



PLAN
INTERNATIONAL

PLAN INTERNATIONAL IRELAND: DEVELOPMENT EDUCATION STUDENT **RESOURCE**

Teaching children about their place in our globalised, interdependent world.

MODULE ONE

— GENDER



GENDER: WHO AM I?

LESSON 1 What is gender?



WHAT DOES GENDER MEAN?

EXPLORING OUR LIKES AND DISLIKES...

Do boys and girls like the same things?

Let's meet children from across the world!



This is Laura

- She lives in Ireland
- She is seven years old
- She likes to ride her bicycle
- Her favourite food is chocolate
- She loves to sing

Do you like any of these things too?
Thumbs up or down!

Let's meet children from across the world!



This is Carlos

- He lives in Bolivia
- He is eight years old
- He loves to play violin
- His favourite food is grilled chicken
- He likes to dance traditional dances

Do you like any of these things too?

Thumbs up or down!

Let's meet children from across the world!



This is Nita

- She lives in India
- She is six years old
- She loves school
- Her favourite colour is blue
- Her favourite sport is skipping

Do you like any of these things too?

Thumbs up or down!

Let's meet children from across the world!



This is Paul

- He lives in Canada
- He is five years old
- His favourite sport is swimming
- He likes drawing
- His favourite colour is pink

Do you like any of these things too?

Thumbs up or down!

GENDER

DO YOU AGREE OR DISAGREE?



The hula hoop game

Girls Like:

Boys Like:

All About Me

My name is:

I think boys are:

Draw a picture of yourself!

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:

What have you learned?

Share with your class and help your teacher write the answers on the whiteboard!

**REFLECTION
TIME...**

GENDER

GENDER: WHO AM I?

LESSON 2 Stereotypes

WHAT IS IT LIKE? BEING A GIRL



WHAT IS IT LIKE? BEING A BOY



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

Stereotypes

Sometimes we think someone will like something just because of who they are...

I like playing
with dolls

I like dressing
up as a soldier

I love
playing
rugby

I like having
long hair

Who said it, a boy or a girl?

My favourite
colour is pink

I love
dancing

I like playing
with cars

**REFLECTION
TIME...**

STEREOTYPES

GENDER: HOW DO GENDER ROLES WORK

LESSON 3 Gender Roles

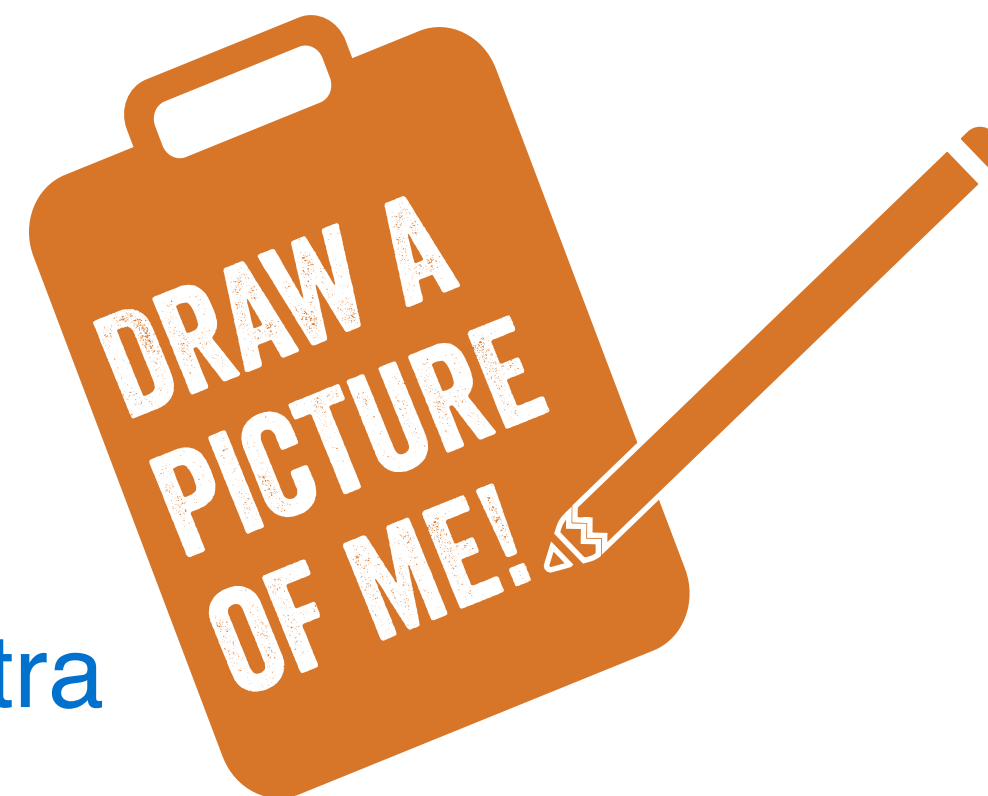
What do you want to be when you grow up?

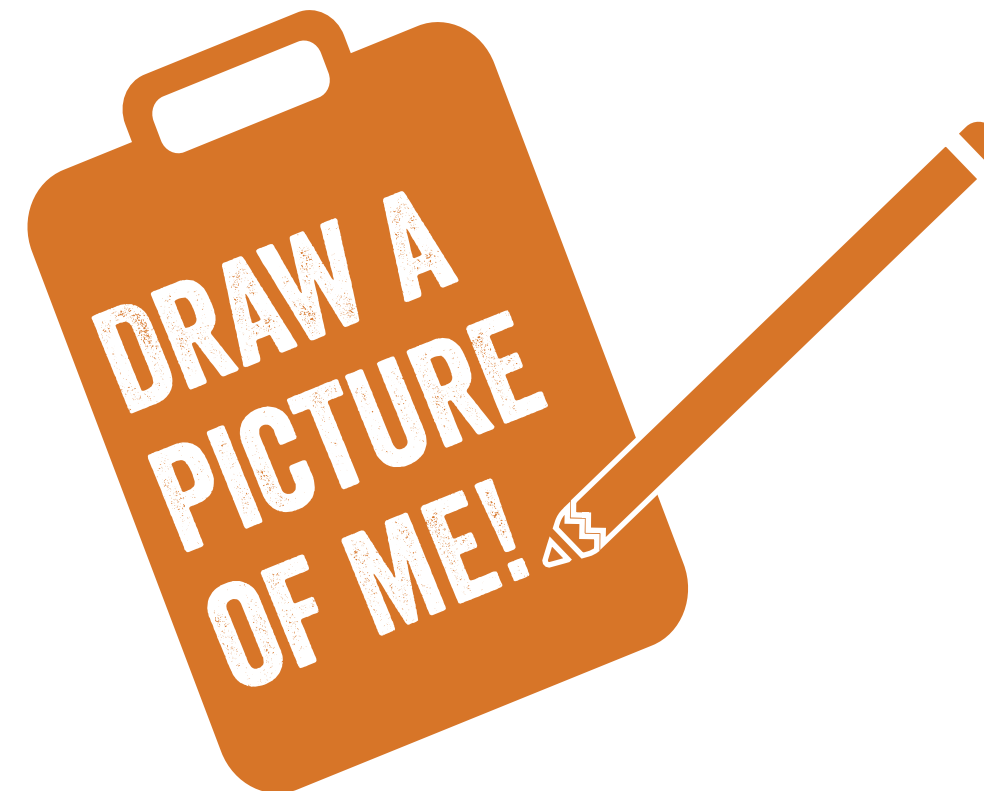




I am a dancer

- I work in Russia
- I have been dancing since I was 4 years old
- I like all kinds of dance but ballet is my favourite
- I love to dance on a big stage with an orchestra
- I like making people feel happy when I dance





I am a nurse

- I work in Germany
- When people are sick they come into the hospital where I work
- Once the doctor knows what is wrong, I help the patient
- I give them medicine and change their bandages
- An important part of my job is making sick people feel safe and happy



I am a helicopter pilot

- I work in Canada
- I fly a special rescue helicopter
- If people are sick and need to get to a hospital far away my job is to fly them there
- Sometimes people are a bit scared in the helicopter
- Flying a helicopter is very exciting





What have you learned?

Have you changed your mind about what girls and boys can be when they grow up?

**REFLECTION
TIME...**

GENDER ROLES

GENDER: GENDER INEQUALITY

LESSON 4 Rights



Needs or Wants

Needs:

Wants:



WHAT RIGHTS DO YOU HAVE?

What does it mean to have a right?



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.

15 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.

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.

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

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.

35

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

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.

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

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.

37

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.

27 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.

DID YOU KNOW?
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 15, governments should not allow you to join the army or take any direct part in war. Children in war zones should receive special protection.

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.

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

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.

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.

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

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

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.

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



*Disclaimer: This text constitutes a simplified version of the CRC, not the official text.



ACTIVITY TIME!

Make A Poster!

- Pick one right
- How can this right be protected around the world?
- Use words and pictures

**REFLECTION
TIME...**

RIGHTS

GENDER: GENDER INEQUALITY

LESSON 5 Women and Girls

Choose



Choose



Choose



Choose



Choose



IS THIS FAIR?

How did you feel when you weren't allowed to choose?



IS THIS FAIR?

How would you feel if you had to look after your family or go to work instead of going to school?

**REFLECTION
TIME...**

**WOMEN &
GIRLS**

LET'S TAKE ACTION!

**SCHOOL
ASSEMBLY?**

**LETTER TO
PRINCIPAL?**

POSTERS?

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, talk with your family or hold an assembly?

...END OF
GENDER MODULE

MODULE TWO

— GLOBAL INEQUALITY



GLOBAL INEQUALITY: WHAT IS INEQUALITY?

LESSON 1 Living Conditions



What kind of home is this?



What kind of home is this?



What kind of home is this?



What kind of home is this?



What kind of home is this?



What kind of home is this?



What kind of home is this?



What kind of home is this?



IF THE WORLD WAS ONLY 100 PEOPLE...

99 people would live in homes like the ones that we have just looked at...

IF THE WORLD WAS ONLY 100 PEOPLE...

**ONLY 1 person would live in a home
like this:**



Fairness

Get into groups and discuss:

- Is this fair?
- Why?
- Why do some people have more than others?

Feedback to your teacher:

- What did your group agree?
- Was it hard to reach an agreement?
- Was there anything that you disagreed with each other on?

GAME TIME!

1. We need 10 volunteers!
2. Out of the 10 volunteers we need someone to do a special job!
3. We are going to play a different type of musical chairs, instead of being “out” when you don’t have a chair, you have to share chairs.
4. The person who has the special job ALWAYS has to have a chair to sit on.
5. The rest of the volunteers have to try and touch the remaining chairs!

What does this game show us?

Write your answers on the whiteboard!

Inequality

This game teaches us about inequality

**What do you think inequality is?
Write your answer here on the whiteboard:**

If you want some ideas you can look it up in your dictionary!

**REFLECTION
TIME...**

LIVING CONDITIONS

GLOBAL INEQUALITY: WHY IS THERE INEQUALITY?

LESSON 2 Structural Inequality

LET'S THINK...

What is inequality?

Why do you think inequality exists?

GAME TIME!

Get into three teams

- Team 1: You have cardboard and cello-tape
- Team 2: You have cardboard
- Team 3: You have straws

Rules:

- Team 1 can take anything they want from Team 2 and 3.
- Team 2 and 3 cannot take anything from any team.

BUILD THE TALLEST TOWER!!!

Was this game fair?

- Why was it fair or unfair?
- Did everyone have an equal chance to build the tallest tower?
- What if the teams were Irish people? What would that tell us about inequality in Ireland?
- What if the teams were countries? What would that tell us about inequality in the world?

What have you learned?

Share with your class and help your teacher write the answers on the whiteboard!

Question Time!

- Everyone does not have an equal chance to succeed in the world. Why?
- There are some things which hold people back from succeeding. What kind of things?
- 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?
- 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?

ACTIVITY TIME!

Write a poem about inequality

- It should explain how inequality feels
- It should give an example of inequality between countries
- It should give an example of inequality in Ireland

**REFLECTION
TIME...**

**STRUCTURAL
INEQUALITY**

GLOBAL INEQUALITY: WHAT ABOUT PEOPLE MY AGE?

LESSON 3 Child Inequality

WHAT DO YOU DO EVERY MORNING?

- Make a list
- In pairs act out your morning routine!



Discussion Time

- What are the differences and similarities between your morning routine and the routines of children in the video?
- How would you feel if you had to collect water every morning before school?



Step Forward Game

Imagine you are the child on your card

Teacher's statement:
Is it true or not true for you?



TRUE?

Step forwards!



NOT TRUE?

Stay where you are

Game Reflection

- Who moved the furthest forwards? Why?
- Who didn't move very much? Why?
- How did you feel when you were moving forwards?
- How did you feel when you weren't moving?
- Who gets furthest ahead in life? Why?
- Who gets left behind in life? Why?

**REFLECTION
TIME...**

**CHILD
INEQUALITY**

GLOBAL INEQUALITY: WHAT ABOUT EDUCATION?

LESSON 4 Educational Inequality

Make A List!

What would you do all day if you didn't go to school?

**GLOBALLY
75 MILLION
CHILDREN DON'T
GO TO SCHOOL**



Make A List!

Why do you think so many children don't go to school?

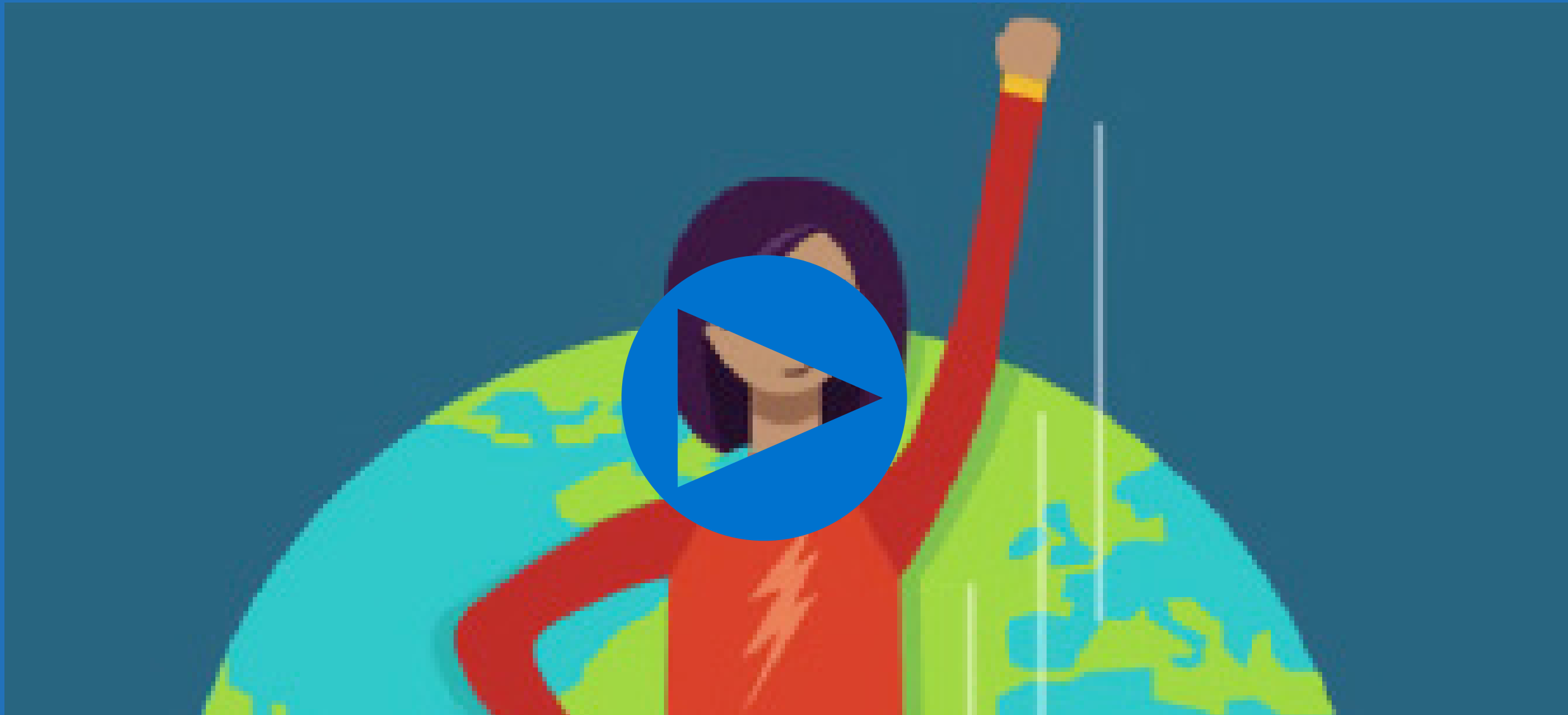


41 MILLION GIRLS
AREN'T IN SCHOOL TODAY



34 MILLION BOYS
AREN'T IN SCHOOL TODAY

WHY IS EDUCATION IMPORTANT?





**“ONE CHILD, ONE TEACHER,
ONE BOOK, ONE PEN CAN
CHANGE THE WORLD”**

**- Malala Yousafzai, Aged: 16
At the United Nations**

ACTIVITY TIME!

**Malala is an Education Superhero!
You can be one too!**

Could you make a speech like Malala?

- Get into pairs and write a speech to the Government telling them why all children in the world need to go to school

**REFLECTION
TIME...**

**EDUCATIONAL
INEQUALITY**

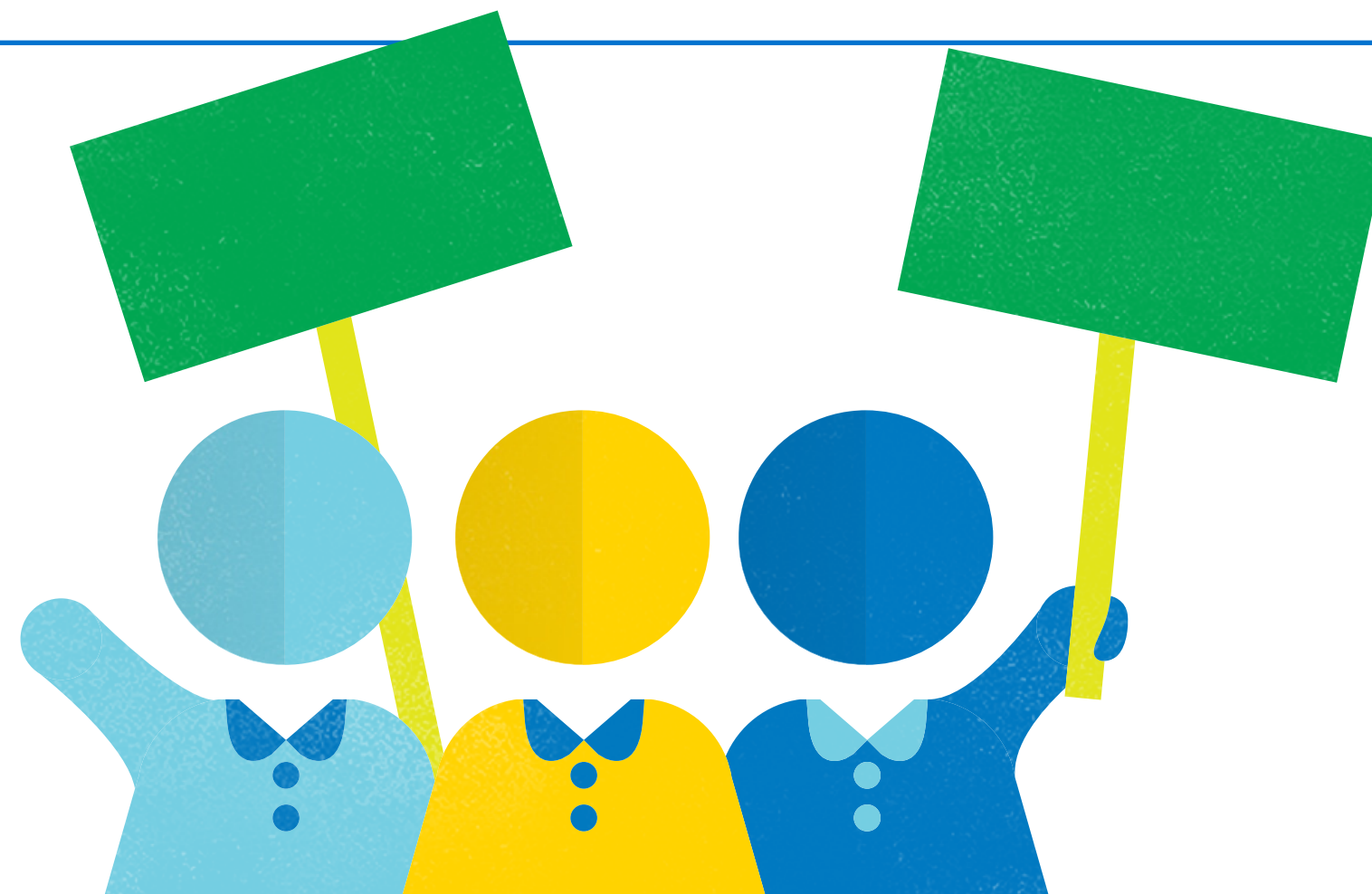
GLOBAL INEQUALITY: HOW CAN WE REDUCE IT?

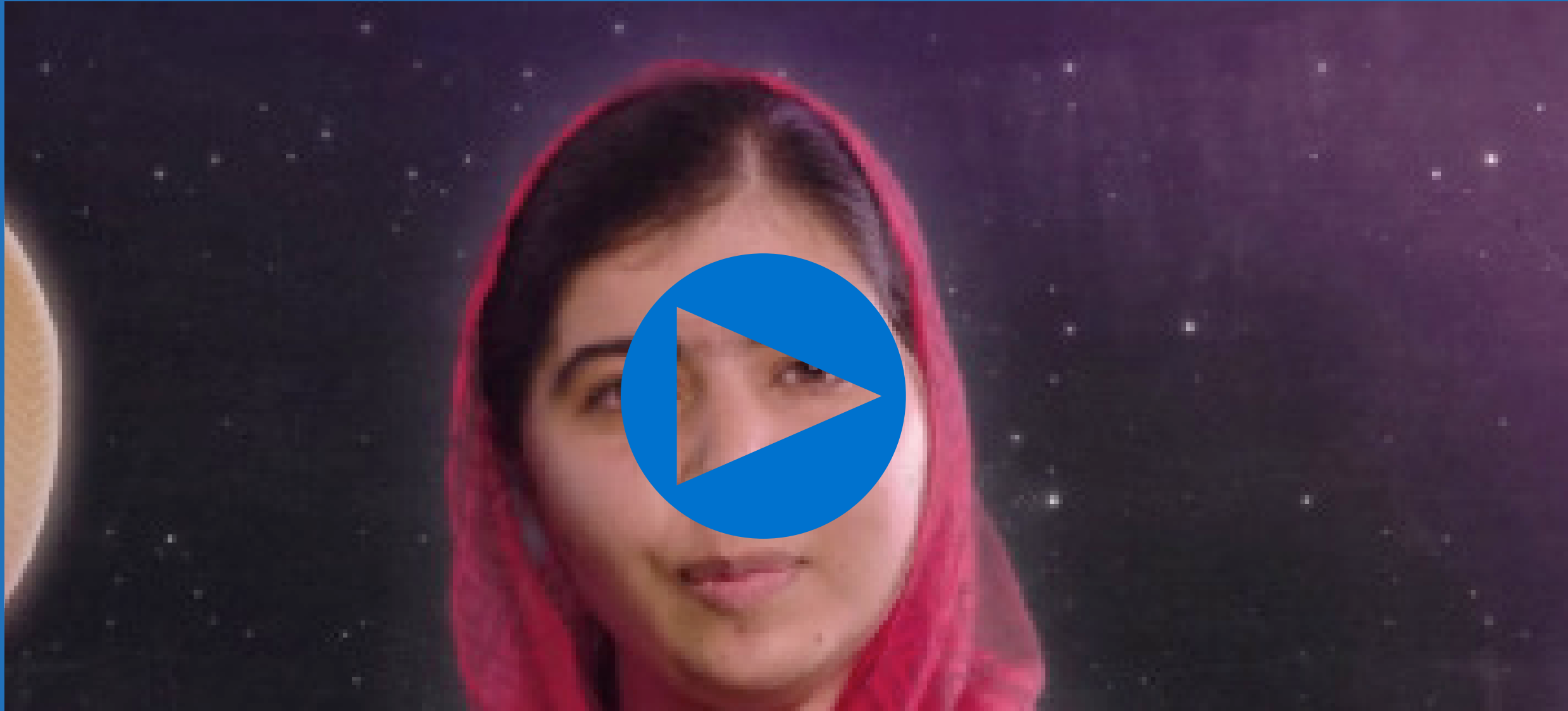
LESSON 5 

Sustainable Development Goals

REMEMBER MALALA?

Malala is going
to explain how
we are all going
to change the
world!





Sustainable Development Goals

There are 17 Global Goals agreed by Governments all over the world.
The Goals are the plan to make the world more equal!



ACTIVITY TIME!

Get into pairs and pick your favourite Global Goal!

- Which one do you think is the most important?
- Why do you think that Goal is the most important?
- How could you help to achieve the Goal?

**REFLECTION
TIME...**

**SUSTAINABLE
DEVELOPMENT
GOALS**

LET'S TAKE ACTION!

WRITE A LETTER TO THE TAOISEACH

- What do you want to say to them?
- How can you encourage them to make sure the Goals are achieved?

MAKE A VIDEO

- Why is it important for children all over the world to go to school?
- Show this video in your school assembly!

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, talk with your family or hold an assembly?

...END OF GLOBAL INEQUALITY MODULE

MODULE THREE

— MIGRATION

AND

REFUGEES



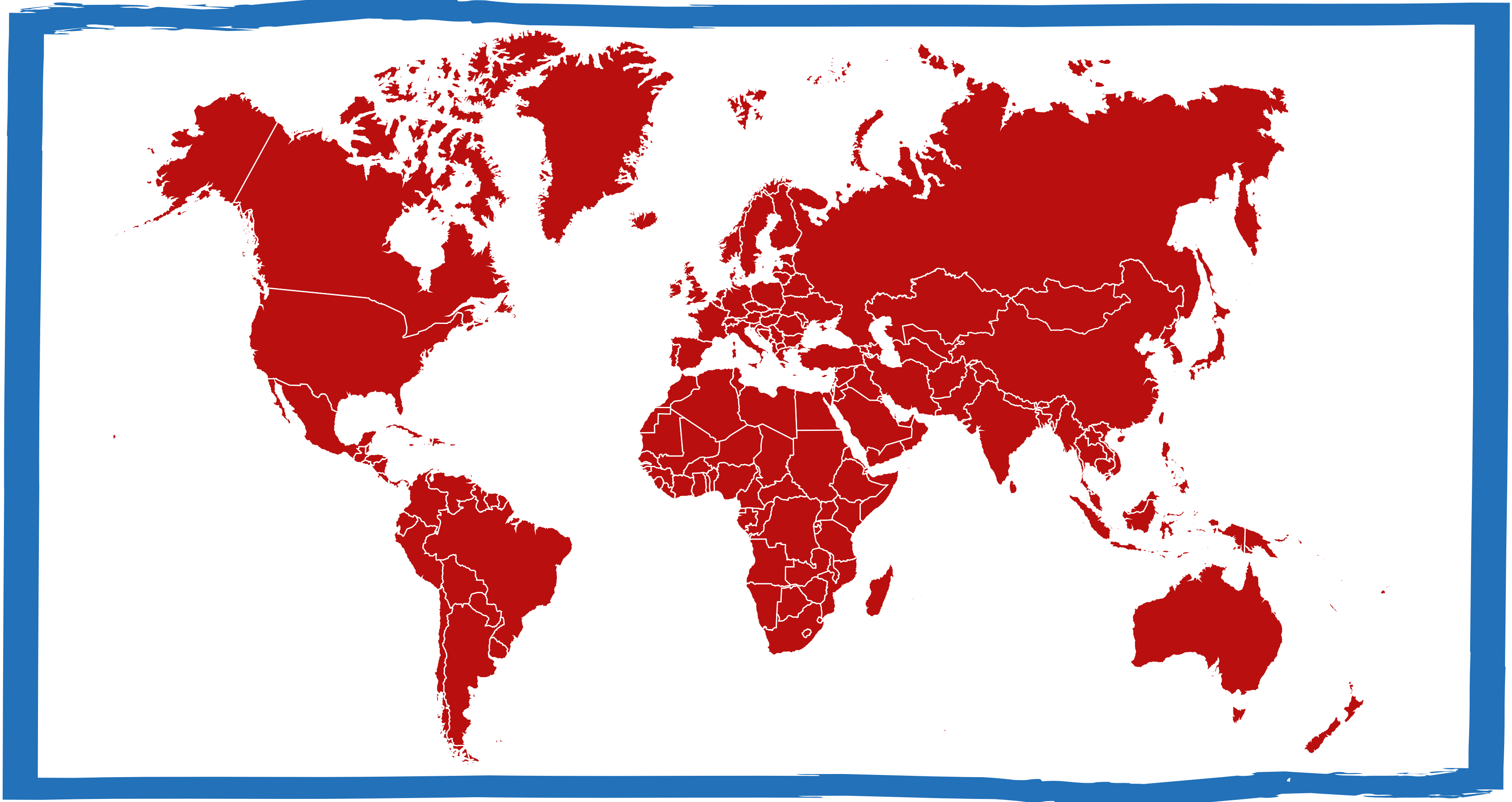
MIGRATION AND REFUGEES: WHY DOES IT HAPPEN?

LESSON 1 Voluntary Migration

DO YOU KNOW ANYONE WHO HAS MIGRATED?

- Has anyone in your family migrated?
- Have you migrated?
- Can you think of a time in Irish history when Irish people migrated?

Let's make a map of places we have migrated to and from!





What are push and pull factors?

(remember zombies don't exist!!)

Push	Pull

Make a Collage!



New games and celebrations?



New languages?



Culture?



Workers?

The Benefits of Migration?



New foods?

**REFLECTION
TIME...**

**VOLUNTARY
MIGRATION**

MIGRATION AND REFUGEES: WHY DOES IT HAPPEN?

LESSON 2 Involuntary Migration

WHY WOULD YOU HAVE TO LEAVE YOUR HOME?

Can you remember what involuntary
migration means?

The Exodus Game

- You are in a country with conflict
- You belong to a group of people treated badly by the Government
- A message has come in 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.”

The Exodus Game

What would you do?

- Where to go?
- What to bring?
- Who to bring?



What did you decide?

Where?

What?

Who?

How did this make you feel?

- Was it easy or difficult to make these choices?
- How did your team arrive at this decision?
- Did everyone agree or was there an argument?
- How do you feel now about people who have to migrate?

Involuntary migration

HAS THIS HAPPENED IN THE PAST?

Make a list of times in history when people were forced to migrate

IS THIS HAPPENING NOW?

Make a list of places and people who are being forced to migrate now

**REFLECTION
TIME...**

**INVOLUNTARY
MIGRATION**

MIGRATION AND REFUGEES: WHY DOES IT HAPPEN?

LESSON 3 Refugees

WHAT IS A REFUGEE?

- Refugees are people fleeing conflict, war or persecution.
- They are protected by international law, and must not be returned to situations where their life and freedom are at risk.
- Life as a refugee can be difficult to imagine. But, for nearly 20 million people around the world, it is a terrifying reality.



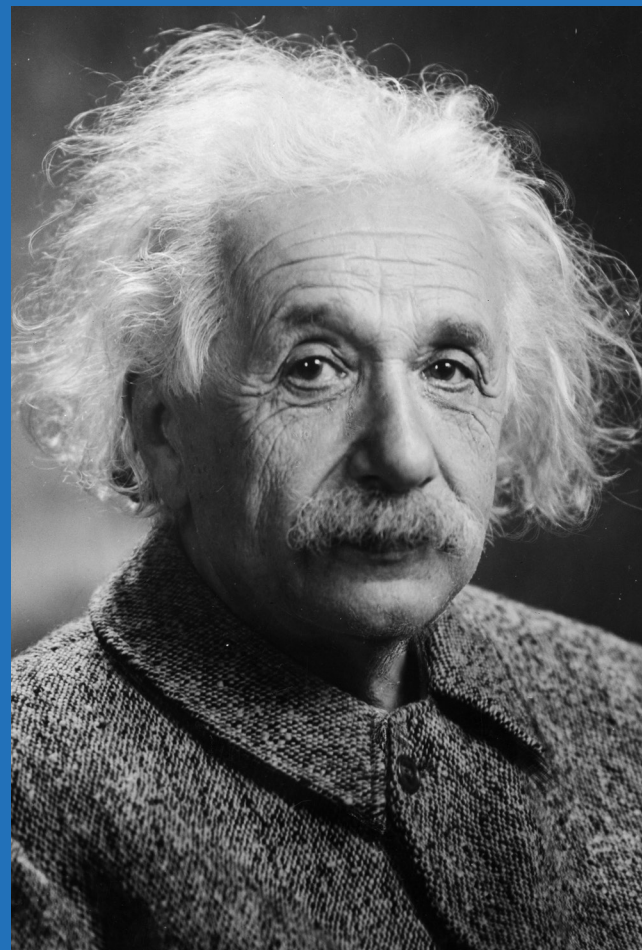
FAMOUS REFUGEES!



RITA ORA

Rita's parents fled from Kosovo during the conflict there when Rita was still a baby.

FAMOUS REFUGEES!



ALBERT EINSTEIN

He was a German-born Jewish theoretical physicist. While he was visiting the USA Adolf Hitler came to power in Germany. Einstein had to stay in the USA and could not return to Germany.

FAMOUS REFUGEES!



SAIDO BERAHINO

Is an English professional footballer who plays for West Bromich and England, as a striker.

As a young boy Saido was forced to flee his native Burundi in 2003 as the violence between Hutus and Tutsis tore the country apart.

#TEAMREFUGEES!





Britain
opens its
arms to
refugees

Europe divided

'Tide of refugees' filling Europe
UK to take more in rule change
**WE'RE
STUFFED**

**MIGRANTS:
HOW MANY
MORE CAN
WE TAKE?**

**AMIR KHAN:
I'LL QUIT
BOXING
TO HELP
REFUGEES**

NEWSPAPER HEADLINES

**BRITAIN MUST
BAN MIGRANTS**

Cameron: we
won't join in
EU refugee
rescue plan

**SEND IN ARMY
TO HALT
MIGRANT
INVASION**

Cameron opens door to
thousands more refugees

**THE 'SWARM' ON
OUR STREETS**

**REFLECTION
TIME...**

REFUGEES

MIGRATION AND REFUGEES: WHAT ABOUT THE REFUGEE CRISIS?

LESSON 4 Refugee Crisis

THE CURRENT REFUGEE CRISIS

WHO

WHY

?

**WHERE
FROM**

**WHERE
TO**

THE SITUATION IN EUROPE...



The Irish Navy
has been
helping rescue
refugees
from these
unsafe boats.
It is a very
dangerous
journey.





WHY ARE SO
MANY PEOPLE
MIGRATING **NOW?**

UNHCR
The UN
Refugee Agency

UNHCR
The UN
Refugee Agency



UNHCR
The UN
Refugee Agency

But! There are more refugees in other parts of the world

Where?

- Iran
- Turkey
- Cameroon
 - Niger
 - Jordan
 - Egypt

Why?

- Conflict
- Famine
- Natural disasters
- Climate change





ACTIVITY TIME!



Make a poster for the front of your school welcoming refugees

- What is your message?
- Will you use pictures?
- What do you want to tell refugees coming to your school?

**REFLECTION
TIME...**

REFUGEE CRISIS

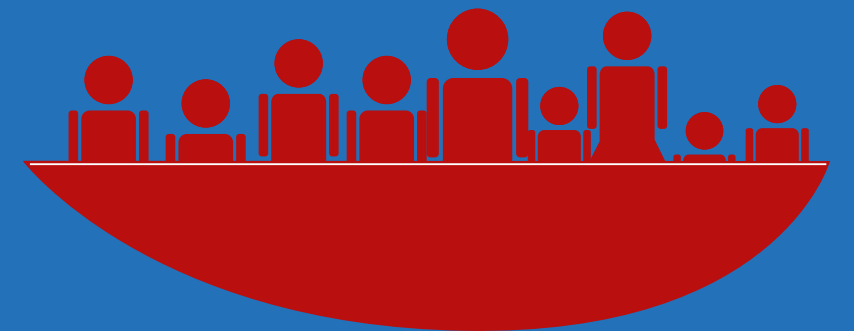
MIGRATION AND REFUGEES: WHAT IS AN ASYLUM SEEKER?

LESSON 5 Seeking Asylum

WHAT IS ASYLUM?

Asylum is the protection a country gives a person who has been forced to leave their own country and become a refugee.

Can you remember what a refugee is?



CLAIMING ASYLUM

SO... WHAT IS AN ASYLUM SEEKER?

An asylum seeker is a person who has left their country of origin and has formally applied for asylum in another country but whose application has not yet been decided.

Everyone has the protected human right to claim asylum.

Direct Provision

Set up in 2000 as a 'temporary' solution (supposed to last 6 months) for the large number of asylum seekers in Ireland

Aim: to look after people while they wait for a decision on their asylum application

Provides essential services, medical care, accommodation, three meals a day at set times, and €19.10 per adult per week

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

Lack of privacy: adults who don't know each other may have to share rooms, some families live in one room, bathrooms are shared

Some people feel they can't complain for fear of not being granted asylum



GAME TIME!

- Get into groups of 3: decide who is the mother, teenage girl and 10 year old boy
- You have €19.10 to spend for the week
- What will you buy?



**REFLECTION
TIME...**

SEEKING ASYLUM

LET'S TAKE ACTION!

WRITE A LETTER

- Write a letter to the government Minister for Children and Youth Affairs about Direct Provision?
- Write a letter to your local newspaper about welcoming refugees?

HOLD AN EVENT

- Hold a 'Welcome Refugees' event or campaign?

WHAT OTHER ACTIONS CAN YOU THINK OF?

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, talk with your family or hold an assembly?

...END OF MIGRATION AND REFUGEES MODULE

MODULE FOUR

— CLIMATE CHANGE

CLIMATE CHANGE: CAUSES AND IMPACTS OF CLIMATE CHANGE

LESSON 1



What is Climate Change?

WHAT DO YOU
UNDERSTAND
BY THE WORDS
CLIMATE
CHANGE?



**CLIMATE
CHANGE?**











**REFLECTION
TIME...**

CLIMATE CHANGE

CLIMATE CHANGE: RENEWABLE AND NON-RENEWABLE ENERGY

LESSON 2

Energy Sources

Class Energy Survey

ITEMS THAT USE / NEED ENERGY

HOW WE CAN REDUCE ENERGY

THE STORY OF ENERGY

RENEWABLE ENERGY

Is a source of energy that never runs out or can be replaced. It comes from natural resources.

An example of renewable energy is wind, sun, water.

NON-RENEWABLE ENERGY

Is fossil fuels that are formed from the remains of dead plants and animals and take millions of years to form. Non-renewable energy sources cannot be replaced.

Examples of non-renewable energy is oil, gas, coal.

**REFLECTION
TIME...**

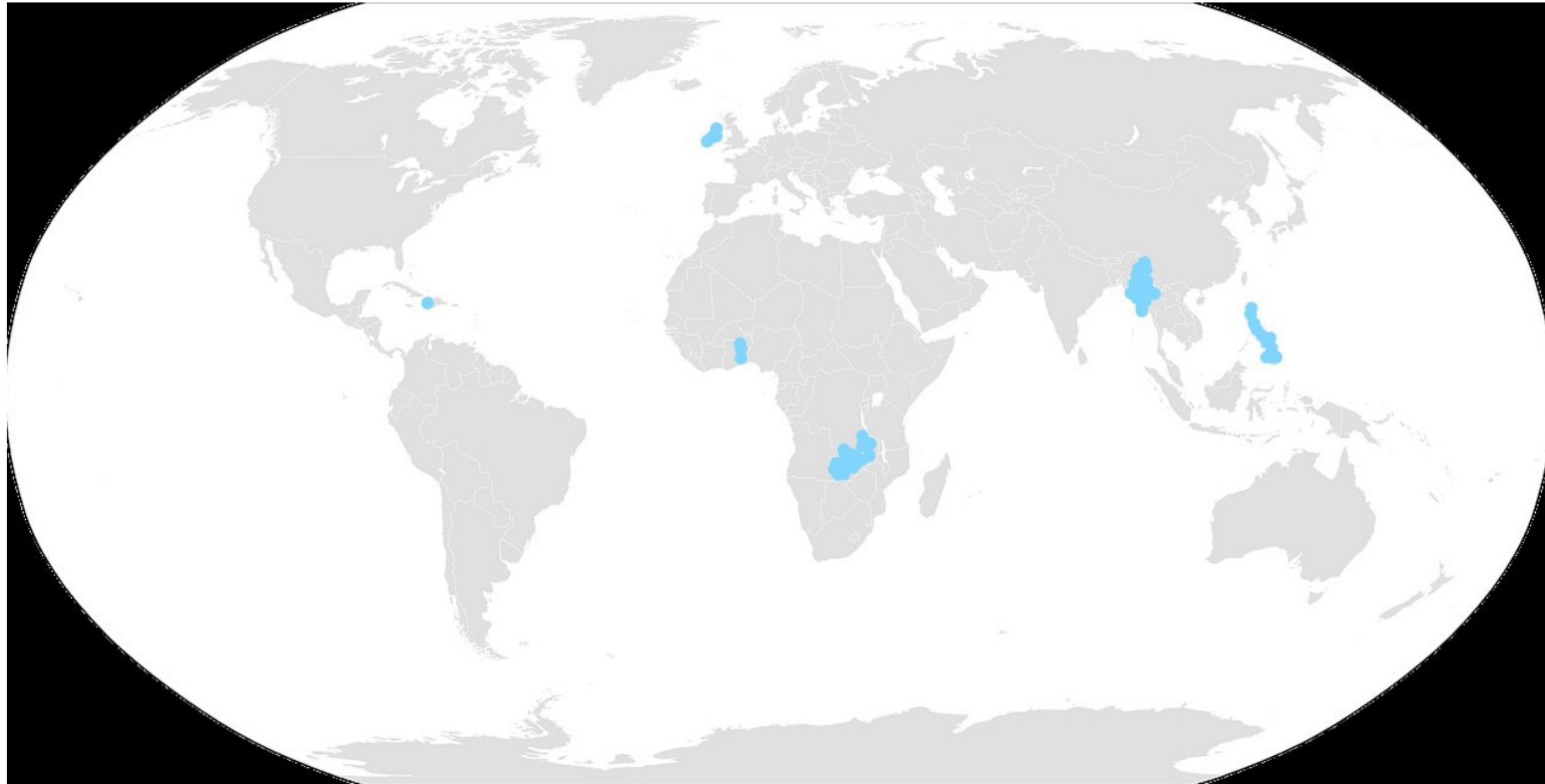
CLIMATE CHANGE

CLIMATE CHANGE: STORIES OF CLIMATE CHANGE

LESSON 3

Climate Change – A worldwide view

Where in the World ?





STORIES OF CLIMATE CHANGE



**REFLECTION
TIME...**

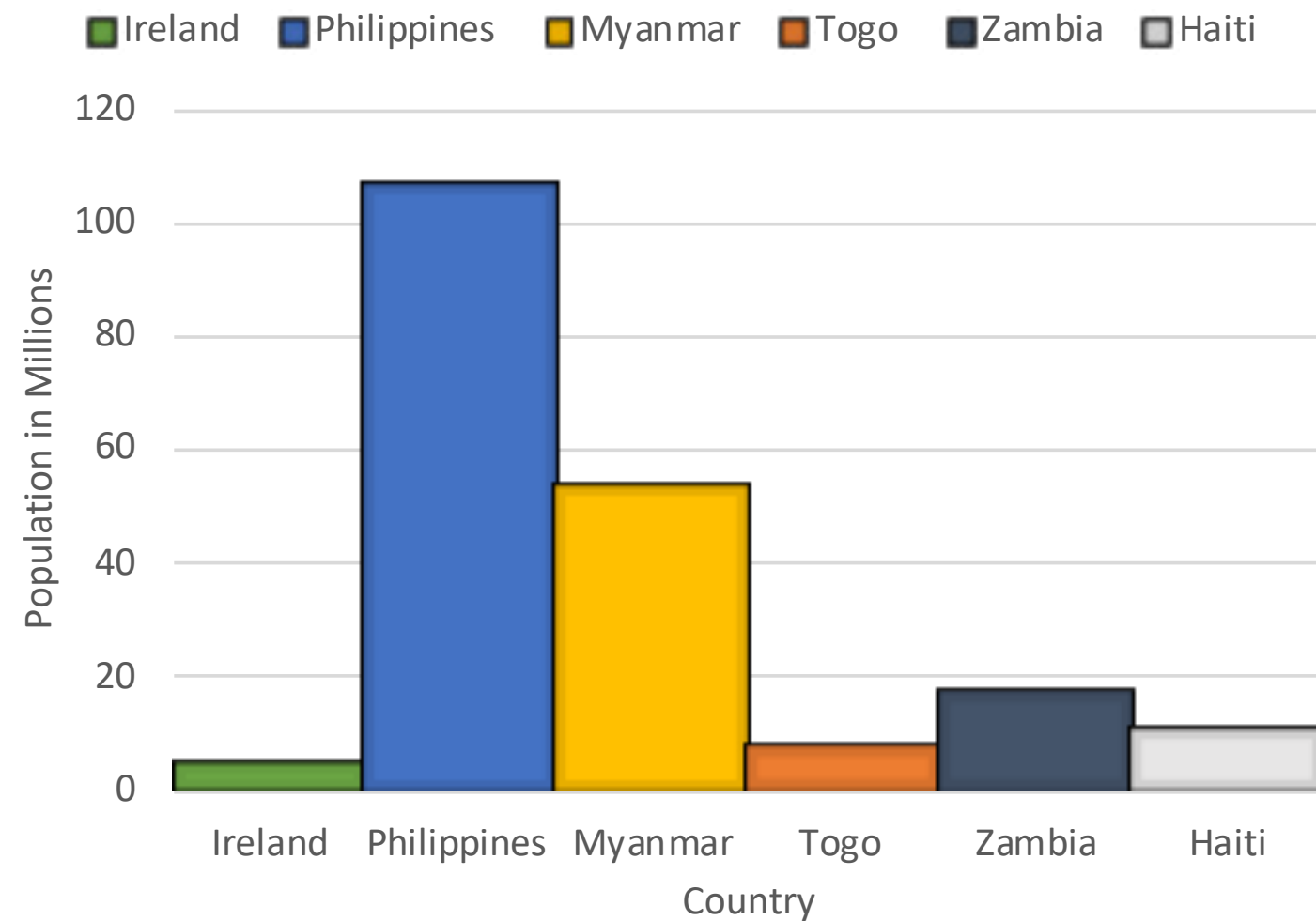
CLIMATE CHANGE

CLIMATE CHANGE: **HOW** MUCH ENERGY DO WE USE?

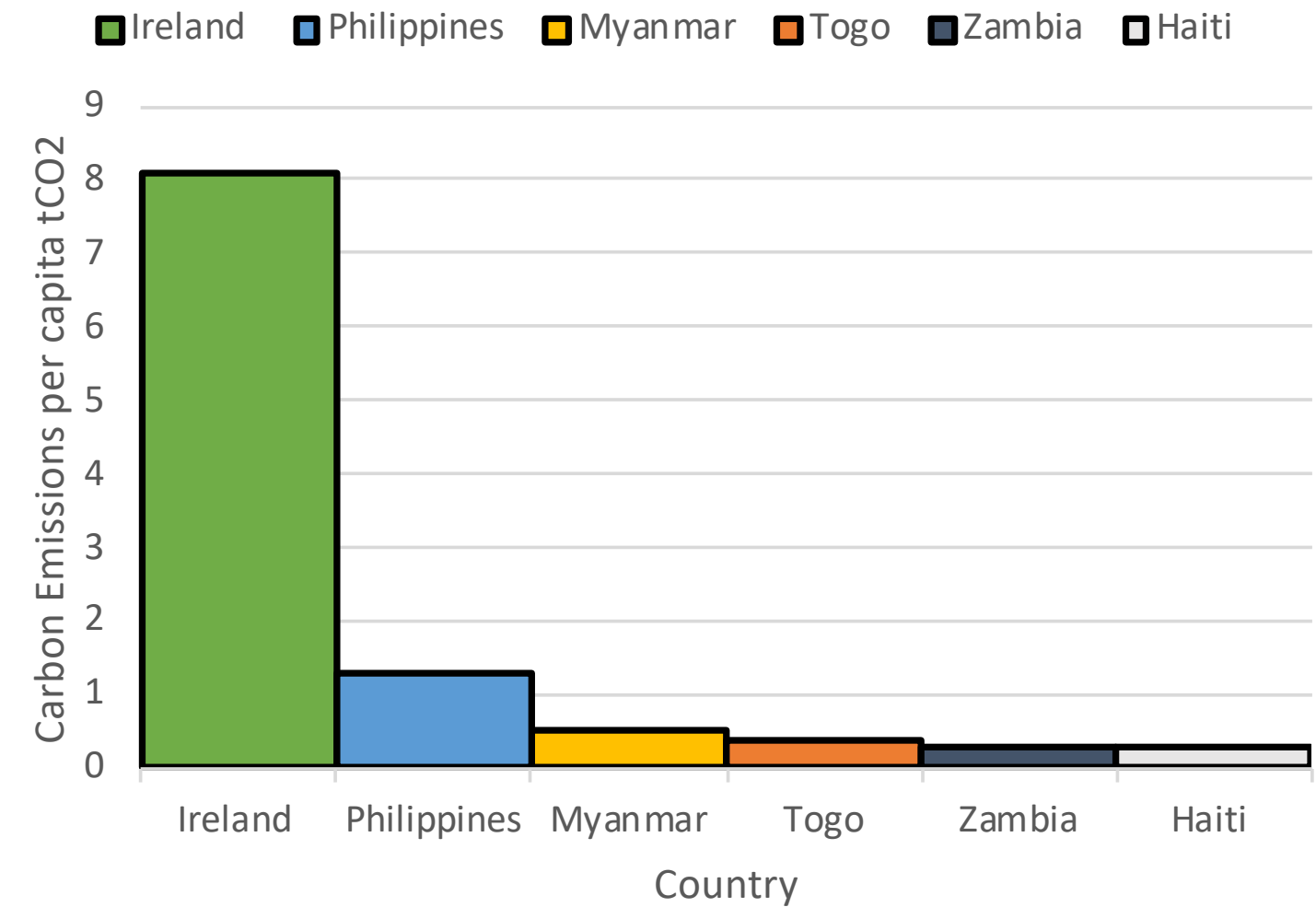
LESSON 4 Energy Consumption – A worldwide view

Energy Consumption

POPULATION



CARBON EMISSIONS PER CAPITA



**REFLECTION
TIME...**

CLIMATE CHANGE

CLIMATE CHANGE: MAKING CHANGE

LESSON 5

Taking action on Climate Change

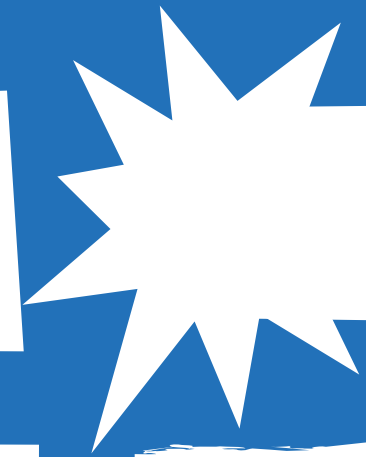
WALKING DEBATE!

Agree or Disagree?

ACTION AGAINST CLIMATE CHANGE!



A long, horizontal white rectangular box intended for writing a title or heading.



A long, horizontal white rectangular box intended for writing a title or heading.

A large, empty white rectangular box intended for writing a detailed response or drawing.

A large, empty white rectangular box intended for writing a detailed response or drawing.

**REFLECTION
TIME...**

CLIMATE CHANGE

...END OF CLIMATE CHANGE MODULE



**THANK YOU FOR USING PLAN INTERNATIONAL IRELAND'S
RESOURCES, WE HOPE YOU HAVE ENJOYED LEARNING
ABOUT GENDER, GLOBAL INEQUALITY, MIGRATION AND
REFUGEES AND CLIMATE CHANGE!**

Please share your feedback with us at: info@plan.ie