we can buy food to eat. My mother works as a seamstress.

6:

My name is Kofi. I am a boy. I live in Togo. I live in a house made of mud and sticks. I am blind so I have never been to school. My mother teaches me some things at home but it is hard because she didn't finish primary school. I wish I could go to school like the other children in my village. It sounds like fun and I want to learn many things so that I can get a good job. My father and mother both work on a cocoa farm near our house so I have to stay at home during the day by myself. I love when we eat together in the evenings.

7:

My name is Mohammed. I am a boy. I live in Iraq. There has been war and fighting in my country for my whole life. My house was destroyed so now my family lives with my grandparents in their small brick house. I just started going to school this year and I love it. My favourite subject is science. Sometimes we can't go to school because of the war. My father is a doctor and works a lot. My mother teaches in my school. We have enough money to buy food but sometimes there is no food to buy because of the war.

RESOURCE: STEP FORWARD GAME

GLOBAL INEQUALITY 3RD/4TH CLASS – LESSON 3 – CHILD INEQUALITY

8:

My name is Uka. I am a girl. I live in Nigeria. I live in a small house made of cement and straw. I would love to go to school but I can't because a terrorist group in my country does not like girls going to school. It is not fair because my brother is still allowed to go to school. My father is unemployed and my mother makes clothes. I cook for my family and look after my little sister.

9:

My name is Hanad. I am a boy. I am from Somalia but I live in a refugee camp in Greece. My house is a small tent. My parents can't work here. The camp is cold and dirty, and lots of people are getting sick. Sometimes I go to a school in the refugee camp but often it is closed because there is no teacher. I miss my school and friends in Somalia. We get some food in the refugee camp but it is not enough. I wish we could go home to Somalia but it is too dangerous there at the moment.

10:

My name is Agata. I am a girl. I live in Poland. I live in a stone bungalow house. I go to school every day and I love it. My father works in the UK as an electrician. He sends money home to me and my mother. I miss my father a lot. My mother can't work because she hurt her back. I make her dinner every day and I clean the house at the weekends. Sometimes I play with my friends too.

11:

My name is Rose. I am a girl. I live in Haiti. I live in a house made of metal sheets. I don't go to school anymore because my school was destroyed in a big storm. My father works long days helping to fix buildings in our village. I sometimes help my mother to sell food at the side of the road. I miss school and my friends.

RESOURCE: STEP FORWARD GAME

GLOBAL INEQUALITY 3RD/4TH CLASS – LESSON 3 – CHILD INEQUALITY

12:

My name is Chris. I am a boy. I live in America. I live in an apartment in a very high building. I live with my mother and she works long hours as a cleaner. Sometimes I stay off school to look after my little brother if we can't get a babysitter. I like playing basketball with my friends at the weekend. I also help my mother to clean the house. I love going to my grandparents' house on a Sunday and eating lots of food.

13:

My name is Sean. I am a boy. I live in Mayo in Ireland. I live in a brick house on a farm. My father is a farmer and my mother is a nurse. I go to school in my local village. Sometimes it is really boring. I wish I could play football all day. At the weekend I have to help my father on the farm. My favourite food is chicken nuggets and chips.

14:

My name is Patrick. I am a boy. I live in Wexford in Ireland. I live with my grandparents and my four sisters in a caravan. I sometimes go to school and other times I work in my grandfather's hardware shop. I like school more than working because I see my friends and I can play hurling. I have to work sometimes because we don't have much money to buy food.

15:

My name is Fatimah. I am a girl. I live in Tanzania. I live in a big brick house. We have a swimming pool. My parents are teachers. I go to the school they teach in and I love it. My favourite subject is English. I have piano lessons after school some days and other days I go swimming. The house girl cooks us delicious food every day, my favourite is egg and chips.

RESOURCE: STEP FORWARD GAME

GLOBAL INEQUALITY 3RD/4TH CLASS – LESSON 3 – CHILD INEQUALITY

16:

My name is Ali. I am a boy. I live in Pakistan. I live in a stone house. My father is a police man and my mother looks after me and my brothers and sisters. It is hard for me to go to school because I was very sick with Polio when I was young so I was left with a disability. I have to walk with crutches and I can't get in and out of the classrooms. I wish I could go to school because I am so bored at home.

17:

My name is Annie. I am a girl. I live in Ireland. I live in a hotel at the moment. My mother works in a shop and my father lost his job, so we had to move out of our house. I get the bus for an hour every day to go to school. After school I like to watch TV and eat. It can be hard to do my homework because I have to share the hotel room with my mum, dad and little brother.

18:

My name is Lana. I am a girl. I live in Jordan. I live in a stone house with my eight brothers and sisters. I go to school every day. In my class there are over 200 children aged 4-12 because we only have two teachers. There are children from many different countries in my class. My mother stays at home and looks after my brothers and sisters. My father works in a company making computers. After school I cook all the food for my family every day because my mother is too busy.

19:

My name is Bo. I am a boy. I live in China. I live in an apartment. I am an only child. I go to school every day and I study English after school. In the evenings I practice chess with my father. At the weekend I learn the violin. My parents both work in a bank.

RESOURCE: STEP FORWARD GAME

GLOBAL INEQUALITY 3RD/4TH CLASS – LESSON 3 – CHILD INEQUALITY

20:

My name is Hella. I am a girl. I live in Norway. I live in a small house. My father is a fisherman and my mother is a baker. Sometimes I can't go to school because I have to help my mother bake. I love singing and dancing. I help my mother cook dinner every night. It is so much fun.

21:

My name is Alexander. I am a boy. I live in Russia. I live in a wooden house. I have to walk for two hours to get to school. In the winter it is so cold that sometimes I can't go. My father is a carpenter and my mother is a nurse. Sometimes in the winter it is hard to get food because it is snowing and we live far from the shops.

22:

My name is Mali. I am a girl. I live in Thailand. My family lives in one room in a wooden house. I have to walk across a long old bridge to get to school. Sometimes if there has been heavy rain it is dangerous and I am scared. My parents work in the city as traders so they are gone all day. After school I look after my brothers and sisters. I cook for them and bath them.

23:

My name is Arthur. I am a boy. I live in Brazil. I live in a small metal house. When the Olympics came here my house had to be moved far away. Now I have to walk a long way to school. My father is a builder. He worked lots during the Olympics but now he has no work. My mother is a teacher. I love football.

RESOURCE: STEP FORWARD GAME

GLOBAL INEQUALITY 3RD/4TH CLASS – LESSON 3 – CHILD INEQUALITY

24:

My name is Kia. I am a girl. I live in Uganda. I live in a house made of mud and straw. I don't go to school. I have a job selling water to cars in traffic. Sometimes it is dangerous and I am scared. I wish I could go to school but my family does not have enough money to send me, only my brother can go. My parents both work on a coffee farm. We don't have much money for food. Sometimes we only eat rice every day.

25:

My name is Hans. I live in Germany. I live in a big house made of concrete, it has three floors! I go to school every day. My favourite subject is art. After school I have guitar lessons. My mother is a doctor and my father does not work. My father cooks dinner for us every day. We live in a house with a big garden. I play with my dog in the garden.

26:

My name is Maria. I live in Mali. I live in a small house made of straw. I don't go to school because my parents can't afford to pay for it. I help my father work on our farm. We grow vegetables and we eat them. We don't eat meat much because it is expensive. My mother doesn't work because she has to look after my six siblings. Sometimes it does not rain for a long time and we can't grow much food.

27:

My name is Sofia. I live in Chile. I live in a small house made with concrete and straw. I have cerebral palsy and I can't walk. I need a wheelchair but it is too expensive. I can't go to school. My mother stays at home and cares for me. My father works as a taxi driver. We don't have much money so sometimes our neighbours give us food.

RESOURCE: STEP FORWARD GAME

GLOBAL INEQUALITY 3RD/4TH CLASS – LESSON 3 – CHILD INEQUALITY

28:

My name is Juma. I am a boy. I live in Kenya. I used to go to school but then my family had to leave our village because of climate change. We could not grow any crops on our farm anymore because the rain didn't come as much so the ground was too dry. We are walking and catching buses to get to the capital city. My father wants to find work there. I hope I will go to school there. My mother and my sisters went to live with our cousins. I miss them.

29:

My name is David. I am a boy. I live in Wales. I live in a small stone house with my grandparents. I go to school every day and I love it. After school I sing in my choir and help my grandfather mind the sheep on the farm. My grandmother cooks my favourite stew every week.

30:

My name is Nina. I am a girl. I live in Nepal. I live in a small wooden house high up on a hill. I have just started going to school again after a year because my school was damaged in an earthquake. I am so happy to be back in school with my friends. My father works as a shoe shiner and my mother works on a rice farm. We eat rice every day!

STATEMENTS FOR THE TEACHER

- 1. I GO TO SCHOOL EVERY DAY.**
- 2. MY MUM HAS A WELL-PAID JOB.**
- 3. MY DAD HAS A WELL-PAID JOB.**
- 4. MY COUNTRY IS PEACEFUL AT THE MOMENT.**
- 5. I DO NOT HAVE A DISABILITY.**
- 6. I DO NOT HAVE A JOB.**
- 7. NOTHING STOPS ME FROM GOING TO SCHOOL.**
- 8. I HAVE ENOUGH FOOD EVERY DAY.**
- 9. I AM A BOY.**

LESSON 4

TOPIC: GLOBAL INEQUALITY
SUB TOPIC: WHAT ABOUT EDUCATION?
LESSON 4: EDUCATIONAL INEQUALITY

SUBJECT: SPHE

CLASS LEVEL: 3RD/4TH CLASS (AGES 8-10)

LEARNING OBJECTIVES:

This lesson explores the relationship between inequality and access to education.

Strand: Myself and the wider world

Strand unit: Developing citizenship

- Local and wider communities

LESSON OBJECTIVES:

- Explore the importance of education and empathise with those who cannot go to school.
- Recognise that there are many reasons why people may not be able to attend school.
- Understand the importance of education for all children.

LESSON PLAN



INTRODUCTION:

- Ask the children to imagine they don't have to go to school every day. What would they do all day? Get them to write up answers or draw pictures on the IWB or a large sheet of paper.
 - Show the slide with the fact 'globally 75 million children don't go to school' and ask if any of the children would like to read it out loud.
 - Ask the children how they feel about that fact. Is that a lot of children? Which countries do they think these children are in? (Ireland and the world).
- school because of the reasons listed above but additionally, girls education is often less of a priority than boys so families will only send their sons to school.
 - Play the education superheroes video.
 - Show the children the quote on the next slide from Malala. What do they think about this quote? Do they agree with it? Have they heard of Malala? Explain who Malala is using the explanation below, and that this quote [on the slide] is from a speech that she made on her 16th birthday at the United Nations. Even though she was only 16, and a girl, she gave a very powerful speech about the importance of education to world leaders. She is an education superhero.



DEVELOPMENT:

- Ask the class why they think so many children don't go to school around the world. Get them to write or draw their answers on the IWB or a large sheet of paper.
 - Examples: their parents need them to work because they do not have enough money, or they need to look after their siblings so that their parents can go to work, or their local school might cost a lot of money, or they may have a disability and the nearest school is not suitable, or the school might be very far away and their parents do not have a car to take them and there are no buses.
- Show them the infographic with statistics of how many girls and boys aren't in school. Why do they think there are so many more boys in school than girls? Can they remember what they learned in earlier classes about gender inequality?
 - Examples: girls are often not able to go to



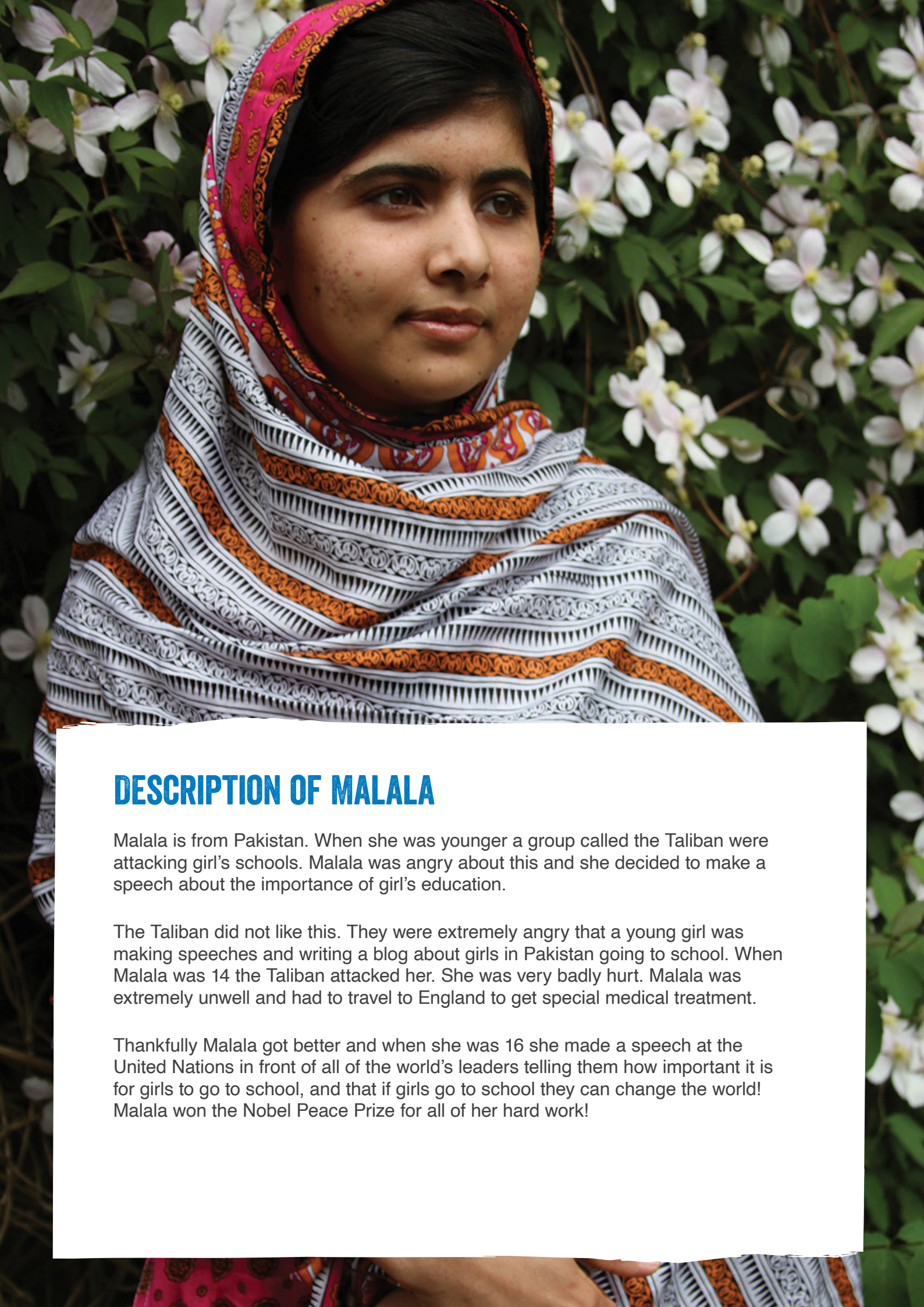
CONCLUSION:

Activity Time!

- Tell the class it's their time now to be education superheroes. Ask them to get into pairs and write a short speech that they would say to the Irish government about why all children need to go to school.
- If there is not enough time in class for this ask the children to write individual speeches for homework.
- Ask if any of the children would like to share their speech.

Reflection Time!

- What did you learn today? Is school important? Why?
- Can everybody go to school? Why/why not? Is this fair?



DESCRIPTION OF MALALA

Malala is from Pakistan. When she was younger a group called the Taliban were attacking girl's schools. Malala was angry about this and she decided to make a speech about the importance of girl's education.

The Taliban did not like this. They were extremely angry that a young girl was making speeches and writing a blog about girls in Pakistan going to school. When Malala was 14 the Taliban attacked her. She was very badly hurt. Malala was extremely unwell and had to travel to England to get special medical treatment.

Thankfully Malala got better and when she was 16 she made a speech at the United Nations in front of all of the world's leaders telling them how important it is for girls to go to school, and that if girls go to school they can change the world! Malala won the Nobel Peace Prize for all of her hard work!

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

Strand: Emotional and imaginative development through language

GEOGRAPHY

Skills and Concepts development

- A sense of place and space

A sense of place - Develop an awareness of people and places in other areas

Strand: Human environments

Strand unit: People and places in other areas
- People at work

DIFFERENTIATION:

- Allow the children to write or draw their answers on the IWB/sheet of paper depending on the needs and abilities of the individual.
- Ensure that the pairs the children are split into are mixed ability.
- Assist any children that need extra help with understanding how to write a speech.

ASSESSMENT:

- The children's understanding and learning can be assessed by the teacher in the speeches.
- Learning at the end of the class can be assessed by the teacher and children during reflection time.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation

LESSON 5

TOPIC: GLOBAL INEQUALITY
SUB TOPIC: TACKLING INEQUALITY
LESSON 5: SUSTAINABLE DEVELOPMENT GOALS

SUBJECT: SPHE

CLASS LEVEL: 3RD/4TH CLASS (AGES 8-10)

LEARNING OBJECTIVES:

This lesson introduces the Sustainable Development Goals and explores how the class can get involved with the Goals.

Strand: Myself and the wider world

Strand unit: Developing citizenship

- Living in the local community

LESSON OBJECTIVES:

- Understand what the Sustainable Development Goals are.
- Explore the individual Goals and how children could help to achieve each one.
- Recognise that the class can take action to be a part of achieving the Sustainable Development Goals.

LESSON PLAN



INTRODUCTION:

- Ask the children if they remember Malala from the last lesson on education.
 - Play the video of Malala introducing the Global Goals.
 - Introduce the slide on the Global Goals – there are 17 Goals agreed by global leaders to reduce inequality, uphold human rights and protect our planet.
 - Go through each of the goals and give a basic explanation of each one. Use this guide to help you prepare: [https://sustainabledevelopment.un.org/content/documents/16166_TWLL_Children_s_Goals_Booklet_\(Final_Edit\).pdf](https://sustainabledevelopment.un.org/content/documents/16166_TWLL_Children_s_Goals_Booklet_(Final_Edit).pdf)
 - Ask the class do they think that the Global Goals are a good idea? Do they think that the plan will work? Why?
- Split the class into pairs, put the children into pairs that they usually would not work with, a mix of girls and boys and a mix of ability.
 - Ask the children to walk around to each station and discuss in their pairs each of the goals and to decide together which one they feel is the most important. Why do they think that Goal is important? How could you help achieve that Goal?
 - Get the pairs to report back on what they discussed and which goal they picked. Ask them was it easy to agree? Did you disagree? Do you think it would have been hard for world leaders to agree on these 17 goals?



DEVELOPMENT:

Activity Time!

- Print individual posters of the Global Goals from: <http://www.globalgoals.org/resource-centre/the-basics/>
- Stick up the images of the goals at different stations around the classroom.



CONCLUSION:

- Explain to the class that there are two things that children can do to make sure the Global Goals are successful: they can tell everyone they know about them and they can make sure world leaders do the work that is necessary for the Goals to be achieved.

Reflection Time!

- What did you learn today? What are the SDGs? Can you describe some of them?
- Do you think the SDGs are good? Why/why not? Do you think they will work?

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

Strand: Emotional and imaginative development through language

GEOGRAPHY

Skills and Concepts development

- A sense of place and space
- A sense of place - Develop an awareness of people and places in other areas
- Using pictures, maps and globes

Strand: Human environments

Strand unit: People and places in other areas

- People at work

DIFFERENTIATION:

- Ensure that the pairs the children are split into are mixed ability.
- The teacher will ensure the roles assigned in the group meet the needs and abilities of the individual.

ASSESSMENT:

- Teacher observation and questioning of children while working and during reflection
- Peer to Peer and Self-Assessment (teacher will observe this during the class discussion)

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation
- Guide for preparation: [https://sustainabledevelopment.un.org/content/documents/16166_TWLL_Children_s_Goals_Booklet_\(Final_Edit\).pdf](https://sustainabledevelopment.un.org/content/documents/16166_TWLL_Children_s_Goals_Booklet_(Final_Edit).pdf)
- Printed posters from: <http://www.globalgoals.org/resource-centre/the-basics/>

MODULE **EXTENSION**

ACTIVITIES:

- Do a class project about children's lives around the world, researching and presenting different countries and situations that children live in. Each child in the class could pick a country, city or community and do research on what life for children might be like there.
- Make class posters on each of the Global Goals, highlighting how children can help to work towards and raise awareness of each Goal.

ACTION TIME!

Suggested actions:

- Write a letter to the Taoiseach asking him to make sure that the Global Goals are achieved. Outline why the Goals are important for children around the world.
- Make a video of the class explaining why it is important for children everywhere to go to school. Show the video in school assembly and send it to media outlets if desired and with the permission of parents.



Encourage the class to think of other actions that they could take to campaign on global inequality issues.

REVIEW THE MODULE

1. What did you learn about the subject?
2. Did you learn a new skill, like a new word or a new game?
3. Did you change your mind about anything, for example did you think one thing at the start and another thing at the end of the module?
4. Did you or will you take action on the issue, like make a poster, write a letter or hold an assembly?

Please send your pupils' feedback to info@plan.ie

A young girl with dark hair, wearing a grey jacket over a light-colored top and a red skirt, stands in front of a weathered, light-colored wall. She is holding a white balloon in her right hand, which is raised above her head. Her left hand is near her face. The wall has a rough, textured appearance with some darker patches. The ground is sandy and uneven.

MODULE THREE — MIGRATION AND **REFUGEES**

**“YOU HAVE TO UNDERSTAND,
THAT NO ONE PUTS THEIR
CHILDREN IN A BOAT UNLESS
THE WATER IS SAFER THAN
THE LAND”**

- Warsan Shire, Home

Overall Aims:

This module aims to familiarise 5th – 6th class children with the issues of migration and refugees. The lessons will introduce the concept of voluntary migration, where people choose to move to another part of the world and the push and pull factors involved in this decision. It will then examine the concept of involuntary migration, where people are forced to leave their home through conflict, persecution or natural disaster. The module will then explore the concepts of seeking asylum and being an asylum seeker in Ireland. The ultimate aim of the module is to give children an overview of the refugee situation in the world and challenge some of the perceptions about migration and refugees that they might have heard in the media.

Trigger Warning:

Some children may find this module upsetting, especially any children who have migrated or are refugees and/or asylum seekers. Pay special attention to these children without singling them out. Encourage the children to be sensitive and empathetic with each other and with the

plight of migrants and refugees. It is recommended that you discuss this module with your class in advance – perhaps getting them to create a group contract outlining their conduct in the class. If you have any specific concerns relating to pupils it is recommended that you discuss these modules with your principal and perhaps parents.

Background Information and Facts for Teachers:

There is often fear and suspicion attached to migrants, refugees and asylum seekers, the media often perpetuates many myths which encourage society to become fearful of people from abroad. The fact is though that human migration has been happening for billions of years and will continue to happen. But now the world is facing a new challenge, the largest refugee crisis since World War II. Conditions in refugee camps can be horrifying, with people facing violence and hunger. Put simply, like during World War II people are desperate for help. How will history remember our treatment of these people?

FACT

GLOBAL FORCED DISPLACEMENT HAS INCREASED IN 2015, WITH MORE PEOPLE FORCED FROM THEIR HOMES BY WAR, CONFLICT AND PERSECUTION SINCE WORLD WAR II. BY THE END OF THE YEAR, 65.3 MILLION INDIVIDUALS WERE FORCIBLY DISPLACED WORLDWIDE.

This figure includes refugees and internally displaced people – which means people who are forced to leave their homes and travel to a safer place within their country, usually a camp.

Source: UN Refugee Agency

FACT

THERE ARE 40.8 MILLION INTERNALLY DISPLACED PEOPLE IN THE WORLD, MAKING UP THE REMAINDER OF THE 65.3 MILLION INDIVIDUALS WHO WERE FORCIBLY DISPLACED WORLDWIDE.

Currently most live in Syria (6.6 million) and Colombia (over 6.3 million). Iraq and Sudan follow with over 3 million each. Yemen, Nigeria, South Sudan, Ukraine, Democratic Republic of Congo and Pakistan complete the list of the first ten countries, which together account for 75% of the world's IDPs.

Source: Internal Displacement Monitoring Centre

FACT

THERE ARE APPROXIMATELY 21 MILLION REFUGEES IN THE WORLD.

Syrians remain the main group of refugees worldwide. Afghanistan is the second-largest source country for refugees with Somalia placing both as the third largest source country worldwide and as the largest refugee producing country in Sub-Saharan Africa. South Sudan is the fourth-largest source country of refugees worldwide.

Source: European Commission Humanitarian Aid and UN Refugee Agency

FACT

THE MAJORITY OF THE WORLD'S REFUGEES ARE HOSTED OUTSIDE OF EUROPE.

Turkey hosts the largest number of refugees worldwide. Pakistan currently hosts the second largest number of refugees, nearly all of whom are from Afghanistan. Lebanon remains the third-largest refugee hosting country in the world with 1.1 million refugees. The population of Lebanon is only 4.5 million.

Source: UN Refugee Agency

FACT

IN 2015 GERMANY WAS THE LARGEST SINGLE RECIPIENT OF NEW ASYLUM APPLICATIONS.

In Ireland asylum seekers live in Direct Provision Centres. Direct Provision is intended to provide for the welfare of asylum seekers and their families as they await decisions on their asylum application. It 'directly provides' essential services, medical care and accommodation and board with three meals a day provided at set times. Conditions in the centres vary widely, but in the centres people are not allowed to cook and a family of four is given €19.10 a week. The system was started in 2000 as an interim measure but as of 2016 it is still running and children are now being born into the system which has been widely criticised.

Source: UN Refugee Agency and Irish Immigrant Support Centre

FACT

IN 2015, AND THE FIRST MONTHS OF 2016, ALMOST 1.2 MILLION REFUGEES AND MIGRANTS REACHED EUROPEAN SHORES, MOST FLEEING CONFLICT AND PERSECUTION.

Many lost their lives or saw loved ones perished at sea in their attempt to reach safety. An increasing number of families, women, and unaccompanied children undertook perilous journeys across several countries and often faced exploitation at the hands of smugglers.

Source: UN Refugee Agency



LESSON 1

TOPIC: MIGRATION AND REFUGEES
SUB TOPIC: VOLUNTARY MIGRATION
LESSON 1: WHY DOES IT HAPPEN?

SUBJECT: GEOGRAPHY

CLASS LEVEL: 5TH/6TH CLASS (AGES 10-12)

LEARNING OBJECTIVES:

This lesson explores why people voluntarily choose to leave their homes to go to another country and the contributions migrants make to the country they settle in.

Skills and Concepts development

- Maps, globes and graphical skills

Strand: Human environments

Strand unit: People living and working in the local area

Strand unit: People living and working in a contrasting part of Ireland

Strand unit: People and other lands

LESSON OBJECTIVES:

- Understand what the term migration means and the differences between voluntary and involuntary migration.
- Recognise that people choose to leave their homes for many reasons.
- Explore the benefits of migration and the contributions that migrants bring to a country.

LESSON PLAN



INTRODUCTION:

- Start the class with a discussion on the meaning of migration.
- Ask the children do they know what migration means? Explain that it means people moving from one country to another.
- Explain the differences between involuntary and voluntary migration.
 - Involuntary migration is when people are forced to leave their homes or their home region.
 - Voluntary migration is when people choose to leave their home or home region in search of a better quality of life.
- Today we are learning about voluntary migration.
- Ask the children has anyone in their family migrated? Have they migrated themselves? Can they think of a time in Irish history when Irish people migrated?
- Show the slide of the world map. Using the IWB ask the children to draw lines in black from Ireland to places they know Irish people typically move to (e.g. UK, Australia, USA), and draw lines in blue from countries that people move to Ireland from (e.g. Eastern European countries).
- Show the migration video.
- Now ask them to think about why people might leave their homes to go to another country – what is pushing them away from their homes?
E.g. no jobs, bad healthcare, climate change, expensive living costs, war. These are called ‘push factors’.
- Ask the children to make a table of all the push and pull factors they can think of.
- What would make a person want to leave a country? What would make a person want to come to a country? Steer the children towards economic, social, health care issues such as family, better job opportunities, better education system, better weather, safety, better doctors etc.



CONCLUSION:

- Ask the class to think about what benefits migration to a country might have for that country. What good things could people bring to a country? E.g. skills and knowledge for jobs, different foods and cultures, languages etc.
- Show the class the slide suggesting the benefits of migration, can the children think of more?
- If there is time in class, or for homework, ask them each to make a collage representing the good things people who have migrated to a country can bring.



DEVELOPMENT:

- Explain push and pull factors.
 - Get the class to think about why people might move to other countries – what is in those countries that they want? E.g. jobs, affordable homes, good healthcare, good education, safety. These are called ‘pull factors’.

Reflection Time!

- Did anyone learn anything new today? Can you name one thing that you didn’t know before today’s class? What will you remember from today? How will you use this information in everyday life?

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

Strand: Emotional and imaginative development through language

ART

Strand: Fabric and Fibre

Strand unit: Creating in fabric and fibre

SPHE

Strand: Myself and the wider world

Strand unit: National, European and wider communities

Strand unit: Media Education

DIFFERENTIATION:

- Depending on the ability of the class, the teacher can provide suggestions for the children to steer them in the right direction.

ASSESSMENT:

- Teacher Observation and Questioning
- Peer to Peer and Self-Assessment (teacher will observe this during the class discussion)

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation

LESSON 2

TOPIC: MIGRATION AND REFUGEES

SUB TOPIC: INVOLUNTARY MIGRATION

LESSON 2: WHY WOULD YOU HAVE TO LEAVE YOUR HOME?

SUBJECT: GEOGRAPHY

CLASS LEVEL: 5TH/6TH CLASS (AGES 10-12)

LEARNING OBJECTIVES:

This lesson explores why people are forced to leave their home, exploring themes of conflict and discrimination.

GEOGRAPHY

Skills and Concepts development

- Maps, globes and graphical skills

Strand: Human environments

Strand unit: People and other lands

LESSON OBJECTIVES:

- Understand why people are forced to leave their homes and go to another country.
- Experience the feelings and choices that happen when forced to leave your home.
- Learn to empathise with people who must leave their homes.

LESSON PLAN



INTRODUCTION:

- Ask the class to look up the terms migration, immigration, emigration, involuntary migration and refugees in their dictionaries. Get the children to write down the definitions and discuss the differences and similarities.
- Ensure that the class understands that sometimes people do not have a choice and must leave their homes due to war, famine, climate change etc. (remember the push factors!). These are refugees and are not the same as people who choose to move to another country. This is called involuntary migration.

Game Time!

- Introduce the Exodus Game – tell the class to imagine that they are living in a country where there is conflict. They belong to a certain group of people who were treated very badly by the Government. Get the class to think for a moment about different groups of people that may exist in a country – different tribal groups, people from other countries or people from different religions maybe.
- A message has come in for them from the President, they must listen carefully. Read the statement from the President.



DEVELOPMENT:

- Split the children into pairs, mixing gender and ability. Tell the children that this activity will be timed and they have to come to an agreement.
- They have heard what the President said. So now tell them to discuss and write down – What will they do? Where will they go? What will they bring? Who will they bring with

them? Tell them to make sure they write down their reasons for each decision!

- Start the timer (base this on ability and time available, 5 minutes is recommended – they should be under pressure!).
- While the children are discussing and writing down their answers, remind them this is timed and tell them how many minutes they have left. The aim of reminding the children is to highlight a sense of urgency in making these decisions.
- When the time is up get each pair to report back on their decisions to the whole class. You can use the IWB for this.
- How did this activity make them feel? Was it easy or difficult to make these choices? How did your team arrive at the decision? Did you agree? Did you argue about what to do?
- How does this make the children feel about people who have to leave their homes?



CONCLUSION:

- Ask the children to make two lists on the IWB, or a big sheet of paper, about involuntary migration. One list should be of times in history when involuntary migration has happened. The other list should be about involuntary migration happening now. How does this make them feel?

Reflection Time!

- Ask the children to reflect on the definitions that they looked up at the start of the class. How does this make you feel about people who are forced to migrate? Is it fair? What can we do?

The background of the entire page is a photograph of a rural landscape. In the foreground, a rustic wooden fence made of vertical posts and horizontal rails runs diagonally from the bottom left towards the middle right. Beyond the fence is a dirt road that curves into the distance. The background is filled with green grass and out-of-focus trees under a bright sky. A white rectangular box with a blue border is positioned in the upper left portion of the image, containing the text.

STATEMENT FROM THE PRESIDENT

“Fellow citizens. This is your President speaking. Our country can no longer tolerate the presence of this group, whose culture, language and religion are so different from ours. In order to save our nation, I have therefore decided that all members of this group – women, men and children – must leave our country by next Monday.

Each member of this group will be allowed to carry one suitcase of personal belongings. All their remaining possessions, including land, houses, businesses and bank accounts, will become the property of the State.

Any member of this group who remains within our borders after next Monday will be arrested.”

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Developing cognitive abilities through language

Strand: Emotional and imaginative development through language

DRAMA

Strand: Drama to explore feelings, knowledge and ideas, leading to understanding

Strand unit: Exploring and making drama

SPHE

Strand: Myself and the wider world

Strand unit: National, European and wider communities

DIFFERENTIATION:

- When teaching this lesson ensure there is sensitivity to children in the class who may have fled their own countries. Talk to the child and their parents about teaching the lesson.
- Ensure that the groups are mixed ability and that the roles assigned to each child in each group meets the needs and abilities of the individual.
- Set the time of the Exodus game based on the abilities of the class.

ASSESSMENT:

- The teacher can assess children's understanding, empathy and learning during the Exodus game.
- The children can self-assess and reflect on the game during questioning and discussion after it.
- The teacher can observe learning during reflection time at the end of the class.

RESOURCES:

- IWB/flipchart/big sheet of paper • Whiteboard markers/pens
- USB presentation • Statement from the President

LESSON 3

TOPIC: MIGRATION AND REFUGEES
SUB TOPIC: INVOLUNTARY MIGRATION
LESSON 3: REFUGEES

SUBJECT: GEOGRAPHY

CLASS LEVEL: 5TH/6TH CLASS (AGES 10-12)

LEARNING OBJECTIVES:

This lesson looks at refugees, who they are and how they are perceived.

Skills and Concepts development

- Maps, globes and graphical skills

Strand: Human environments

Strand unit: People living and working in the local area

Strand unit: People living and working in a contrasting part of Ireland

Strand unit: People and other lands

LESSON OBJECTIVES:

- Understand what the term 'refugee' means.
- Learn that anybody can be a refugee and that they are normal people like all of us.
- Explore how refugees are portrayed in the media.

LESSON PLAN



INTRODUCTION:

- Ask the class do they know what a refugee is? Remember the previous lesson.
- Explain that refugees are people fleeing conflict, war or persecution – choose your wording based on ability of the class. Explain that refugees are protected by international law, and must not be returned to situations where their life and freedom are at risk. Refugees need our help, protection and compassion.
- Explain that there are 20 million refugees around the world today. That's like the number of people living in Ireland FOUR TIMES!



DEVELOPMENT:

- Explain that anyone can become a refugee. Remind them about what they learned about WWII, if they have covered it in your history classes.
- Show the images of famous refugees – do the class know who these people are? Explain that like voluntary migrants, refugees can offer a lot to society and become really important people in our society.
- For example – does anybody remember Team Refugee from the Olympics?
- Show the video about the Team Refugee swimmer. Ask the children what they think about the video?



CONCLUSION:

Activity Time!

- Show the children the slide with newspaper headlines. Read each one out loud.
- Ask the children to get into groups of 5-6 and give each group some newspaper clippings with headlines about refugees. These should be a mixture of positive and negative articles.
- Ask the children to split the clippings into positive and negative headlines and cut them out and stick them onto two separate pieces of paper.
- Get each group to tell the class what they found. Was there more negative or positive articles and headlines about refugees? How do the articles make them feel? Are they fair or not fair? How would they feel if the articles were written about Irish people who were refugees?

Reflection Time!

- Discuss with the class how they felt about refugees before and after the class.
- Have they changed their understanding of refugees? What about their opinions on refugees?

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

Strand: Emotional and imaginative development through language

SPHE

Strand: Myself and the wider world

Strand unit: National, European and wider communities

Strand unit: Media Education

DIFFERENTIATION:

- Ensure that the groups the class are split into are mixed ability and that the roles assigned to each child in each group meets the needs and abilities of the individual.

ASSESSMENT:

- At the beginning of the class the teacher can assess what the children have remembered from the previous lesson.
- The teacher can assess the children's abilities to critically think and make decisions during the newspaper headline activity.
- In reflection time the children and the teacher can assess what has been learned and if opinions have changed.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation
- Newspaper clippings with headlines about refugees
- Scissors and glue

LESSON 4

TOPIC: MIGRATION AND REFUGEES
SUB TOPIC: INVOLUNTARY MIGRATION
LESSON 4: THE CURRENT REFUGEE CRISIS

SUBJECT: GEOGRAPHY

CLASS LEVEL: 5TH/6TH CLASS (AGES 10-12)

LEARNING OBJECTIVES:

This lesson examines the current refugee crisis, exploring who the refugees are and the conflicts that they are fleeing

Skills and Concepts development

- Maps, globes and graphical skills

Strand: Human environments

Strand unit: People living and working in the local area

Strand unit: People living and working in a contrasting part of Ireland

Strand unit: People and other lands

LESSON OBJECTIVES:

- Understand the current movement of refugees around the world.
- Recognise that there are many refugees coming to Europe but also many refugees going to other countries.
- Explore why there are so many people fleeing their homes at the moment.
- Empathise with children who are refugees and had to leave their homes.

LESSON PLAN



INTRODUCTION:

- Ask the class if they have heard about the current refugee crisis? What do they know about the crisis?
- Gather ideas and write them on the IWB, to be reviewed later.
- Do they know where the refugees are coming from and where they are going to? Can they name some of the countries?
- Show the class the map of the situation in Europe currently. Is it more complicated than they thought?
- Looking at the map ask the class how they think the refugees are getting to Europe? What modes of transport are they using?
- Explain that many people walk or drive for a long time and that many have to get into overcrowded and unsafe boats. Show the picture of the boat and explain that the Irish Navy has been helping to rescue people from these boats.
- Show the video of 'your phone is now a refugee's phone'. If the class have smartphones allow them to look up the website and watch the video as if it is their own phone. What did they think about the video? Were they surprised at anything in the video? How did they feel while watching it?



DEVELOPMENT:

- Explain that refugees are fleeing war and conflict from lots of countries but that we will focus on Syria and Iraq. Use the text resource below to explain why people are leaving Syria and Iraq and coming to Europe and other countries.
- Make sure to emphasise that refugees are not just coming to Europe. In fact many more

people are moving from country to country in Africa and the Middle East.

- There are conflicts in many countries around the world pushing people to leave their homes. Usually people can't travel far so they go to countries beside them which are peaceful. For years these countries, such as Tanzania in Africa, have taken in thousands of refugees. Show the slide with some examples of countries that have a lot of refugees.
- This is complicated for children to understand so make it basic for them – there are lots of refugees coming to Europe now but there are lots of refugees in other places around the world too. It is not only happening in Europe.
- Take questions from the class. It might take some time to explain the concepts. CBBC Newsround has some more explanations and child friendly videos which may help: <http://www.bbc.co.uk/newsround/16979186>



CONCLUSION:

- Watch the video about Ali. Ask the class how this made them feel? How would they feel if this was them?

Activity Time!

- Get the class split into pairs – ask them to make a poster for the entrance of the school welcoming refugees.

Reflection Time!

- What has the class learned today?
- Look back at what was written on the IWB at the beginning of class.
- Have your opinions changed on the refugee crisis? Do you know more about it now?



EXPLANATION OF THE SITUATION IN EUROPE CURRENTLY

Many people who are coming to Europe are fleeing war in Syria and Iraq. Syria is in the middle of a long and complicated war. Several years ago there were protests which led to an uprising in Syria against the leader President Bashar al-Assad. The President responded with violence against the people of Syria. Many people want the President to step down so there are a lot of rebel groups fighting him and each other.

To make things even worse, a group from Iraq called Islamic State or IS has taken over parts of Syria and Iraq. The group use extreme violence against anyone who does not live the way they want them to. So now the President's forces and the rebels are having to fight a separate conflict against the group IS at the same time. The really difficult bit to understand about this conflict is that it is hard to tell who are the good guys, and who are the bad guys, and countries from all over

the world are backing different groups involved in the war.

The only thing that we know for sure is that millions of innocent people especially children are getting caught up in this complicated war. You should remember that there are lots of people fleeing countries all over the world like Somalia and Yemen for example, and becoming refugees.

Also it is very important to understand that not all refugees are coming to Europe. Actually there are very few refugees coming to Europe compared to the rest of the world!

Countries in the Middle East and North Africa, like Jordan and Egypt are welcoming lots of refugees, only a small number of refugees come to live in Europe.

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

Strand: Emotional and imaginative development through language

ART

Strand: Drawing

Strand: Paint and colour

SPHE

Strand: Myself and the wider world

Strand unit: National, European and wider communities

Strand unit: Media Education

DIFFERENTIATION:

- Sensitivity: some children in the class may be refugees, may have fled their home country or may be separated from their parents, make sure that you speak to them and their guardians/parents before teaching this class.
- Ensure that the pairs are mixed ability and that the roles assigned in the groups meet the needs and abilities of the individuals.
- The topic of this lesson is complicated so based on the abilities of the class allow time for discussion and questions throughout.

ASSESSMENT:

- The teacher can assess the children's critical thinking and understanding during discussion in the class.
- The teacher can assess the posters the children make.
- The children and teacher can think about what was learned during reflection time.

RESOURCES:

- IWB/flip chart/big sheet of paper • Whiteboard markers/pens
- USB presentation • Paint, paintbrushes, art materials.

LESSON 5

TOPIC: MIGRATION AND REFUGEES
SUB TOPIC: WHAT IS AN ASYLUM SEEKER?
LESSON 5: SEEKING ASYLUM

SUBJECT: GEOGRAPHY

CLASS LEVEL: 5TH/6TH CLASS (AGES 10-12)

LEARNING OBJECTIVES:

This lesson looks at the process of seeking asylum in Ireland.

Skills and Concepts development

- Maps, globes and graphical skills

Strand: Human environments

Strand unit: People living and working in the local area

Strand unit: People living and working in a contrasting part of Ireland

Strand unit: People and other lands

LESSON OBJECTIVES:

- Understand what an asylum seeker is.
- Examine the care given to asylum seekers in Ireland – Direct Provision.
- Recognise the short fallings of the Direct Provision system and empathise with children living in Direct Provision.

LESSON PLAN



INTRODUCTION:

- Start by asking the class have they ever heard of the terms 'asylum' and 'asylum seeker'. Do they know what they mean? Allow the class to look up the terms in their dictionaries if they would like to.
- Ask the class - can someone give me a definition of a refugee from what we learned in the last lesson? Why do they become refugees? What are they fleeing?



DEVELOPMENT:

- Has anybody in the class heard of the term Direct Provision?
- Explain what Direct Provision is as per the points in the USB presentation:
 - Direct provision was set up in 2000 as a 'temporary' solution (which was only supposed to last for 6 months) for the large number of asylum seekers in Ireland.
 - The aim of DP is to look after people (provide for their basic needs) while they wait for a decision on their asylum application.
 - DP provides essential services, medical care, accommodation, three meals a day at set times, and €19.10 is given to each adult per week. A smaller allowance is given to children.
 - The majority of asylum seekers spend over 4 years in Direct Provision.
 - They cannot work or cook for themselves and are forced to eat in a canteen at specific times every day.
 - There is a lack of privacy in DP - adults who don't know each other must share rooms, some families have to live in one room together, and often bathrooms are shared amongst lots of people.
 - The asylum seekers living in DP feel that they can't complain because they are scared they will not be granted asylum and allowed to stay in Ireland. They

are afraid they will be told to go home if they complain.

- As of September 2015, there were 4,814 people in the direct provision system, 1,227 of these were children under the age of eighteen, and 37% were waiting for their application to be processed for more than 5 years.
- Play the 5 videos of teenagers in Direct Provision in Ireland. If you or your class are interested, there are more videos and information here: <http://www.irishtimes.com/news/lives-in-limbo>
- How do the class feel about what they have heard? Would they like to have to live in Direct Provision? Not be able to cook for themselves? Their parents can't work? They have to share a room with their parents and siblings?

Activity Time!

- Ask the class to get into groups of three.
- Give them each a copy of the budget activity sheet.
- Tell them they are asylum seekers in Ireland and live in Direct Provision. They are each a family of three.
- Ask the groups to decide amongst themselves who will play the role of each actor in each group: mother, teenage girl, 10 year old boy.
- Explain to them that they must decide as a family what to spend their allowance of €19.10 on for this week.
- They can only purchase things on the budget activity sheet and it must add up to €19.10 or less. They can use their calculators for this.
- Each person should think about what role they are playing in the family – the mother might be concerned about buying cleaning products, food, new clothes, school books, medicine. The teenage girl might want some beauty products, make-up, to go on her school trip. The 10 year old boy might want some sweets, pencils for school, new shoes.

- Allow the groups time to decide what they want to buy and to work out what they can buy.
- Ask the groups to give feedback to the class on the activity. Was it hard to decide between each other what to buy? Why? Who wanted what? Imagine if your family was only allowed to spend that much money each week. How would you feel? Is it fair?



CONCLUSION:

- For homework, or if you have time in another class to dedicate to this, ask the class to listen to a documentary made by two girls in Direct Provision in Ireland: <http://www.rte.ie/radio1/doconone/2014/12/12/666539-the-outsiders-our-teenage-life-behind-barriers/>

Reflection Time!

- Get the class to think about what they have learned today. Had they heard of an asylum seeker before? What do they know about asylum seekers now? What is Direct Provision?
- How do you feel about Direct Provision? Do you think it is fair? Would you like to be in that situation? What do you think should be done about it?

SEEKING ASYLUM IN IRELAND

As you will remember everyone has the right to seek asylum.

When a refugee arrives in a country they can apply to the government to be given asylum which means that they would be allowed to stay in that country. It is a really kind thing for a country to offer a refugee a place to stay while they apply for asylum, but sometimes asylum seekers do not live in very nice conditions.

In Ireland asylum seekers live in Direct Provision Centres. Direct Provision is a system made up by the government which directly gives asylum seekers essential day-to-day services like food, accommodation and medical care.

This is a great idea, but it is very limiting upon asylum seekers. They are not allowed to cook for themselves and make the food that they like, often they have to share space so there is not very much room or privacy. In fact a whole family has to share one room. Also adults are not allowed to get jobs and once children finish school it is very difficult for them to go to university. The government said that Direct Provision was only going to be a temporary measure but people have been living in these centres for a very long time with not very much freedom.

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

Strand: Emotional and imaginative development through language

SPHE

Strand: Myself and the wider world

Strand unit: National, European and wider communities

Strand unit: Media Education

DRAMA

Strand: Drama to explore feelings, knowledge and ideas, leading to understanding

Strand unit: Exploring and making drama

DIFFERENTIATION:

- During the group activity the teacher will ensure the groups are mixed ability and that the roles assigned in the groups meet the needs and abilities of the individuals.
- Sensitivity: if there are children in the class who are asylum seekers ensure that you discuss this lesson with them and their family/guardian before teaching it.

ASSESSMENT:

- The teacher can assess how much the children remember from the previous weeks' lessons.
- The teacher can assess the children's group work and decision making during the activity.
- The children and teacher can reflect on what has been learned in this lesson and throughout the module during reflection time.

RESOURCES:

- IWB/flipchart/big sheet of paper • Whiteboard markers/pens
- USB presentation • Photocopies of the Budget Activity Sheet • Videos

USEFUL RESOURCES:

- <http://www.irishrefugeecouncil.ie/campaigns-policy/for-schools>
- <https://vimeo.com/user19703635/videos/page:3/sort:date>
- <http://www.rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers/>

Toilet Paper	Cinema Ticket	School Trip to the Zoo	Sweets	Maths Set
€1.50	€6.50	€10.00	€1.50	€2.00
Calculator	Runners	Toothpaste	Toilet Cleaner	Soap
€5.00	€15.00	€1.00	€3.00	€1.50
Sponge	Return Bus Fare to Town (for 1)	Haircut	Deodorant	Underwear
€1.00	€6.00	€20.00	€3.00	€2.50
Hairbrush	Stamps	Phone Credit to Call Home	Coffee	Tea Bags
€2.50	€3.00	€5.00	€2.50	€1.50
Newspaper	Pack of Pencils	Plasters	Matches	Pain Relief Medication
€1.50	€2.00	€3.00	€1.00	€3.00
Textbook	Perfume	Make-up	McDonalds Happy Meal	Money to Save for Something Big
€11.00	€15.00	€6.00	€3.80	€?

MODULE **EXTENSION**

ACTIVITIES:

- Link these migration lessons to the trilogy of books: *Under the Hawthorn Tree*, *Wildflower Girl* and *Fields of Home* by Marita Conlon-McKenna.

ACTION TIME!

Suggested actions:

- Ask the class to write a letter to the government Minister for Children and youth outlining the reasons Direct Provision should be stopped and what could replace it. Highlighting that they would not like to live there and other children their age should not be forced to.
- Write a letter to your local newspaper about why you think refugees should be welcomed to Ireland.
- Hold a 'Welcome Refugees' event or campaign in your local community – this could involve a colourful action spelling out words, a stunt, marching through town, holding a town meeting, making a speech at a community event. Be creative!



Encourage the class to think of other actions that they could take to campaign on migration and refugee issues.

REVIEW THE MODULE

1. What did you learn about the subject?
2. Did you learn a new skill, like a new word or a new game?
3. Did you change your mind about anything, for example did you think one thing at the start and another thing at the end of the module?
4. Did you or will you take action on the issue, like make a poster, write a letter or hold an assembly?

Please send your pupils' feedback to info@plan.ie



MODULE FOUR — CLIMATE **CHANGE**

**“THE GREATEST THREAT TO
OUR PLANET IS THE BELIEF
THAT SOMEONE ELSE WILL
SAVE IT”**

- Robert Swan OBE

Overall Aims:

Climate change is a global threat which is already having an impact on millions of people around the world. This module aims to familiarise students with the causes of climate change and the impact it is having on people and the planet. It also provides an opportunity for students to learn how to engage in an action against climate change.

Background Information and Facts for Teachers:

Around the world, disasters such as floods and droughts are increasing in both frequency and intensity. The Environmental Protection Agency has noted several impacts of climate change in Ireland. They include an increase in intense storms and rainfall, more frequent river and coastal flooding, a rise in sea level, water shortages during summer months, effects on water quality, and changes in the distribution of plant and animal species¹.

Climate change affects everyone. Yet it is the world's most marginalised people and communities that are hardest hit. In the period 1997 to 2016, the Philippines, Thailand and Vietnam were amongst the world's top ten

countries most affected by extreme weather events. The Philippines, alone, has experienced 186 natural hazards in the past 10 years.

Girls, boys, young women and men, who are often deprived of their rights, are likely amongst those most directly affected by climate change impacts, resulting in disrupted education, social upheaval, hunger and malnutrition, and increased exposure to vectors and diseases. Following a major climate event, girls and boys who become separated from their parents and other family members are commonly rendered more vulnerable than before and are more likely to lack access to education and experience violence, exploitation or abuse.

Plan International believe that people need to be better informed. Climate change and environmental education is proving to be an effective and efficient way of achieving this. Providing girls, boys, young women and men with suitable learning opportunities to better understand the potential consequences of global climate change is a key place to start. This, in turn, will allow them to engage in meaningful discussions, and contribute to the design of practical actions towards preparing for and recovering from potential climate-related impacts².

FACT

IRELAND IS RANKED WORST IN THE EU FOR PERFORMANCE ON CLIMATE CHANGE ACTION

As recently as December 2018, Ireland was the worst ranked county in the EU on climate action for the second year in a row. The Climate Change Performance Index, which is produced annually, places Ireland 48th out of 56 countries worldwide. Ireland has made commitments to the EU to tackle climate change - but we are currently unlikely to hit our 2020 target for reducing our greenhouse gas emissions.

Source: Spunout.ie

FACT

800 MILLION PEOPLE

Eleven percent of the world's population is currently vulnerable to climate change impacts such as droughts, floods, heat waves, extreme weather events and rising sea-levels.

Source: Conservation International, Climate Change

FACT

THE WORST IMPACTS OF CLIMATE CHANGE COULD BE IRREVERSIBLE BY 2030

In its 2018 special report on Global Warming of 1.5°C, the United Nations Intergovernmental Panel on Climate Change (IPCC) warned that we only have twelve years to prevent the worst impacts of climate change.

Source: Earth Day Network

FACT

THE 20 WARMEST YEARS ON RECORD HAVE BEEN IN THE PAST 22 YEARS

The years 2015, 2016, 2017, 2018 and 2019 had the highest temperatures since 1880.

Source: Earth Day Network

If you would like any more information on the issues raised in these modules please email: info@plan.ie

LESSON 1

TOPIC: CLIMATE CHANGE

SUB TOPIC: THE CAUSES AND IMPACTS OF CLIMATE CHANGE

LESSON 1: WHAT IS CLIMATE CHANGE?

SUBJECT: GEOGRAPHY S.E.S.E

CLASS LEVEL: 3RD / 4TH CLASS (8-10 YEAR OLDS)

LEARNING OBJECTIVES:

This lesson will explore the term climate change, its causes and impacts.

Strand: Natural Environments

Strand unit: Weather and Climate

Strand: Environmental

LESSON OBJECTIVES:

- Develop an understanding of the term 'climate change'.
- Understand that climate change is caused by greenhouse gases.
- Understand that climate change is linked to extreme weather events.

LESSON PLAN



INTRODUCTION:

- Introduce the words climate change to the class. Have they heard of the words climate change before? What does climate change mean to them? Brainstorm or discuss what it means to them. Write the answers on the IWB.



CONCLUSION:

- Ask students to link images to definitions on the match-up resource sheets. One copy can be printed off, laminated and used for clarification throughout module. For words that students are unfamiliar with they can look them up in the dictionary.



DEVELOPMENT:

- Show the video 'climate change according to kids' on the next slide. Explain that Co2 is the way that scientists refer to the smoke that comes from cars, airplanes, power stations - and that it is also the air that human's breathe out and trees breathe in. Ensure that children grasp the link between Co2 (and other Green House Gases - GHGs) with climate change. One accelerates the other.
- Explain to the class that new information shows that climate change is getting worse and is impacting on people's lives everywhere - whether from extreme heat, air pollution, wildfires, intensified flooding or droughts. Ask the class do they remember if they ever got a day off school because of weather? Why do you think they had to close your school?
- Show the slides with the pictures of the weather events caused by climate change and ask students can they name them: Flooding, High Temperatures, Forest Fires, Drought. Ask students can they name any other weather events caused by climate change? For example, increased snowfall, severe storms, hurricanes. Do they remember similar weather events in Ireland? Have they heard about any other extreme weather events in another country?

- Conclude the lesson by stating that the earth's climate is changing, and this is because there are too many greenhouse gases being produced by burning fossil fuels. Human activities like burning fossil fuels are causing climate change and this is leading to extreme weather events. Climate change is happening all over the world.

Reflection Time!

- Create a K-W-L chart using flip chart paper and stick it at the top of the room. Ask students to write their answers to the statements below on post-its and stick to the chart. This can be used as a reference throughout the module.
- Three things I learned about climate change.
- Two questions I have about climate change.
- One opinion I have about climate change.

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

DIFFERENTIATION:

- Use mixed ability groups during activities.
- Allow children to express themselves in ways they feel comfortable with, for example some children might like to write their answers while others might prefer to draw.
- Give children extra time to finish activities if needed.
- Make the Match – Up activity sheet more difficult by asking students to match the words to the definitions and then to the pictures.

ASSESSMENT:

- Students can critically assess the answers they gave at the beginning of the class when reflecting on their learning at the end of the lesson.
- The teacher can assess the learning of the class and individuals during reflection time.

RESOURCES:

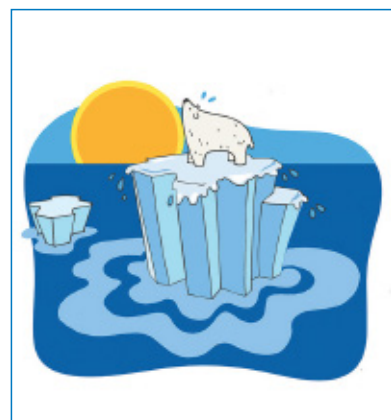
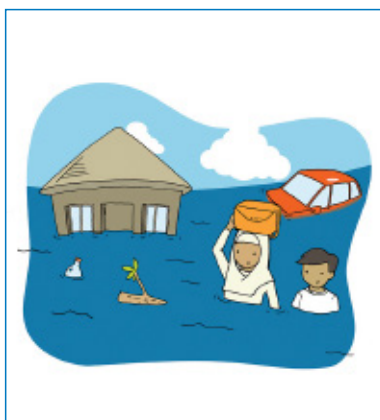
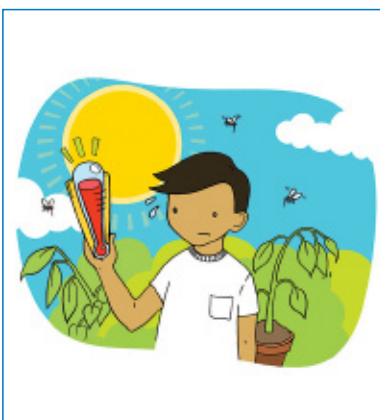
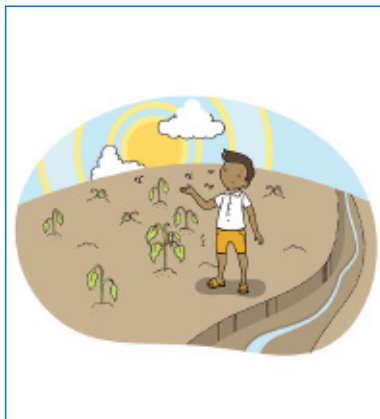
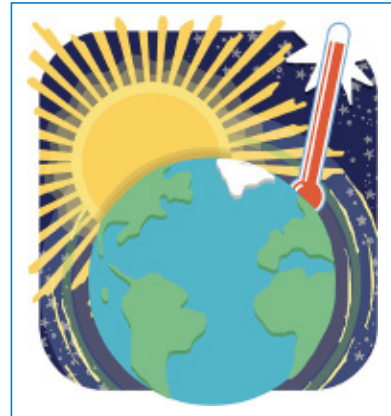
- IWB
- USB Presentation
- Post-its
- Flipchart paper
- Scissors
- Photocopies of the Match - Up resource sheet

RESOURCE: MATCH – UP

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 1

MATCH THE PICTURES TO THE WORD AND DEFINITIONS.

CLIMATE CHANGE



RESOURCE: MATCH – UP

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 1

MATCH THE PICTURES TO THE WORD AND DEFINITIONS.

CLIMATE CHANGE

CLIMATE CHANGE	The climate can be described as the average weather over a period. Climate change means a significant change in the measures of climate, such as temperature, rainfall, or wind, lasting for an extended period – decades or longer. Source: EPA
GREENHOUSE GASES	Greenhouse gases occur naturally. They are essential to the survival of humans and millions of other living things; they keep some of the sun's warmth from reflecting back into space. But after more than a century and a half of industrialization, deforestation, and large-scale agriculture, quantities of greenhouse gases in the atmosphere have risen to record levels not seen in three million years. The largest Greenhouse gas is Carbon Dioxide, and this comes from humans burning fossil fuels. Source: UN
FOSSIL FUELS	Human activities are changing Earth's natural greenhouse effect. Burning fossil fuels like coal and oil puts more carbon dioxide into our atmosphere.
GLOBAL WARMING	We know greenhouse gases are building up in the atmosphere. More heat in the atmosphere is causing the planet to warm up. This is causing the average temperature on Earth to rise rapidly leading to melting glaciers and warmer oceans. Source: UN
CHANGING SEASONS	Today, climate change is leading to shifts in what seasons look like. Spring might come earlier in some parts of the world. Rainy seasons are delayed in other parts.
DROUGHT	Higher temperatures and increasing evaporation combined with less rain can cause drought which is a lack of water. Droughts can be devastating to the environment. But droughts also have serious consequences for people's livelihoods. They really affect farmers, but also the water supply and people's health.
EXTREME WINDS AND STORMS	Higher temperatures lead to warmer and wetter environments. In the future, climate change will likely lead to stronger tropical storms, cyclones and hurricanes. This can cause people's homes, schools and offices to be destroyed.

RESOURCE: MATCH – UP

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 1

MATCH THE PICTURES TO THE WORD AND DEFINITIONS.

CLIMATE CHANGE

FLOODING

Higher temperatures are leading to more intense rainstorms. This is because of increased evaporation of water from the sea, lakes and rivers and because warmer air can hold more water vapour. More intense rainfall increases the likelihood of flooding. Peoples crops and homes can be destroyed because of flooding.

HEATWAVES

The hottest year on record was 2016. A long period of unusually hot weather can cause illness that is especially dangerous to the elderly, small children and sick people. Exposure to the sun could result in fainting, heat exhaustion and heat stroke.

MELTING GLACIERS AND POLAR ICE

Water can soak up a lot of heat. When the oceans get warmer, sea ice begins to melt in the Arctic and around Greenland. As more sea ice and glaciers melt, the global sea level rises.

LESSON 2

TOPIC: CLIMATE CHANGE

SUB TOPIC: RENEWABLE AND NON-RENEWABLE ENERGY

LESSON 2: ENERGY SOURCES

SUBJECT: GEOGRAPHY S.E.S.E

CLASS LEVEL: 3RD / 4TH CLASS (8-10 YEAR OLDS)

LEARNING OBJECTIVES:

This lesson will explore the terms renewable and non-renewable energy

Strand: Environmental Awareness and Care

Strand unit: Environmental Awareness

LESSON OBJECTIVES:

- Students will learn how CO₂ is produced and how it is linked to greenhouse gases.
- Students will be able to differentiate between renewable and non-renewable energy sources.
- Students will explore renewable and non-renewable energy sources.

LESSON PLAN



INTRODUCTION:

- Remind the class in the last lesson they looked at greenhouse gases and how they were a factor causing climate change. One of the greenhouse gases was CO₂. Inform the class that today they are going to talk about our environment in Ireland and the amount of CO₂ we produce.
- Start by asking the class 'does anyone know how we produce CO₂?'. The answer is 'BY USING ENERGY'. Explain that we need energy for everything - petrol for cars, electricity for houses and food for people.



DEVELOPMENT:

- Show the next slide 'Class energy survey'. Ask the class to look around the classroom and make a list of everything that uses energy or needs energy to work. Write their answers on the IWB.
- Next, ask the class to consider ways that can reduce or save energy in the classroom. For example, close the window and turn the heat down, turn the computer monitor off etc. Again, write the answers on the board.
- Show the 'Story of Energy' video on the next slide. Explain that the video talks about renewable and non-renewable energy. Show the slide with the definitions of renewable and non-renewable energy.



CONCLUSION:

Group Activity!

- Divide the class into groups of 6 and give each group an energy sources sheet.
- First, ask the class to name the source of energy and then decide if it is renewable or non-renewable. Next, ask them to add up the total number of CO₂ molecules.

Answers:

1. Non-renewable
2. Non-renewable
3. Renewable
4. Non-renewable
5. Renewable
6. Non-renewable

Total number of CO₂ molecules = - 2

Reflection Time!

- Discuss with the class: What did you learn today? What do you know now that you didn't know at the beginning of the class? Ask the class to finish the sentence 'We can save energy by' and 'we can reduce our contribution to global warming by'

LINKAGE AND INTEGRATION FOR THIS LESSON:

MATHS

Strand: Number (addition and subtraction)

DIFFERENTIATION:

- Use mixed ability groups during the group activity.
- Give children extra time to finish activities if needed.

ASSESSMENT:

- The teacher can assess the written and numerical answers given during the lesson and the completed 'Energy Sources' activity sheets.
- The teacher can assess the learning of the class and individuals during reflection time.


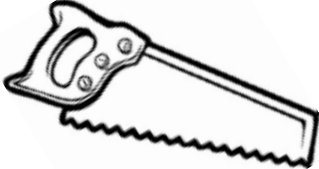




RESOURCES:

- IWB
- USB Presentation
- Energy Sources Activity Sheet

RESOURCE: ENERGY SOURCES

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 2

FOR EACH OF THE PICTURES BELOW, FILL OUT THE TYPE OF ENERGY USED (E.G. COAL, WIND) AND IF IT IS RENEWABLE OR NON-RENEWABLE ENERGY.

SOURCE OF ENERGY	RENEWABLE / NON-RENEWABLE	ADD UP THE AMOUNT OF CO ₂
		<p>In 1908, Ford built the model T car. In 1928, 15 million cars were sold. Today there are an estimated 500 million cars worldwide.</p> <p>ADD TWO CO₂ MOLECULES</p>
		<p>Humans cut down trees. Trees remove CO₂ from the atmosphere. Fewer trees means more CO₂ molecules.</p> <p>ADD FOUR CO₂ MOLECULES</p>
		<p>Humans cycle bikes. Riding a bike is the most efficient form of transport and its fun!</p> <p>TAKE AWAY TWO CO₂ MOLECULES</p>
		<p>Humans create energy efficient technology.</p> <p>TAKE AWAY FOUR CO₂ MOLECULES</p>
		<p>Humans plant trees. Trees remove CO₂ from the atmosphere. The more trees we have, the less CO₂ we have in the atmosphere.</p> <p>TAKE AWAY FOUR CO₂ MOLECULES</p>
		<p>Humans burn waste and this puts CO₂ into the atmosphere along with other pollutants.</p> <p>ADD TWO CO₂ MOLECULES</p>

LESSON 3

TOPIC: CLIMATE CHANGE

SUB TOPIC: STORIES OF CLIMATE CHANGE

LESSON 3: CLIMATE CHANGE – A WORLDWIDE VIEW

SUBJECT: GEOGRAPHY S.E.S.E AND S.P.H.E

CLASS LEVEL: 3RD / 4TH CLASS (8-10 YEAR OLDS)

LEARNING OBJECTIVES:

To understand that climate change is a global issue.

Strand: Human Environments

Strand unit: People and communities

Strand: Myself and the wider world

Strand unit: Local and wider communities

LESSON OBJECTIVES:

- To locate different countries around the world where climate change is happening.
- To develop a deeper understanding about the impacts of climate change from a young person's perspective.
- To develop empathy towards those that may be more adversely affected by climate change.

LESSON PLAN



INTRODUCTION:

- Display the slide with the world map of the six countries on the IWB (Myanmar, Philippines, Zambia, Togo, Haiti and Ireland). Ask students if they know anything about or anyone from these countries.
- In pairs, ask students to match the flags to the countries using the Flags Matching Exercise Resource sheet.
- **Answers:**
1. Myanmar, 2. Philippines, 3. Zambia, 4. Ireland, 5. Haiti, 6. Togo



DEVELOPMENT:

Group Activity!

- Divide the class into six groups and give each group one 'Stories of climate change' resource sheet.
- Ask the students to read the young people's testimonies about the effects of climate change.
- Ask each group to feedback orally to the rest of the class: Who is the person in the story? Where are they from? What are the problems in their community?



CONCLUSION:

- State that climate change is happening all over the world. What kind of change do you think is happening in these countries? Are any countries more at risk than others? Why might this be?
- Discuss that environmental changes can be linked to climate change (YouTube video lesson 1). Climate change happens because we all use too much CO₂ and other greenhouse gases.

Reflection Time!

- Ask students to review their K-W-L chart from Lesson 1. Have any of their questions been answered? Is there anything else they would like to add to the K-W-L chart under any of the headings? Ask students to write their additional answers to the statements below on post-its and stick to the chart. This can be used as a reference throughout the module.
- Three things I have learned about climate change:
- Two questions I have about climate change:
- One opinion I have about climate change:

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

Strand: Emotional and imaginative development through language

DIFFERENTIATION:

- For the Flag Matching Exercise, allocate each country a corner of the room and ask students to move to the corner that they think the flags match.
- The testimonies from Haiti and Ireland would be more appropriate for differentiated readers.
- For the stories of climate change activity, this activity could also be changed to be a written activity.
- Provide a dictionary for each group so they can look up words they may not understand.
- Use mixed ability groups for both activities.

ASSESSMENT:

- The teacher can assess the children's abilities to discuss and raise questions when reading the stories of climate change.
- During reflection time the teacher can assess the children's learning by reviewing any questions they can answer themselves and their eagerness to learn more and raise additional questions.

RESOURCES:

- IWB
- USB Presentation
- Flag Matching Exercise Resource Sheet
- Stories of Climate Change Resource Sheets

RESOURCE: FLAG MATCHING EXERCISE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

MATCH EACH FLAG WITH A COUNTRY FROM THE FOLLOWING LIST:

PHILIPPINES, HAITI, MYANMAR, IRELAND, TOGO, ZAMBIA

CLIMATE CHANGE



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

RESOURCE: STORIES OF CLIMATE CHANGE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

A GIRL FROM MYANMAR

NAME: YANON PHYO

AGE: 13

Tell us a little bit about where you live?

I live in the west coast of Myanmar in a town called Thandwe in the Rakhine State. Our town is close to the sea and has a port. It is one of the least developed towns in the state and has the highest population. Our state has witnessed many floods, tropical storms and cyclones.



How has your community been affected by the changes in climate?

During the monsoon season – heavy rains can last for two to three months at a time – water levels in Thandwe District can reach up to three feet, causing schools to close for weeks at a time. When I was five, a cyclone came to my village. I remember my school closing for a long time. My school was damaged as was my house and the rice paddies. The roof flew off our house and the walls collapsed – we had to stay in a monastery for four weeks.

Are there any other effects of changes in the climate?

If rains come when we are not expecting them our crops can be destroyed and this means my family will have no money or food.

Can you tell us what you do if a cyclone was coming?

Me and my school friends have been trained on how to use the radio for weather and cyclone information. By listening to the radio, we can get our information on time, reducing any danger we may face. I listen to the radio around 6am, then after school at 6:30pm. We also helped design his school's evacuation map – noting the risks and vulnerabilities of his school. They've all agreed that if a cyclone hits, the monastery is the safest place for them to go. By listening to the radio, I can warn my teachers and headmaster of when floods will come. If my village is expecting heavy rains, I tell my teachers, and together, the school will move to the monastery. The reason of this is to avoid having to miss schooling because of the weather.

WORLD RADIO DAY – FEBRUARY 13, FEATURE:

Myanmar's young radio messengers
Jessica Lomelin

RESOURCE: STORIES OF CLIMATE CHANGE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

A GIRL FROM PHILIPPINES

NAME: MARINEL

AGE: 17

Tell us a little bit about where you live?

I live in a small community in Eastern Samar with my parents. The community is on the coast, surrounded by the Pacific Ocean. Many people in the community make their living through fishing. It is a tight-knit community, where everyone knows each other and does things like sharing food.



How has your community been affected by the changes in climate?

In November 2013, I experienced the effects of climate change during the super typhoon, Yolanda (Haiyan). Typhoon Yolanda struck my community and my home. The sea water rose to four metres high and the entire port was under water, roads were destroyed, and electricity cables were damaged, and my house was destroyed too. I lost all my poems, stories and ideas that I had written and collected. It made me feel sad and helpless. We now have a new home, but it isn't like before.

Are there any other effects of changes in the climate?

Marinel says some “grown-ups are selfish” and only think about the short-term and not the future. For example, some adults participate in dynamite fishing, which can destroy coral and the ocean's ecosystem, damaging the fish population for future generations.

Can you tell us what you are trying to do to slow down the effects of climate change?

I am now taking action on climate change in my community. I teach at youth camps to pass on everything I have learned to the younger children. I have also organised mangrove plantings, a community clean-up, recycling and waste separation activities, and written a song with other children and young people to teach other communities about climate change. It feels AWESOME to act on climate change! It feels good to be young and doing something for the environment.

YOUNG PEOPLE FIGHTING CLIMATE CHANGE

Isabel Dunstan, ANO Content & Communications Officer

RESOURCE: STORIES OF CLIMATE CHANGE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

A GIRL FROM ZAMBIA

NAME: LINESS

AGE: 17

Tell us a little bit about where you live?

I live in Chibombo district, Central Province, Zambia. My town is close to the Luangwa river and the soil is good for farming.

How has your community been affected by the changes in climate?

The effects of long dry spells in Zambia with the late onset of the rainy season have left people without access to food or clean and safe drinking water. Entire communities have seen their crops fail and their cattle die, leaving them with no food.

The drought, which has lasted four years now, is causing farmers to slide even deeper into poverty. There are warnings that a lack of rain in the next growing season could even lead to famine. It is children, particularly girls, who are most vulnerable to the effects of our changing climate.

Are there any other effects of changes in the climate?

At the local school, there has been an increase in boys and girls not attending school. Some children only attend class once or twice a week while others have stopped coming altogether. My teacher Mr. Mpondani said this is because people are going hungry. "Children, especially girls are not attending school to help their family search for food and water."

The water well in my community has also dried up so me and my sister and brother have to walk for three hours each day carrying heavy containers of water on our heads, so the rest of my family have water to drink and cook with.

How has climate change affected you, Liness?

I passed all my exams in school with good marks, but I could not enrol into grade eight because my mother could not afford to pay my school fees due to the failed crop. Me and my younger sister Oxilda, 12, now spend our time working with my mother. We leave early in the morning to go into the bush to cut grass which we sell at K5.00 (34 cents).



THE CONSEQUENCES OF DROUGHT FOR ZAMBIA'S GIRLS

RESOURCE: STORIES OF CLIMATE CHANGE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

A BOY FROM TOGO

NAME: YAOVI

AGE: 11

Tell us a little bit about where you live?

Togo is one of the smallest countries in Africa. Our main language is French. Our weather is mostly dry and hot with temperatures ranging from 23-30 degrees Celsius.



How has your community been affected by the changes in climate?

“It is important to plant trees to protect the school against violent winds,” says Yaovi, 11, from Togo. “Two years ago, the roof of our school was torn apart by the wind. Our classes took place in a makeshift classroom, formed of wooden posts and a roof made of palm tree leaves. This went on for several months until the roof was fixed. As there were not enough classrooms, we were seated six per desk instead of two. It was very uncomfortable, and it was hard to learn. When it rained, we did not have school because there was water in the palm tree leaves.”

Are there any other effects of changes in the climate?

Deforestation (cutting down trees) causes great damage to the environment and life is not good when there are not enough trees. The big problem is the destruction of trees for charcoal making.

Can you tell us about anything that has been done to try to slow down climate change?

It is our role to plant trees because the world needs it. I am very proud to plant trees and take care of them so that they will grow. Since we have been trained at school, I have planted a mango tree at home. I have also told my parents about the importance of growing trees. We have a beautiful school that has just been built, but we have no shade and it gets very hot when the sun rises. Through the trees we plant, our school is prettier and better protected with trees that will also give us shade. These are also the trees that bring rain, so the crops will be good in the village.

CHILDREN IN TOGO TACKLING CLIMATE CHANGE

Fabienne Atakpa, Communication Advisor

RESOURCE: STORIES OF CLIMATE CHANGE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

A GIRL FROM HAITI

NAME: SANDELYNE

AGE: 12

Tell us a little bit about where you live?

I live in Port-au-Prince, Haiti. The sea is not very far away and there is a river that passes by my house. There are not many trees because people cut them down to use as fuel wood. Most people here work in agriculture or fishing.



How has your community been affected by the changes in climate?

This year there have been 4 cyclones in the space of 1 month. It is the first time in my life that I have seen this. It was very frightening. The river was over the bridge and flooded much of the city. After the hurricane hit we had no water in the taps for weeks. We had to buy drinking water because all the water sources were dirty. This year I noticed that the mango season was shorter, and there were fewer mangoes.

Are there any other effects of changes in the climate?

The cyclones caused a lot of damage in my area. People have died trying to cross the river. Many people have lost their gardens and animals. Many houses were flooded and there are also houses that have been destroyed.

And what about you, how does climate change affect you?

I do not know exactly why we have so many problems, but I think people who live in the hills and cut trees all the time are partly responsible. There are not enough trees to retain soil and water. So when it rains, the earth and the river meet. If we continue to cut trees without planting others to replace them, I fear that my area will become a desert. Then the land cannot produce food, there won't be enough food for everyone and perhaps no water source. I fear for my future and that of other children.

Can you tell us about anything that has been done to try to slow down climate change?

I would like to plant more trees in the hills and educate communities to stop cutting them down.

JEAN BAPTISTE MACKENDY, PLAN INTERNATIONAL HAITI COMMUNICATION OFFICER:

Sandelyne, 12, is no longer late for school thanks to the new clean drinking water supply system

RESOURCE: STORIES OF CLIMATE CHANGE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

A BOY FROM IRELAND

NAME: HARO GINZALES

AGE: 10

Tell us a little bit about where you live?

I live in Clonmel, which is a really cool town. There are loads of things to do. I love painting and drama. And I'm really keen on swimming. I have a little sister called Narata. We live beside the River Suir and when the weathers nice, Narata and I might go for a walk with our Mam and look at the ducks and the swans. Those birds, they always look like they're in no particular hurry but then they fly off somewhere or they go to their nest or they start quacking or honking at each other.



Has your community been affected by the changes in climate?

The river floods an awful lot. If we get storms, the river starts to grow. It actually gets bigger and bigger and the ducks and swans seem to know something funny is happening and they disappear. And then the water starts sloshing over the edges.

Are there any other effects of changes in the climate?

A load of times now, the river sloshed out onto the road and cars got stuck in the water – actually stuck in the water. People had to get out and leave their cars and much later somebody would come and collect them.

And what about you, how does climate change affect you?

The worst was last year. The water reached our house. It came in under the door and went everywhere. If you stood in our hall the water came up almost to your knee. We had to leave really quickly and Mam said we could only bring one toy with us. I took my painting book and Narata took her teddy. But when we got back and the water was gone, the house was so smelly. It was smelly for ages.

Can you tell us about anything that has been done to try to slow down climate change?

The local council is doing a big job to stop this happening again. They're digging holes all over the place but I heard a grown up say that there's no money left so they might have to stop all the digging.

LESSON 4

TOPIC: CLIMATE CHANGE

SUB TOPIC: HOW MUCH ENERGY DO WE USE?

LESSON 4: ENERGY CONSUMPTION – A WORLDWIDE VIEW

SUBJECT: GEOGRAPHY S.E.S.E AND S.P.H.E

CLASS LEVEL: 3RD / 4TH CLASS (8-10 YEAR OLDS)

LEARNING OBJECTIVES:

To introduce the concept of per capita with regard to energy consumption.

Strand: Environmental Awareness and Care

Strand unit: Environmental Awareness

Strand: Myself and the wider world

Strand unit: Environmental Care

LESSON OBJECTIVES:

- To reflect on how energy consumption can be reduced.
- To understand how carbon emissions per capita are calculated.
- To understand that not every country and person has equally contributed to climate change.

LESSON PLAN



INTRODUCTION:

- Ask the class can they remember how can we save energy in our homes and schools in Ireland?
- Divide the class into 6 groups and each group will represent a country from the previous lesson (Ireland, Haiti, Philippines, Zambia, Togo and Myanmar). Ask each group to make a sign for their country.
- For this activity, energy consumption is represented by counters or chocolate buttons. Remind the class that energy consumption is the amount of CO₂ we use.
- Distribute the counters or chocolate buttons:

COUNTRY	COUNTERS	CHOCOLATE BUTTONS
Ireland - 8.1 tCO ₂ /pp	80	10
Philippines - 1.3 tCO ₂ /pp	10	1
Myanmar - 0.5 tCO ₂ /pp	5	1/2
Togo - 0.4 tCO ₂ /pp	4	1/4
Zambia - 0.3 tCO ₂ /pp	3	0
Haiti - 0.3 tCO ₂ /pp	3	0

Source: Global Carbon Atlas

- Group discussion: Ask the class what do the counters or buttons represent? What does it mean? Is it fair?



DEVELOPMENT:

- Ask the class do all countries use the same amount of CO₂? Are we all equally to blame for the world's climate changing?
- Show the slide with the bar chart showing the population for each country and the bar chart of CO₂ per capita. Explain that CO₂ per capita is calculated by dividing the total of CO₂ emissions of a country by the number of people living in each country.
- Discuss: Which country uses the most per person? Is this fair?



CONCLUSION:

Activity Time!

Walking Debate

- Divide the classroom into the 'Yes' side of the room and the 'No' side of the room. Ask the class 'Are we all equally to blame for the climate changing in the world?'. Ask students to go to the side of the classroom they agree with: 'Yes' or 'No'. Ask one student from each side to give one argument.
- As the activity progresses, ask students do they want to switch sides? Does one side of the argument seem better than the other?
- All students should end up on the 'No' side – we are not all equally to blame for the climate changing in the world.

Reflection Time!

- Ask students to discuss what new information did they learn in this lesson? What did they find difficult about this lesson?

LINKAGE AND INTEGRATION FOR THIS LESSON:

MATHS

Strand: Number (counting and numeration)

Strand: Data

DIFFERENTIATION:

- For the 'Energy Consumption' slide use the Flag Matching Resource Sheet and/or the World Map from lesson 3 if students need to recap where each country is.
- Give students plenty of time to complete each activity.
- Use mixed ability groups for activities.

ASSESSMENT:

- The teacher can assess the children's abilities to interpret the bar charts in the presentation.
- The teacher can assess the children's understanding during the walking debate.
- During reflection time, the teacher can assess the children's learning through feedback on new information they learned.

RESOURCES:

- IWB
- USB Presentation
- Counters/Chocolate buttons
- Yes/No signs

LESSON 5

TOPIC: CLIMATE CHANGE
SUB TOPIC: MAKING CHANGE
LESSON 5: TAKING ACTION ON CLIMATE CHANGE

SUBJECT: GEOGRAPHY S.E.S.E AND S.P.H.E
CLASS LEVEL: 3RD / 4TH CLASS (8-10 YEAR OLDS)

LEARNING OBJECTIVES:

To express in a positive way what students have learned in previous lessons.

Strand: Environmental Awareness and Care

Strand unit: Caring for my locality

Strand: Myself

Strand unit: Making decisions

Strand: Myself and the wider world

Strand unit: Developing citizenship

LESSON OBJECTIVES:

- To recap on learning to date.
- To understand that children can act on climate change.
- To understand that all actions can start from today.

LESSON PLAN



INTRODUCTION:

Walking Debate!

- Inform students that they are going to do a walking debate. Put two signs on either side of the classroom – Agree and Disagree.
- Explain that you are going to read several statements and they need to move towards the sign they approve of. Explain also if they are unsure, they can remain in the middle of the room.
- Read out each of the statements below giving students time to move to either side of the room:
 1. Climate change is affecting people right now.
 2. Everyone is equally responsible for the climate crisis.
 3. Everyone will be impacted by climate change in the same way.
 4. Only people in other countries will be affected by the climate crisis.
 5. Everyone can take action against climate change.
 6. We should do more at school to learn about and take action on climate change.

travelling to school (shower, microwave for porridge, travelled by bus or car). Write their answers on the IWB.

- Inform students that they are going to design a poster. The poster needs to show people why we need to save energy and the small actions people can take to reduce their impact on the environment. The poster must include a positive slogan and link to what children in Ireland can do to make a difference.

Suggestions are:

- Poster and a slogan to show the global nature of climate change **OR** Poster and slogan to show the need for local action in reducing energy consumption in your life.
- The posters can be finished over time and displayed in the classroom or a prominent area in the school. Ask students to explain what is in their poster. The posters should demonstrate that **CHILDREN CAN AND WILL MAKE A DIFFERENCE!**



CONCLUSION:



DEVELOPMENT:

- Ask students to close their eyes and nominate one child to go around the classroom finding ways to waste energy (turn on light, open windows etc). Ask all students to open their eyes and nominate one student to rectify the situation. Repeat again to investigate more ways to waste energy.
- Remind the class that they have learned in previous lessons that we produce CO₂ by using energy and CO₂ is a greenhouse gas which is one of the causes of climate change. Brainstorm! Can students list all the different types of energy they used this morning for getting ready for school and

- Ask all students to write down three actions that they will do from today onwards to make the world a better place and slow down climate change. After everyone is finished, write up all answers on the IWB and encourage students to reach 20 different tasks.

Reflection Time!

- Ask students did they enjoy the module? What was their favourite part? What did they not like?
- Review the K-W-L sheet from the first lesson and discuss with the class any unanswered questions and any additional learning they would like to continue.

LINKAGE AND INTEGRATION FOR THIS LESSON:

VISUAL ARTS

Strand: Drawing

DIFFERENTIATION:

- Posters could be designed as a group activity or in pairs.
- Give students plenty of time to complete each activity.

ASSESSMENT:

- The teacher can assess the children's learning throughout the module by interoperating their feedback in the walking debate.
- The teacher can assess the children's understanding of the link between energy, CO₂ and greenhouse gases through their interoperations in designing a poster.
- During reflection time the teacher can assess the children's learning on their ability to answer questions they raised in earlier lessons.

RESOURCES:

- IWB
- USB Presentation
- Agree/ Disagree signs
- Paper
- Colouring pens/ pencils

CONCLUSION

We at Plan International Ireland hope that you and your school have enjoyed learning about Gender, Inequality, Migration and Refugees and Climate Change with us.

At the end of each module we would ask that each teacher or facilitator asks the children:

1. What did you learn about the subject?
2. Did you learn a new skill, like a new word or a new game?
3. Did you change your mind about anything, for example did you think one thing at the start and another thing at the end of the module?
4. Did you or will you take action on the issue, like make a poster, write a letter, talk with your family or hold an assembly?

We would greatly appreciate teachers to record these answers and to share them with Plan International Ireland. We would also love to hear from teachers themselves! Did you learn anything? Do you think that the modules are worthwhile? Would you change anything? Can you let us know if you observed any changes in knowledge, skills, attitudes, values and actions taken by your pupils?

Development Education is constantly evolving and we want to be learner focused and responsive to children's and teacher's needs. Please help us do that by sharing your feedback and the feedback from your class with Plan International Ireland: **info@plan.ie**

RESOURCES, REFERENCES AND CREDITS

VIDEOS

Kid President by Soulpancake: <https://vimeo.com/74669997>

Inspiring the Future by MullenLowe London: <https://vimeo.com/164242863>

#WhatIReallyReallyWant by Global Goals: <https://vimeo.com/173679237>

We've All Got Rights by UNICEF: <https://vimeo.com/90849807>

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Why Water by Buck: <https://vimeo.com/140679713>

Education Explainer with Erin Richards by Global Citizen: <https://vimeo.com/135385903>

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Your Phone is now a Refugee's Phone by BBC Media Action: http://www.daikhlo.com/watch/yt_m1BLsySgsHM

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DP Minahil cramped study by Irish Times Video: <https://vimeo.com/101393642>

Palesa by Irish Times Video: <https://vimeo.com/100795796>

Climate Change (according to a kid): <https://www.youtube.com/watch?v=Sv7OHfplRfU>

The Story of Energy: <https://www.youtube.com/watch?v=uPCiHhMvgo4>

PHOTOS

Handbook:

Front Cover: Children raise their hands in class at Xuxululo primary school. Plan International ©

Inside Front Cover: <https://www.pexels.com/photo/portrait-of-a-smiling-young-boy-with-a-ball-6413/>

Page 4: <https://www.pexels.com/photo/laughing-boy-sitting-on-table-during-daytime-160191/>

Page 7: <https://www.pexels.com/photo/girl-wearing-pink-and-green-floral-print-dress-walking-beside-trees-204218/>

Page 8: Portrait of girl from Marrumuana primary school in Inhambane. Plan International ©

Page 17:
"Julie" <https://www.pexels.com/photo/blond-haired-girl-wearing-pink-knitted-cap-48789/>

"Joe" Smiling boy at school in Huong Hoa district. Plan International / Erik Thallaug ©

"Andres" Smiling boy at the daycare centre in Delhi . Plan International ©

"Chen" Girl learning at Plan-supported school in Huong Hoa district. Plan International / Erik Thallaug ©

"Michael" Boy from Nakikonge primary school showing off his drawing for Finnish schoolchildren. Plan International ©

"Carmen" <https://www.pexels.com/photo/girl-holding-white-rabbit-during-daytime-160933/>

Page 29: Girl makes heart sign at school in Huong Hoa district. Plan International / Erik Thallaug ©

Page 30: Kamal, 7, on his way to school wearing his ankle brace. Plan International / Rajesh Rai ©

Page 43: <https://pixabay.com/en/waste-trashcan-waste-management-384790/>

Page 52: Portrait of Malala Yousafzai. A World at School 2013 ©

Page 57: <https://www.pexels.com/photo/person-young-kid-happy-112642/>

Page 58: Norma, 8, plays with pink balloon at her home in the Andes mountain. Plan International / Signe Vilstrups ©

Page 60: Father carries his daughter on his shoulders as they cross the border on foot from Sid in Serbia to Croatia. Plan International / Jodi Hilton ©

Page 66: Central Pha Oudon road in Pha Oudon, Huey Xay. Plan International ©

Page 73: Refugee family crossing the border on foot from Sid in Serbia to Croatia. Plan International / Jodi Hilton ©

Page 80: Nancy, 12, at her home in Honduras. Plan International ©

Page 81: Girls at tree planting event in Tboung Khmum Province. Plan International/ Tiep Seiha

Page 86: Match – up resource, Pictures from Y- adapt <https://www.climatecentre.org/resources-games/y-adapt>

Page 92: Renewable Energy Source Sheet, Images from Pixabay Image <https://pixabay.com>

Page 97: School girls listen to radio to get information during disaster stimulation exercise. Plan International/ Jane Dempster

Page 98: Marinel, 17, from the Philippines is a climate action advocate. Plan International/ Plan staff

Page 99: Oxillia, 12, has to take care of her baby sister while her mother works. Plan International/ Plan Staff

Page 100: Yaovi, 11, waters tree sapling on school grounds. Plan International/ Fabienne Atakpa

Page 101: Sandelyne, 12, is no longer late for school thanks to a clean drinking water system. Plan International/ Jean Baptiste Mackendy

Interactive PDF:

Page 1: Children raise their hands in class at Xuxululo primary school. Plan International ©

Page 5: Girl learning at Plan-supported school in Huong Hoa district. Plan International / Erik Thallaug ©

Page 7: "Laura" <https://www.pexels.com/photo/girl-in-red-short-sleeve-dress-and-flower-headband-holding-pen-and-writing-on-paper-on-table-159782/>

Page 8: Boy learning at Plan-supported school in La Paz. Plan International ©

Page 9: Girl writing on blackboard at Plan-supported primary school in Dinajpur, Bangladesh. Plan International ©

Page 10: Laughing boy playing outside child-friendly classroom supported by Plan in Bondo. Plan International ©

Page 11: Girls playing baseball to boost their self-esteem. Plan International ©

Page 17: CDP: Smiling children post in their classroom. Plan International Laos ©

Page 18: A school boy in Liberia. Plan International ©

Page 19: As per Page 17 of Handbook

Page 23: Hairdresser - <https://commons.wikimedia.org/wiki/File:Haircoloring.jpg>

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Page 58: Mud brick house in Jalapa community, Guatemala. Plan International © - via Plan International internal Media Bank.

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Page 136: Boy looking through tent window in Mahama Refugee Camp. Plan International © - via Plan International internal Media Bank

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Page 139: Welcome Banner <https://www.vecteezy.com/vector-art/124340-welcome-home-party-decoration>

Page 153: Girl takes part in climate strike in central London. Plan International/ Keira Dempsey

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