

— JUNIOR CYCLE —
**CIVIC, SOCIAL
AND POLITICAL
EDUCATION**
(CSPE)



- Community
- Climate Emotions
- Climate Litigation
- Degrowth
- Displacement
- Earth Overshoot
- European Convention on Human Rights
- First Peoples
- Global Health
- Identity & Diversity
- Overseas Development Cooperation
- Paris Climate Agreement
- Rights and Responsibilities
- Social Capital
- Sustainable Development
- Universal Declaration on Human Rights
- United Nations Convention on the Rights of the Child
- Wellbeing
- Youth activists

**DOING GLOBAL
CITIZENSHIP
EDUCATION**

CHANGING
ATTITUDES
DEVELOPING SKILLS
GROWING
KNOWLEDGE

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ABOUT THE GUIDE

This resource aims to support teachers of Junior Cycle Civic, Social and Political Education (CSPE) to teach through a global justice lens, while also meeting the requirements as laid out in the Junior Cycle CSPE short course specification, and in the (2015) Framework for Junior Cycle.

This is one of a series of WorldWise Global Schools resources that support teachers in different subject areas to address Global Citizenship Education-related themes and concepts. The Doing GCE resource series enables teachers to encourage their students to look at our world, and our roles in making it more just, more equitable and more sustainable.

ABOUT WORLDWISE GLOBAL SCHOOLS

WorldWise Global Schools is Ireland's national Global Citizenship Education (GCE) programme for post-primary schools. WorldWise Global Schools (WWGS) aims to support schools to integrate GCE into all aspects of teaching and learning.

We do this by providing a comprehensive range of supports and interventions for schools — including grant funding, training, events, resources and personalised support from our team.

WWGS is an initiative of Irish Aid (the Irish Government's programme for overseas development cooperation). The current WWGS programme is implemented through a consortium comprised of Gorta-Self Help Africa, Concern Worldwide and the City of Dublin's Education and Training Board Curriculum Development Unit.



All the staff have been nothing but helpful. As a newly emerging school, we felt supported at every point with warmth, humour and great insight. The hands-on nature of the CPD days and symposium made it some of the best training I've had.

- Simon Glynn, CUS, Dublin

WHAT IS GLOBAL CITIZENSHIP EDUCATION (GCE)?

Global Citizenship Education is...

An education process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live.

By challenging stereotypes and encouraging independent thinking, GCE helps students critically explore the root causes of global justice issues and how these interlink with their everyday lives.

GCE inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens, in order to take meaningful action for a just and sustainable world.



Global Citizenship Education is

- ✓ Listening, learning and reflecting through a global justice view of the world
- ✓ Using participative learning methods to enrich the learning experience and cultivate Global Citizenship skills such as critical thinking, analysing perspectives, distilling information and organising for change
- ✓ Fostering a practice of deep reflection and shared learning in understanding the complexities of injustice and inequality
- ✓ Working with colleagues and students to identify areas for collaboration across subjects, departments, local environments and global networks
- ✓ Investigating the root causes and history of global justice issues, rather than only examining the effects
- ✓ Supporting students in finding and raising their voices to take ownership of their learning and to take action for meaningful change

GUIDING PRINCIPLES OF GCE



A Critical Approach to GCE

Taking a critical and analytical approach to global issues involves a process of examining our role in the problems of the world. We must not treat any one issue as having a simple solution, but instead look at these global issues as complex, multi-faceted, multi-layered and with multiple perspectives. The 'Digging Deeper' model © provides a framework for effectively implementing this critical approach to GCE.



Complexity of Global Justice Issues

Global injustices are highly complex and therefore cannot be resolved using simplistic solutions. It is vital that colonisation, historical systems of oppression and capitalism be examined when looking at the root causes of issues. We must also listen to and seek out the voices of people with lived-experience of these issues.

Following this, key practices such as dialogue, reflection, debates and uncomfortable conversations help in the exploration and understanding of these global justice issues.



The Role of a Global citizen

It is essential that learners develop a sense of solidarity and empathy with people globally. Empower learners to be active in raising awareness and creating meaningful change to address their implicit role in the inequalities and injustices present in our world.



A Solid Human Rights Base

Human rights are fundamental to exploring GCE themes. For example, when exploring issues such as the biodiversity crisis, it is important to look at the impact on humans rather than look at the impact on plant and animal species in isolation. Therefore, it is essential that we always focus on the human rights implications of any issue.



Unlearning and Reconstructing

Taking a critical literacy approach to exploring GCE allows students to unlearn dominant streams of thought learned in their own environment. Well-informed global citizens take the time to explore mainstream media, alternative discourse, potential bias, stereotypes, and voices from their own environment. Allowing learners the space to reflect on their own viewpoints and that of others enables them to seek out the truth at the core of the issue, and reconstruct their own perspectives.



Scaffold with Teaching and Learning

It is essential to build teaching and learning around events and activities to deepen understanding. For example, running a Fairtrade day at school has the potential to deepen learning when the topic is explored prior to the event and followed by a more critical investigation of ethical consumer frameworks and global supply chains. This consistent approach consolidates learning and actively moves students towards an in-depth understanding of global justice issues.



Local to Global Links

Explain to learners that today's world is highly interconnected and interdependent. Learners need to be aware and understand that their decisions and actions have consequences for people all over the world. The exploration of GCE themes should connect local issues with global issues, rather than looking at local issues in isolation.

The role and accountability of systems, structures, corporations and power dynamics should be thoroughly investigated, as well as our own complicit actions and decisions.



Solidarity Approach

Critically exploring GCE calls for a solidarity approach, rather than a charity approach when tackling justice issues. Not all charity approaches are negative. However, some can serve to disempower communities who are capable of resolving their own issues, and some also perpetuate stereotypes and false narratives. While fundraising activities are well-intentioned, they can create an 'us and them' mindset and distance us from the issue and exacerbate the problem further.

Taking a solidarity approach to GCE delves deeper into justice issues by looking at the root causes (both historical and current) to make links between power relations, systems and structures. Solidarity takes a systems change outlook and empowers communities to apply their own solutions with the support of the global community. Informed by these solutions, this critical approach to GCE allows learners to become well-informed citizens keen to take meaningful action alongside their global community.

Meaningful action begins with solidarity!



**CODE OF
CONDUCT ON
IMAGES &
MESSAGES**

The Dóchas Code of Conduct on Images and Messages

Images and messages can tell a story that's not true. They are open to interpretation and can sometimes reinforce stereotypes and perceive people as helpless and powerless.

Images and messages should be carefully selected so as not to reinforce harmful narratives and misinterpretations. The Dóchas Code encourages NGOs and educators to follow their guidelines, so that a simplified understanding of global justice issues does not do more harm than good.

CIVIC SOCIAL AND POLITICAL EDUCATION (CSPE) & GLOBAL CITIZENSHIP EDUCATION (GCE)

CSPE represents a dedicated timetabled space for GCE

CSPE Rationale

The rationale for Junior Cycle CSPE outlines the role of the short course in helping young people ‘to question, critique and evaluate what is happening in the world’, providing them ‘with an understanding of their human rights and social responsibilities’, prompting them ‘to consider how to create a more sustainable future for all’ and fostering ‘an awareness of what it means to live responsibly in a democracy’. Most importantly, the CSPE short course ‘places active reflective citizenship at the centre of the learning process by providing students with the opportunity to take action and influence change around local, national and global issues.’ (DES, 2021: 4). This rationale is clearly aligned with GCE guiding principles.

CSPE and GCE: Shared Aim

Both Global Citizenship Education and Junior Cycle CSPE share the central aim **‘to inform, inspire, empower and enable young people to participate as active citizens in contemporary society at local, national and global levels, based on an understanding of human rights and social responsibilities,’** (DES, 2021: 5).

CSPE STATEMENTS OF LEARNING

GCE contributes to the achievement of all four Statements of Learning mentioned in the Junior Cycle CSPE short course specification:

Statement of Learning 7

The student values what it means to be an active citizen, with rights and responsibilities in local and wider context.

Statement of Learning 9

The student understands the origins and impact of social, economic, and environmental aspects of the world around him/her.

Statement of Learning 10

The student has the awareness, knowledge, skills, values, and motivation to live sustainably.

Statement of Learning 11

The student takes action to safeguard and promote her/his wellbeing and that of others.



CSPE and Wellbeing

Civic, Social and Political Education (CSPE), together with Social, Personal and Health Education (SPHE) and Physical Education (PE), make up the three core curriculum components of the Junior Cycle Wellbeing area of learning. CSPE has a unique contribution to make as it 'enables students to grow in awareness of how their wellbeing is connected to the wellbeing of others, locally and globally. It also develops students' sense of responsibility for the wellbeing of others and provides opportunities for students to gain confidence, resilience and a sense of agency as they participate in actions and connect with a wider community working to help build a more equal, just and sustainable future' (DES, 2021: 4).

Overlaps and integration with GCE guiding principles are evident here, particularly the interconnected and interdependent nature of local and global relationships; the role of the global citizen; as well as adopting a human rights and solidarity approach.

Through engagement with the CSPE and GCE young people can be supported to develop all six indicators of wellbeing.

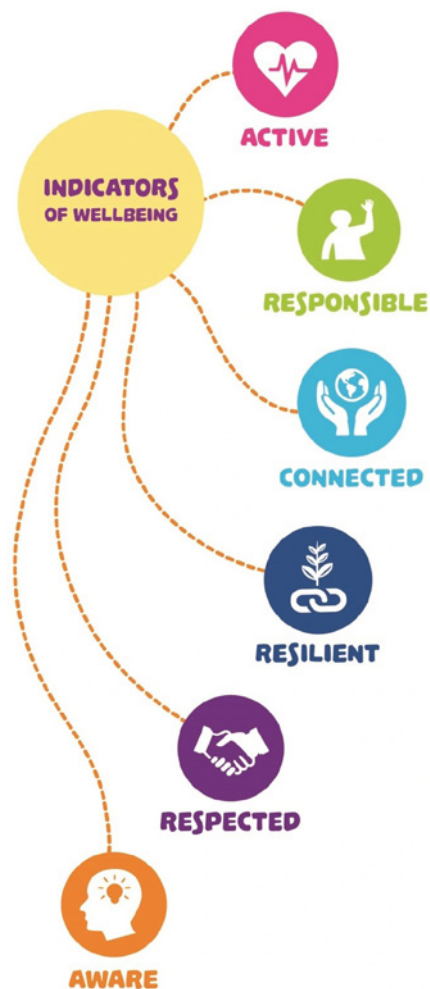
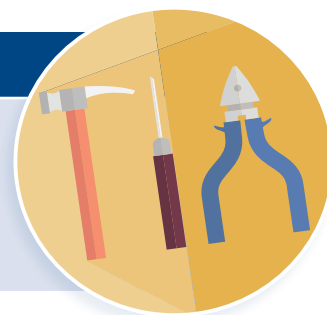


Figure 1: Six Junior Cycle Wellbeing indicators

KEY SKILLS

The 8 Key Skills outlined in the *Framework for Junior Cycle (2015)* have much in common with those engendered when a GCE approach is employed. GCE therefore contributes to the key skill elements articulated in the Junior Cycle CSPE specification.



Key Skills of Junior Cycle



Figure 2: Eight Junior Cycle key skills with associated key skill elements

CSPE LEARNING OUTCOMES

GCE themes are integral to learning outcomes from across the three strands of the Junior Cycle Civic, Social and Political Education (CSPE) short course specification. The ‘Doing GCE in Junior Cycle CSPE’ resource supports teachers to take advantage of the opportunities to create rich and layered learning experiences and outcomes for students, supporting ongoing and summative assessment tasks, with opportunities for self-and peer-assessment, as well as opportunities for teachers to give feedback to individual learners.

Learning outcomes in the CSPE short course specification are organized into three inter-connected strands:

Strand 1: Rights and responsibilities (foundational)

Strand 2: Global citizenship

Strand 3: Exploring democracy

Each strand has its own distinct strand elements, as follows:

Strand 1: Rights and responsibilities	Strand 2: Global citizenship	Strand 3: Exploring democracy
<ul style="list-style-type: none"> Human dignity: The basis for human rights Human Rights instruments 	<ul style="list-style-type: none"> Sustainability Local and global development Effecting global change 	<ul style="list-style-type: none"> The meaning of democracy The law and the citizen The role of media in a democracy

Strand 2: Global Citizenship, with explicit focus on our wider world and references to content knowledge such as ‘poverty’ and ‘inequality’, ‘sustainable development’, ‘causes, consequences’, ‘possible solutions’ and ‘change’, together with a strand element entitled ‘effecting global change’, is obviously aligned with GCE. However, GCE related content, methodologies and actions can and should be embedded across all three strands.

This resource illustrates how this approach can be achieved by exemplifying a cross-section of five learning outcomes from across the three strands in the CSPE short course specification (see learning outcomes in Figure 3). In the resource we refer to these five sample learning outcomes as ‘entry point’ learning outcomes.



Figure 3: Entry-point Learning Outcomes (LOs) supported in this resource

According to the CSPE short course specification “many learning outcomes are interrelated” both within and between strands, thereby facilitating “a non-linear approach” which allows connections “to be made across the learning” (DES, 2021: 10). With this in mind, in each section of CSPE lessons which follow, the entry-point LOs highlighted in figure 3 are stated, however, and significantly, ‘linked’ learning outcomes are also identified in the suggested CSPE activities.

Learner reflection is a significant element in both CSPE and GCE. This importance is evident in the CSPE specification, which encourages students to “maintain a [CSPE] reflection journal”. In addition, learning outcomes 1.11, 2.12 and 3.14 all state that: “students should be able to reflect on their ongoing learning and what it means for them”. For this reason, you will note that these LOs appear as ‘linked’ learning outcomes in all sections of this resource.

Undertaking action is central to the CSPE learning process, with the expectation that young people will engage in ‘**student-led actions**’ connected to each of the three strands. The CSPE specification includes suggested actions after each strand, but states that ‘it is also possible for teachers and students to decide on other relevant action(s)’ (DES, 2021: 5, 6, 10). Activities that could form the basis of citizenship actions are flagged as such throughout this resource.

CSPE AND THE UN SUSTAINABLE DEVELOPMENT GOALS

The United Nations **Sustainable Development Goals** (SDGs), also known as the Global Goals, are a universal set of goals, targets and indicators that UN member states, including Ireland, are expected to use to frame their agendas and policies until 2030.



Each section of the CSPE lessons which follow, includes content directly relevant to the **UN Sustainable Development Goals** (SDGs). The ‘Thinking about Global Goals’ heading in each section, references one or more of the United Nations (UN) Global Goals for Sustainable Development. As CSPE teachers, you will find the Global Goals very useful in terms of ensuring that your students experience teaching and learning which ‘encourages participation, generates engagement and enthusiasm, and connects with life outside the school’ (DES, 2015. Framework for Junior Cycle, page 11).

RESOURCE STRUCTURE

Our CSPE guide covers five topics; these topics are directly linked to the CSPE course specification, strands and strand elements, as well as being grounded in GCE themes. Learning outcomes (LOs) are clearly identified, both entry level LOs and linked LOs.

STRAND	ENTRY LEVEL LO	PAGE
Rights & Responsibilities	1.1	12
Rights & Responsibilities	1.7	22
Global Citizenship	2.2	31
Global Citizenship	2.11	42
Exploring Democracy	3.11	53

Figure 4: Entry point learning outcomes

In the following pages, the CSPE ‘entry point’ learning outcome, identified in Figure 4, are presented with information aimed at teachers which, depending on the class, may also be shared with students. The background information is followed by a list of United Nations Global Goals for Sustainable Development relevant to the specific section.

Arising from the entry point learning outcome and the related information for teachers, are suggestions for activities in the classroom and for Citizenship Actions, with linked learning outcomes from across the CSPE short course identified in each case. All sections conclude with useful links for specific teaching and learning activities.



STRAND ONE: RIGHTS AND RESPONSIBILITIES

ELEMENT: HUMAN DIGNITY



Entry point learning outcome = LO 1.1

Students should be able to **'discuss what it means to be human and to live in a community with rights and responsibilities'**



INFORMATION FOR TEACHERS

- **What makes us human?**
- **What does it mean to be part of a community?**
- **What does the Universal Declaration of Human Rights say about the concept of community?**

We are one species of primate that emerged from the dry savannahs of East Africa just over 100,000 years ago and began a migration that continues today. Homo sapiens are not the strongest animal, but we had an unusually large brain and held ourselves upright, allowing us to scan the horizon for predators and use our hands at the same time. Over time, we began to make primitive tools. These gave us an advantage as we hunted animals and gathered wild fruit and plants.

We might have continued living short lives as hunter gatherers, but for one important development - language. Other animals communicate, but humans evolved astonishing vocal ability, able to create sounds that represented not just objects, but also concepts. We learned how to express ideas. We could speak of danger, hope, and love. We became storytellers, able to weave together common narratives about who we are and how we should live. From this point on the pace of change was electrifying.

Twelve thousand years ago, we learned how to domesticate plants and other animals for food which meant we were able to settle in one place. As social animals, we built complex communities, and traded within and between different groups. By 2,500 years ago, a small group of humans in Southern Europe and the Middle East started to ask big questions. What does it mean to be human? What is the best way to live? What is a good life? Our responses to these questions form the basis for decisions about how we built our civilisations, generated art, and engaged with philosophy.

A scientific revolution began approximately 500 years ago. In general terms, this allowed humans to use our planetary resources to live longer and more economically productive lives. When the digital revolution began 50 years ago, the pace of globalization, in terms of ideas, trade, movement of people etc., further increased. We are currently living in the Anthropocene Epoch, a term used to describe the most recent period in our planet's history when human activity began to have a significant impact on our planet's climate and ecosystems. We are literally changing the face of our Earth.

In 2020, the United Nations statistical division estimated a total global population of just under 7.8 billion (UN Department of Economic and Social Affairs, 2020. Demographic Yearbook, 71st issue). It is estimated that the size of the global population will stand between 8.5 and



8.6 billion in 2030, between 9.4 and 10.1 billion in 2050, and by 2100 will reach between 9.4 and 12.7 billion (UN Department of Economic and Social Affairs, Population Facts. December 2019, No. 6). These projections are dependent, amongst other things, on our ability to respond as a global community to urgent challenges like climate and biodiversity breakdown, conflicts and wars, and still meet our basic human needs.

A sense of community is about feeling that you belong and have strong bonds to the other people. Pierre Bourdieu (1932-2002), a famous French thinker, defined social capital as the value that comes from being part of a community or communities. This in turn allows individuals to achieve things they could not achieve on their own. Social capital can benefit individuals in communities because it involves sharing information and resources (for example, young people lending each other books when the libraries and book shops were closed during COVID-19 lockdowns), providing help (such as, a friend's mother giving you a lift when they see you walking in the rain), and establishing trust (for example, when you give your house key to a neighbour while you're away).

People in Ireland are known to take pride in community and have a strong sense of belonging at local and national levels. But, although there is a lot to be proud of, there is always room for improvement. In Ireland, and elsewhere in our world, there are plenty of examples of strong social capital within a group or community leading to ignoring, excluding, and treating people or groups who are perceived as 'other' or 'outsiders' unjustly or even illegally.

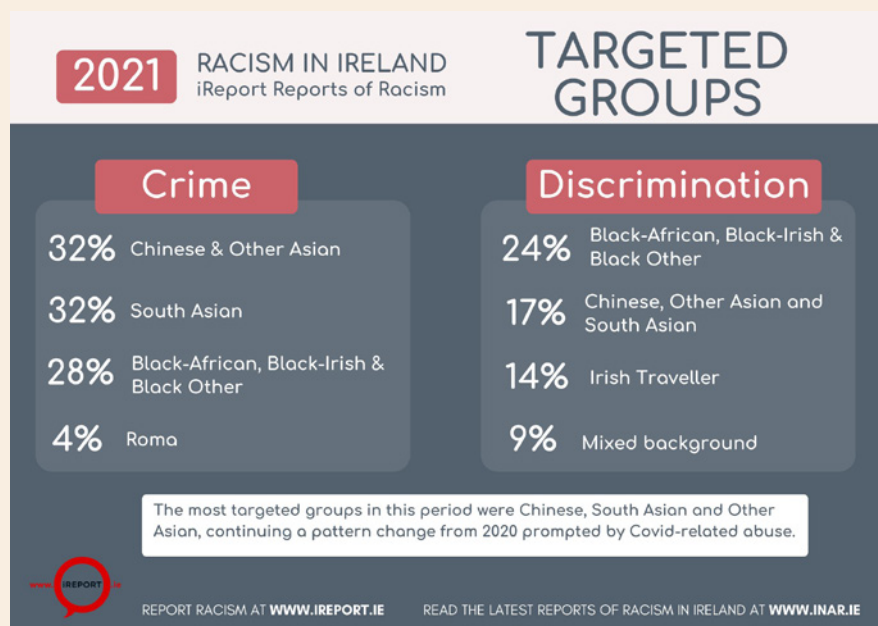


Figure 5: INAR, 2021. Racism in Ireland: iReport Reports of Racism – Targeted Groups

We know from human history that extreme 'othering' of people can lead to terrible atrocities. More than six million people were deliberately killed during World War II (1939-1945) simply because they were Jewish. After this World War II, the international community, working through the United Nations, decided that they needed to make sure that such atrocities could never happen again. In 1948, the United Nations (UN) General Assembly, chaired by Eleanor Roosevelt (widow of American President Franklin D. Roosevelt), adopted the Universal Declaration of Human Rights (UDHR). The purpose of the UDHR was to guarantee the human rights or freedoms of all people everywhere. Since 1948 the UDHR has proved to be one of the most important documents or instruments for the protection of human rights.



UDHR Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

UDHR Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs...

UDHR Article 29: Everyone has duties to the community in which alone the free and full development of his personality is possible.

Taken together, the UDHR articles signal our individual and collective human rights and responsibilities. In the context of our local, national and global communities, we all have the same rights and also a duty or a responsibility to protect the rights of other people.



Thinking about Global Goals

Like the articles in the Universal Declaration of Human Rights (UDHR), the Global Goals are universal, meaning that they apply to everyone everywhere. Global problems need global solutions, and no single country can achieve these 17 Goals independently. The Goals can only be achieved by 2030 if all countries, in all contexts, at all times, play their part.



Teaching and learning activities

Humoji

In pairs, work together to download or draw an existing emoji that people all around our world would recognise as representing a human being.

Share your emoji and the reason you picked it with the rest of the class.

Human?

What does it mean to be human? This is a big and complicated question and one which may cause a lot of debate. It could be argued that humans have yet to come up with a satisfactory answer.



Depending on your viewpoint, you might think that to be human means that one or more of the following characteristics apply:

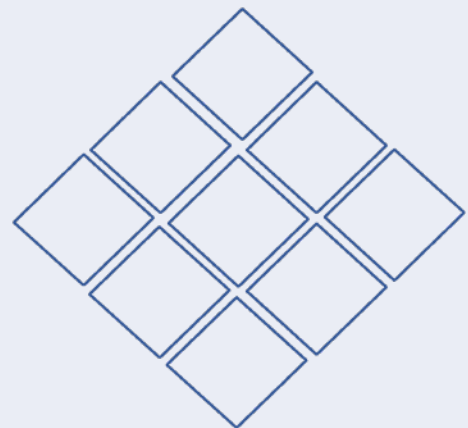
- being alive
- being able to hold ourselves upright
- creating and using tools to get food, water and build shelters
- having shared physical features
- having a complex brain and using it
- using symbols and language to communicate
- mixing with and being connected to other people
- caring for and loving people, animals and places
- moving place in response to push and pull factors
- affecting our surroundings and our environment
- sharing common values or ideals, such as valuing life, happiness, freedom or rights, safety, justice, peace etc.
- searching for meaning in life

Working together in pairs or small groups, discuss these characteristics and add any others you think are missing.

From your list, pick the 9 characteristics that you think are the most relevant to what it means to be human.

Copy the Diamond 9 template (right).

Use the template to rank your nine characteristics in order of importance. The most important goes at the top, followed in the second line by the two characteristics you rank as slightly less important and so on, until the last line where your least important characteristic goes.



Captioning Humanity

Find an image to go with each of the nine characteristics in your Diamond 9 ranking (above). Caption your images and share them with the rest of the class.



We are. #I am

Links to LO 2.5

With the sound off, watch RTE (2017). 'We are. #Iam' (1.02 mins) (see Links section).

Each of the 11 people in the clip are saying something about themselves in one sentence starting with the words 'I am...', as follows:

- in love
- a carer
- five
- a dancer
- a pilot
- gay
- an engineer
- a footballer
- a singer
- a playwright
- fighting

Lights, camera, action

Possible Citizenship Action

In small groups, write the script for a 'We are. #Iam' film. Record your film and present the finished product in class.

Watch the clip again with the sound off and try to decide which sentence applies to each person. Pair up and compare answers.

Join with 2-4 other people and compare answers.

Watch the film one last time, with sound. Make any necessary corrections to your 11 sentences. Discuss the following questions in your group:

1. What, if anything, surprised you?
2. What did you learn from this activity?
3. If you could give students who are about to do this activity a piece of advice, what would it be?

Woven From Many Threads

Links to LO 3.1; possible Citizenship Action

- Rewrite this quote by President Higgins in your own words.
- Check out the latest CSO infographics on the diversity of the population in Ireland (see Links section). Choose an infographic data fact that you find interesting or have questions about. In pairs, discuss your chosen data facts.
- Agree the data that best links to the quote from President Higgins.
- Make a 'Woven from many threads' eBook, with photographs taken by everyone in the class all in the same 24-hour period, telling your unique stories from one day in your life. Include the CSO infographic and the quote from President Higgins in the finished e-book.

*Ireland is not woven
from any one thread
or any one cloth*

**Michael D Higgins,
President of Ireland**



“Our Land”

Links to LOs 2.1 & 2.5

Watch RTE (2022) ‘Our Land’ episode 1 – migration and identity (18 mins) (see Links section). Take notes as you watch.

Pick a quote that you strongly agree or disagree with.

Use your chosen quote in a class debate on the following motion: ‘The diversity of humanity is our greatest strength’.

Community

Links to LOs 2.1 & 3.1

From the list below, circle three words that you think are related to the idea of a community.

<i>Belong</i>	<i>Help</i>	<i>National</i>	<i>Resilient</i>
<i>Connected</i>	<i>Lonely</i>	<i>Participate</i>	<i>Local</i>
<i>Family</i>	<i>Nature</i>	<i>Welcome</i>	<i>Sport</i>
<i>Friendship</i>	<i>Responsible</i>	<i>Work</i>	<i>Happy</i>
<i>Fun</i>	<i>Right</i>	<i>Aware</i>	<i>Active</i>
<i>Environment</i>	<i>Sad</i>	<i>Wellbeing</i>	<i>Belonging</i>
<i>Global</i>	<i>School</i>	<i>Respected</i>	

Working in pairs or small groups, use your three words in a short paragraph or speech on the topic of ‘community’.

Write an acrostic poem, about the importance of community for you, use the letters in ‘community’ as the first letter of the first word in each line of your poem.

Use ICT to make a poster of your finished poem. Upload and share your poster on the school’s website or via an appropriate social media site.

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Social Capital

Links to LOs 2.1 & 3.1

Take some time to think about the different communities to which you belong, for example, your group of friends, your class, the communities you belong to because of the sports, music or other hobbies you’re involved with, your national or global community groupings.

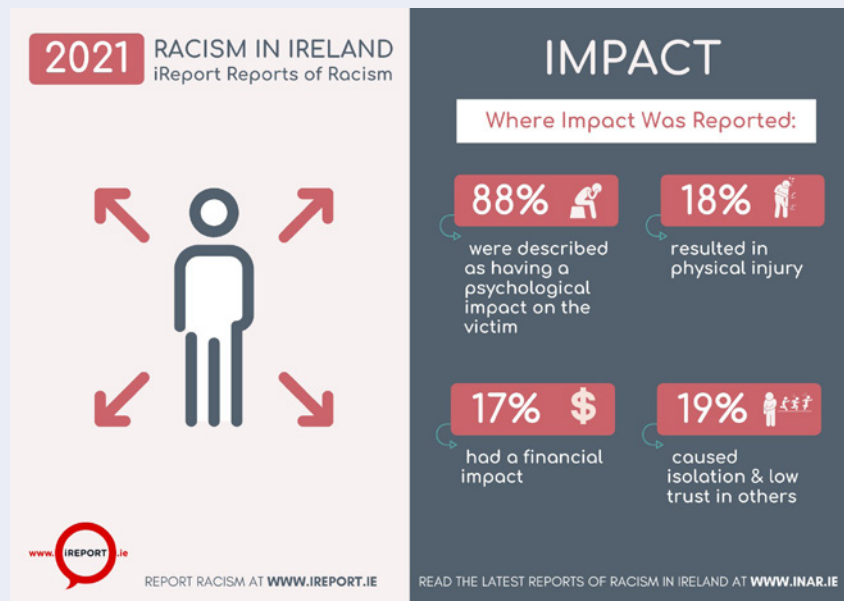
Choose one of these communities and write down 3 or more ways that you benefit from belonging to this community.

Use these examples to contribute to a whole class discussion about the value of social capital.



Human Cost

Links to LOs 1.2, 1.9 & 3.10



This infographic by the Irish Network Against Racism (INAR) comes from their 2021 Racism in Ireland report. It gives an idea of the human cost for people in Ireland who were subjected to and reported racist incidents and attacks.

Create a collage to show what it might feel like if you are not welcomed, are treated unfairly or with prejudice, or are discriminated against or attacked for any reason. You can find images online or in magazines and newspapers and can use an online collage maker or a scissors and glue stick.

Universal Declaration of Human Rights

Links to LO 1.7

Ask your teacher to display Articles 1, 2 & 29 from the Universal Declaration of Human Rights (UDHR) on the board.

- Write these three articles into your copy or on a page.
- Ask your classmates to explain any words that you don't understand, and if you are still unsure, look them up in a dictionary.
- Underline what in your opinion are the three most important words in Article 1, the five most important words in Article 2, and the three most important words in Article 29.
- Pair up, compare and discuss the words you have underlined.
- Work together to summarise the general message(s)/gist of these three articles.
- Using two different colours, highlight the words in these articles that are focused on the idea of 'rights,' and the words that are focused on the idea of 'responsibility'.
- Present your findings in class.



Be a Rainbow

Links to LOs 1.2, 1.9 & 1.10

I've had rainbows in my clouds. And the thing to do, it seems to me, is to prepare yourself so that you can be a rainbow in somebody else's cloud. Somebody who may not look like you, may not call God the same name you call God, if they call God at all, you see. And may not eat the same dishes prepared the way you do. May not dance your dances or speak your language. But be a blessing to somebody. That's what I think.

Maya Angelou, African American author and poet

Maya Angelou is talking about the importance of acting or standing in solidarity with someone else. Solidarity is not about feeling sorry for someone. Instead, it is a way of showing empathy and showing that you recognise that you share a common humanity, that you are all members of the human community, and then acting accordingly.

- Think about a time when someone was 'a rainbow in your cloud'. Reflect on how this made you feel and what you learned from the actions of this person.
- Imagine you work for a newspaper. Write a brief article about an act of solidarity (real or imagined) with an individual or group who are excluded, stereotyped or discriminated against in Ireland today.

Past and Present

Links to LOs 1.5, 1.9, 1.10 & 2.1; possible Citizenship Action

Ask an adult (parent, uncle/aunt, grandparent, family friend, teacher) to describe how people looked out for other people, near and far, when they were growing up. Ask them to explain whether they think things are different or the same nowadays.

Take notes or record the conversation (with their permission).

Reflect on what you heard. Do you agree/disagree with anything that was said? How does what you heard relate to what you know about human rights and responsibilities?

Anthropocene Review

Links to LOs 2.9 & 3.13; possible Citizenship Action

Watch the 'Anthropocene: The Human Epoch – trailer' (2.17mins) (see Links section).

- Discuss the pros and cons of using drone footage to show the destructive impact of human activity on our planet.
- Produce a review (written, video/audio recording or multimodal) of the Anthropocene Epoch (1950-present).
- Present your Anthropocene review to a Junior Cycle Science class.

Tip: if you really want to impress the Science teacher, say that your review links to Junior Cycle Science Strand 2, learning outcome 7.



Humankind

Links to LOs 1.5, 1.10 & 2.8

- Think about the biggest problems currently facing people and planet. Ask your teacher to record what you come up with on the board.
- In pairs or small groups, draw the outline of a human being.
- Discuss the following question in your group: 'What kind of human beings can help to overcome these problems?' It might be useful to reflect upon what these people need to know and be able to do, what they value or believe in etc. Use your human outline to note down the important points arising in your discussion.

Being | Well | Being

Links to LOs 3.1 & 3.2; possible Citizenship Action

What do you need to be well? What makes you feel comfortable and safe? What helps to give you a sense of belonging? What do you need to be able to express yourself? What has to happen so that you can exercise your voice and contribute?

- Discuss these questions in pairs or small groups.
- Ask your teacher to set up a Mentimeter, Padlet or similar with these questions (above) and any others that you think are useful to get the class thinking about what it means to be well. Respond to the questions individually.
- Use all the responses to generate a living wellbeing charter for your class community. NB: living charters or contracts are regularly referred to in class and updated.

Reflection on Learning

Links to LOs 1.11, 2.12 & 3.14

Look over all of your completed work (written pieces, recordings, and images etc.) from this section.

Pick one piece of work that shows where your learning was deepest. This could be where you gained or grasped new knowledge or where you got to practice or strengthen a key skill, like communicating or working with others.

Jot down your reflections on the link between your chosen work and your learning.



Useful Links

We are. #Iam

- RTE (2017). 'We are. #Iam' (1.02 mins):
https://www.youtube.com/watch?v=JeQpJ_D48lc

Our Land

- RTE (2022) 'Our Land' episode 1 – migration and identity (18 mins):
<https://www.rte.ie/player/series/our-land/SI0000012696?epguid=PL000007685>

Anthropocene review

- Jennifer Baichwal & Edward Burtynsk (2019) 'Anthropocene: The Human Epoch – trailer' (2.17 mins): https://www.youtube.com/watch?v=wLKzjZ89_Yg&t=18s

The Garden of Eden is no more. We have changed the world so much that scientists say we are in a new geological age: the Anthropocene, the age of humans.

**David Attenborough (1926-),
English biologist, broadcaster and author**

It's really a wonder that I haven't dropped all my ideals, because they seem so absurd and impossible to carry out. Yet I keep them, because in spite of everything, I still believe that people are really good at heart.

Anne Frank (1929-1945), German-Dutch diarist

STRAND ONE: RIGHTS AND RESPONSIBILITIES

ELEMENT: HUMAN RIGHTS INSTRUMENTS



Entry point learning outcome = LO 1.7

Students should be able to: ‘communicate an understanding of the importance of the UDHR, UNCRC and the ECHR in promoting human rights’



INFORMATION FOR TEACHERS

- How did the United Nations Convention on the Rights of the Child (UNCRC) come into being?
- According to the UNCRC, who has rights and who has responsibilities?
- What types of rights are covered by the UNCRC?
- How do we make sure that children’s rights are recognised?
- What’s the relevance of the UNCRC for schools?

Everyone has human rights. Under international human rights treaties, children enjoy many of the same rights as adults, yet there also exists a treaty dedicated specifically to children – the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC dates from 1989 but the idea that children should have rights dates much farther back. There’s been a long-standing focus on protecting disadvantaged children as a charitable response to suffering but at the start of the twentieth century, the idea that children should have specific rights began to be promoted. In the aftermath of the First World War, the unconventional British social reformer, Eglantine Jeb (1876-1928) and others campaigned for the first international declaration on the rights of the child, known as the Geneva Declaration of the Rights of the Child.

Geneva Declaration of the Rights of the Child

Adopted 26 September, 1924, League of Nations

By the present Declaration of the Rights of the Child, commonly known as “Declaration of Geneva,” men and women of all nations, recognizing that mankind owes to the Child the best that it has to give, declare and accept it as their duty that, beyond and above all considerations of race, nationality or creed:

- The child must be given the means requisite for its normal development, both materially and spiritually;
- The child that is hungry must be fed; the child that is sick must be nursed; the child that is backward must be helped; the delinquent child must be reclaimed; and the orphan and the waif must be sheltered and succoured;
- The child must be the first to receive relief in times of distress;
- The child must be put in a position to earn a livelihood, and must be protected against every form of exploitation;
- The child must be brought up in the consciousness that its talents must be devoted to the service of fellow men



An expanded version of this Declaration was adopted by the United Nations in 1959. During the international year of the child in 1979, it was proposed that there should be a convention for children. Over the next decade, countries around our world debated and negotiated the text of what would become the most widely supported human rights treaty the United Nations ever produced – the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC is based on three core principles of human rights, dignity, equality and respect. It sets a global human rights agenda for every person under the age of 18. The UNCRC is now the most ratified international human rights treaty. Ireland adopted the UNCRC in 1990 and ratified it in 1992.

Countries that ratify treaties are called ‘states parties.’ In agreeing to be bound by these treaties, they become known as ‘duty bearers,’ meaning they have a duty to uphold the articles of the Convention. In practice, this includes everyone who works for the government, such as members of An Garda Síochána, lawyers, teachers and social workers. Those who benefit from human rights treaties are known as ‘rights holders.’ In the case of the UNCRC, anyone under the age of 18 is a rights holder. This applies irrespective of their sex, religion, race, (dis)ability or citizenship. Parents are also considered rights holders under the Convention. They are entitled to assistance from the state in raising their children and are entitled to provide their child with advice and guidance.

As the Convention is an agreement between ‘state parties’, individual adult citizens do not have any responsibility to uphold it. However, if they work for or act on behalf of the country’s government, then they do. For example, if there is a culture of bullying in a school, the school staff have a responsibility to take appropriate action so that all children can learn in a safe environment. Children and young people are not under any obligations under the Convention, but should of course be guided not to infringe on the rights of others.

The UNCRC describes the obligations that states parties have to all children living within its’ borders. The Convention is wide reaching and covers many aspects of the lives of children. Rights are described in 42 ‘Articles.’ These rights are not ranked in order of importance; instead, they interact with one another to form one integrated set of rights.

There are four general principles that underpin all children’s rights:

- **Non-discrimination** means that all children have the same right to develop their potential in all situations and at all times. For example, every child should have equal access to education regardless of the child’s gender, race, ethnicity, nationality, religion, disability, parentage, sexual orientation, or other status.
- The **best interests of the child** must be “a primary consideration” in all actions and decisions concerning a child and must be used to resolve conflicts between different rights. For example, when making national budget decisions, governments must consider how cuts will impact on the best interests of the child.
- The **right to survival and development** underscores the vital importance of ensuring access to basic services and to equality of opportunity for children to achieve their full development. For example, a child with a disability should have effective access to education and health care to achieve their full potential.
- The **views of the child** mean that the voice of the child must be heard and respected in all matters concerning his or her rights. For example, those in power should consult with children before making decisions that will affect them.



The 42 articles are often grouped under four headings or themes, as follows:

1. **Survival rights:** include the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.
2. **Development rights:** include the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience, and religion.
3. **Protection rights:** ensure children are safeguarded against all forms of abuse, neglect, and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.
4. **Participation rights:** encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their capacities develop, children should have increased opportunities to participate in the activities of society, in preparation for adulthood.

The 42 UNCRC rights are indivisible and interdependent. That means that the failure to provide for one can affect the right to enjoy the others. For example, if the state fails to ensure that children have an adequate standard of living, children might not be healthy, or able to develop or learn to reach their full potential. An additional three optional protocols have also been included in the Convention over the years, related to military conflict, the sale of children and individual complaints by children to the UN Committee on the Rights of the Child.

The main way the Convention is enforced is by ongoing monitoring by a team of independent experts called the UN Committee on the Rights of the Child. State parties must submit a progress report to the Committee every five years, and their assessment is supplemented with information from other organisations, such as non-governmental organisations (NGOs) and children's commissioners. Children can also submit evidence to the Committee, sometimes in person by attending the Committee meeting. The output from the whole process is a report called the 'Concluding Observations'. It summarises the Committee's views on the state of children's rights in each country. The report also provides implementation and improvement recommendations to each individual state, which are reviewed the next time the country is examined.

- Ireland submitted reports to the UN Committee on the Rights of the Child in 1996, 2006, 2013 and 2022.
- The 2022 report was prepared by the Department of Children, Equality, Disability, Integration and Youth in consultation with other government departments and agencies.
- Alongside the submissions by the Government of Ireland to the Committee, the Children's Rights Alliance, an Irish network of non-governmental organisations (NGOs) established in 1995, submits an independent report known as the 'Parallel Report'.

The Convention requires state parties to put their obligations into local laws, such as national constitutions and legislation. If this is done, the principles can be enforced in local courts. In 2012, a referendum in Ireland led to the inclusion of Article 42A on children and children's rights in the Irish Constitution (Bunreacht na hÉireann).



The Committee also suggests that to ensure meaningful rights protection is afforded to every child, states should have a national plan for children, monitor how much of the national budget is spent on children, conduct regular impact assessments throughout every government department using reliable data about children's lives, and have an independent children's Ombudsman.

- In 2000, the Irish Government published Ireland's National Children's Strategy, the first national strategy dedicated to children and young people.
- In 2004, the Ombudsman for Children's Office (OCO) was set up to promote children's rights and welfare and to deal with complaints made by or for children about public organisations (e.g., hospitals, social work services and schools). In April 2017, the remit of the OCO was extended to children living in direct provision centres.
- In 2014, a revised and updated version of the National Children's Strategy was published: National Policy Framework for Children and Youth, 'Better Outcomes, Brighter Futures' (DCYA, 2014).
- The National Strategy on Children and Young People's Participation in Decision-making (DCYA, 2015) is also a significant development in Irish social policy.



Thinking about Global Goals

Like the articles in the UNCRC, the 17 Global Goals are indivisible and interdependent.

Indivisible means that they cannot be divided up, no one Goal is more important than another. They are a complete package.

Interdependent (or interconnected) means that the Goals overlap and progress in relation to one often helps to progress one or more other Goals.

For example, making sure that everyone has access to clean water and energy (Goals 6 and 7) will help to achieve health and wellbeing for all (Goal 3), because water-borne diseases (like cholera, typhoid, and dysentery) and respiratory illnesses (like asthma, bronchitis, and emphysema) caused by air pollution will happen less frequently. At the same time, more access and affordable clean energy (Goal 7) will help mitigate against the worse effects of climate change (Goal 13) which in turn will help protect and conserve marine and land biodiversity and habitats (Goals 14 & 15)





Teaching and learning activities

Eglantine Jeb

Links to LOs 1.5 & 1.6

Research the life and work of Eglantine Jeb, founder of the non-governmental organisation (NGO) or charity, 'Save the Children' and author of the 1924 Geneva Declaration on the Rights of the Child.

Produce a profile of Eglantine Jeb with information and images under the following headings: early life and family, education, political views, famous for, quotes. Create a folder of completed profiles and present this to your school or local library.

Geneva Declaration

Links to LO 1.6

Ask your teacher to display the 1924 Geneva Declaration on the Rights of the Child on the board.

In small groups, decide whether the wording of this declaration is appropriate for and relevant to children in our world today. Explain your decision to the rest of the class.

UNCRC Timeline

Links to LO 1.6; possible Citizenship Action

Choose one of the following options to create a timeline showing the origin and evolution of the UNCRC to present day:

- Human timeline (lined up in chronological order each person presents a specific year/event)
- Prezzi, PowerPoint or similar

Present your UNCRC timeline to a Junior Cycle History class.

Tip: if you really want to impress the History teacher say that your timeline links to Junior Cycle History learning outcomes 1.10 and 3.12.

5Ws and a H

Links to LO 1.6; possible Citizenship Action

Research a local, national, or international non-governmental organisation (NGO) that works specifically for the wellbeing of children and young people. For example: Barnardos, BelongTo, Children in Crossfire, Jack and Jill Foundation, ISPCC, UNICEF.

Prepare a brief written or verbal report on your chosen NGO based on the following questions:

- **Who** are they?
- **What** do they do?
- **When** do they do this?
- **Where** do they do this?
- **Why** do they do this?
- **How** does this happen?



Endorsement

Links to LOs 2.8 & 3.13

Eglantine Jeb's 'Save the Children' was the first non-governmental organisation (NGO) to hire a full-time publicist and to take out a full-page charity advertisement in a national newspaper. Jeb managed to get endorsements from 'celebrities' like George Bernard Shaw and Thomas Hardy.

- As a class, research UNICEF Goodwill Ambassadors (see Links section).
- Discuss the ethics and effectiveness of celebrity endorsement by NGOs and UN agencies such as UNICEF.

Images and Messages

Links to LOs 1.2, 2.8 & 3.13

'Save the Children' was one of the first non-governmental organisations (NGOs) to use images of children in their campaigns. Eglantine Jeb believed that this and other 'marketing' strategies would help to overcome the problem of a world that was 'unimaginative and very busy' but not 'ungenerous.'

These days, many NGOs in Ireland who do public fundraising have signed up to a Code of Conduct on Images and Messages (see Links section), which means that they commit to showing the realities for people living in poverty, while at the same time respecting their human dignity.

Watch 'Dochas Code of Conduct on Images and Messages' (2.26mins) (see Links section).

Discuss the impact, on people living in Ireland and elsewhere, of images and messages that do not adhere to the principles laid out in the Code.

Survival, Development, Protection, Participation

Watch one or both of the following videos (see Links section):

- UNICEF 'The UNCRC' (3.00 mins)
- OCO 'The UNCRC' (2.21 mins)

In pairs, access the simplified version of the UNCRC by UNICEF (see Links section).

Identify one article that can be grouped under each of the following themes: survival, development, protection, and participation.

Join with another pair and create a table with the four themes as column headings and your combined UNCRC articles under the correct heading.

Present your table to the class.

As other groups present their tables, add any relevant articles you haven't included under the correct column headings in your own group's table.



Rights Jigsaw

Links to LOs 1.2, 2.8 & 3.13

Divide into 10 groups. Each group accesses Children's Rights Alliance (2019) Know your Rights (see Links section), and becomes an expert on one of the following:

1. My right to be treated equally, be included, and make my own decisions
2. My right to education
3. My right to health
4. My right to protection from harm
5. My rights in the family
6. My rights as a migrant or refugee
7. My rights in dealing with criminal law and the Gardai
8. My rights online
9. My right to shelter
10. Where can I go for help?

Mix your groups so that at least one expert from each group in each new group.

Take turns to share what you have learned.

Duty Bearer

Links to LOs 1.1 & 3.7

In small groups, pick one of following government departments/agencies and identify the UNCRC article(s) where they could have a duty bearer role:

- Department of Children, Equality, Disability, Integration and Youth
- Department of Education
- Department of Housing, Local Government and Heritage
- Department of Health
- Department of Justice
- Department of Social Protection
- Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media
- Health Service Executive

Targeting Rights

Links to LO 1.1

UNCRC articles 14, 29, 30 & 42 include content about the importance of citizenship education which covers content such as human rights, identity including beliefs, culture and language, equality, environmental care.

Log onto **www.globalgoals.org** and identify the Global Goal that aims to ensure that all learners get a chance to learn knowledge and skills relating to sustainable development and global citizenship.

Pick any other Global Goal target and identify related UNCRC articles.



Picture your Rights

Links to LO 1.1; possible Citizenship Action

- Take a photograph that shows the link between your life and one or more UNCRC articles.
- Caption your photograph with a quote explaining this link.
- Organize a photograph exhibition for students and staff in your school, as part of an evening for parents/guardians.

Tip: for inspiration check out Children's Rights Alliance (2015). Picture your rights: A report to the UN Committee on the Rights of the Child by children living in Ireland (see Links section).

Wellbeing

Links to LO 1.1

There are six Junior Cycle wellbeing indicators with associated questions which describe what is important for your wellbeing (see page 7 of this resource).

Reflect on the link between the UNCRC articles and the six wellbeing indicators. Turn to a classmate and share your reflections starting with 'I think...'

Reflection Rucksack

Links to LOs 1.11, 2.12 & 3.14

Imagine yourself going home today with a rucksack on your back. This rucksack contains all the things you learned and the experiences you have had while doing the activities in this section.

Pack your rucksack with words or images representing the knowledge, skills, values and experiences you want to keep.

On the ground beside the rucksack use words or images to represent the things that you want to leave behind, these might be old ideas, misconceptions, attitudes, beliefs or difficult moments.

*I don't know about
you, but I have no
enemies under the
age of 7.*

**George Bernard Shaw
(1856-1950), Irish author**



Useful Links

Endorsement

- UNICEF Goodwill Ambassadors:
<https://www.unicef.org/goodwill-ambassadors>

Images and messages

- Watch 'Dochas Code of Conduct on Images and Messages' (2.26mins):
<https://www.dochas.ie/resources/communications-pe/code-of-conduct-on-images-and-messages/>

Survival, Development, Protection, Participation

- UNICEF 'The UNCRC' (3.00 mins):
<https://www.unicef.ie/child-rights-education/child-rights/>
- OCO 'The UNCRC' (2.21 mins):
<https://www.oco.ie/childrens-rights/un-convention/>
- Simplified version of the UNCRC by UNICEF:
<https://assets-us-01.kc-usercontent.com/99f113b4-e5f7-00d2-23c0-c83ca2e4cfa2/fc21b0e1-2a6c-43e7-84f9-7c6d88dcc18b/unicef-simplified-convention-child-rights.pdf>

Know your Rights jigsaw

- Children's Rights Alliance (2019).
Know your rights: Your rights as a child or young person:
<https://www.childrensrights.ie/sites/default/files/Know-Your-Rights-2019.pdf>

Targeting rights

- UNICEF Mapping the Global Goals for Sustainable Development onto the Convention on the Rights of the Child:
<https://www.unicef.org/media/60231/file>
- Danish Institute for Human Rights. The Human Rights Guide to the Sustainable Development Goals: <https://sdg.humanrights.dk/>

Picture your Rights Picture your Rights

- Children's Rights Alliance (2015). Picture your rights: A report to the UN Committee on the Rights of the Child by children living in Ireland:
https://www.childrensrights.ie/sites/default/files/submissions_reports/files/PictureYourRights0515.pdf

Grown-ups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them.

**Antoine de Saint-Exupéry (1900-1944),
French aviator and author**

STRAND TWO: GLOBAL CITIZENSHIP

ELEMENT: SUSTAINABILITY



Entry point learning outcome = LO 2.2

Students should be able to: ‘consider a variety of definitions of development and devise their own definition of sustainable development’



INFORMATION FOR TEACHERS

- What is sustainable development?
- What are the different ways of measuring development?
- What are the pros/cons of different measurement tools?

Development is about trying to bring about change so that the people’s lives are better or are improved. However, it can be hard to get agreement about what change is the best change or about how change should be implemented. For this reason, development often generates a lot of debate.

In 1987 the World Commission on Environment and Development (also called the Brundtland Commission) came up with the following definition for sustainable development:

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

This definition is useful because it covers some key ideas about sustainable development, such as the interdependent relationship between people and our planet. Another way of looking at this is to say that sustainable economic and social development and progress is only possible if we also consider our environment. The ‘environment’ is where we live, our planet, our home; and ‘development’ is what we all do in attempting to improve our lives and the lives of others in our home. This balancing act is often represented by the Venn diagram below.



Figure 6: Sustainable Development. Sustainable development is about balancing economic growth, the health of our planet’s environment, and social improvements in the lives all people.



The Brundtland definition of sustainable development includes the idea of intergenerational equity, which argues that we have a responsibility to make sure that future generations inherit a healthy planet where their basic needs are met. All people, now and in the future, have a universal right to development that meets their needs. However, this can only be achieved if everyone takes responsibility. Sustainable development therefore demands universal participation and action by individuals, communities, organisations, and governments in rich and poor countries alike, so that everyone, everywhere benefits in the long term.

Different people, communities, organisations, and governments take different approaches to development depending on their perspective. When someone thinks that development is about getting better pay or income for work, they tend to focus on actions or approaches that are about the economy. This can sometimes mean that there isn't enough focus on society or the environment. For example, a government might encourage a business to build factories in a community with high unemployment levels, but this could have unintended negative impacts such as:

- more money in the community may push up the cost of rent and house prices in the area, putting further financial pressure on people who will still be out of work and making it even harder for them to participate in society.
- there may be harmful impacts on the environment caused by building the factory; getting services like roads or water to the factory; factory operations, for example increased carbon emissions; or, throughout the lifecycle of the goods produced in the factory.

A sustainable development approach tries to get the correct balance between the economy, society, and the environment. This is a very delicate balancing act and needs to be carefully monitored or measured. Gathering and analysing data or information can help to improve or plan sustainable development actions at local community, national and global levels. There are many ways to measure development, but it is very challenging to create a perfect measurement tool to measure the economic, social and environmental aspects of sustainable development.

Here we present a number of measurement tools, each with a different perspective or dimension(s).

1. Economic Dimension: Measuring wealth/prosperity- Gross National Income

Gross National Income (GNI) measures the total amount of goods and services produced by businesses in a country. It includes earnings by Irish residents / businesses located elsewhere where the earnings are sent home. It excludes earnings by foreign people/ businesses in the country who send their income elsewhere.

As a measurement of sustainable development, GNI has been criticised because it:

- does not deal with the social or environmental spheres of sustainable development
- does not account for differences in the costs of housing, material comforts and wealth (living standards) between countries
- shows average data for a whole country, and does not say anything about inequalities within a country
- does not account for unpaid work, for example, the work done by homemakers or caregivers, or 'informal' work, for example, street hawkers or when someone agrees to mind a friend's children for a week



2. Social and Economic Dimension: Measuring Human Development

Human Development Index (HDI) measures human progress and quality of life by looking at:

- Health – how many years you can be expected to live from birth
- Wealth – how much you earn (taking differences in living costs into account)
- Education – whether you can read and write and how many years you attend school

As a measurement tool, this approach has been criticised because:

- It is strongly linked to the economic sphere, which contributes to ecological breakdown. Typically, the HDI top performers have high levels of ecological impact.
- It helps us to make comparisons between different countries, but it does not give a global picture of human development.

In the past, the HDI was also criticised for not measuring inequalities in general and especially for ignoring gender-based inequalities. In 2010, the United Nations Development Programme (UNDP), the body that has responsibility for the HDI, responded to these criticisms by introducing the following additional measurement tools:

- Inequality adjusted human development index measures inequality in health, wealth and education
- Gender inequality index measures gender inequality in health, wealth and education
- Multi-dimensional poverty index measures health (nutrition, child mortality), education (years of schools, school attendance) and living standards (cooking fuel, improved sanitation, safe drinking water, electricity, flooring, assets).

In 2020, the UNDP introduced an experimental index called the Planetary pressures-adjusted Human Development Index (PHDI), in an attempt to adjust the HDI to cater for the current and future pressure on our planet.

3. Environmental Dimension: Measuring Biodiversity

The Living Planet Index (LPI) measures the level of biodiversity on our planet. The LPI measures the population size of over 4,300 fish, amphibians, reptiles, birds, and mammals (vertebrates or species with backbones) that live on land, in freshwater and in the seas.

The LPI has been criticised because:

- Scientists have so far identified approx. 8.7 million different species, but these are only an estimated 15% of species on our planet, and the LPI measures only 4,300 species
- It does not measure insect or plants population sizes
- It does not focus on the social or economic aspects of sustainable development

4. The Happiness Index

The Happiness Index uses data gathered from approx. 1,000 people in each participating country. These people self-assess their lives based on criteria such as gross domestic product (GDP) per capita, social support, healthy life expectancy, freedom to make life choices, generosity, and perception of corruption and they also provide information about their experience of positive and negative emotions the previous day. The data from each country is then benchmarked against an imaginary country called Dystopia, where, if it really existed, the least-happy people in our world would live.



The happiness index has been criticised for being:

- too subjective (individuals self-assess)
- based on a limited set of criteria
- using criteria that are more suitable for national than individual level happiness

5. Ecological Footprint Calculators

Ecological footprint calculators measure the pressure that our lifestyles put our planet under. These calculations look at how much space or how many planet earths would be needed if everyone lived as you do. Ecological footprint calculators can measure the impact of the lifestyle of one individual, a whole country and everyone in our world combined, by examining consumption levels under three categories:

- Resources (food, water, clothing, timber etc.) that people use
- Energy that we consume by heating or cooling and lighting our homes, driving and flying
- Physical space we use (how big our homes are)

Ecological footprint calculators allocate and total the marks in each of the three categories and work out how many global hectares or planet earths would be needed to support this lifestyle.

Ecological footprint calculators have been criticised for:

- Not measuring economic, political, or cultural factors
- Measuring only the immediate impact of current human activities with no thought for the long-term impact
- Relying on UN datasets which do not include all aspects of consumption, meaning that Footprint results are most likely underestimates.

6. Social, Economic and Environmental Dimensions: Measuring Human Development & Environmental Sustainability

The Happy Planet Index (HPI) tries to measure human wellbeing and development together with environmental sustainability. A country's score on the Happy Planet Index is calculated by multiplying happiness (wellbeing) by life expectancy by equality levels and dividing this by its Ecological Footprint.

$$\text{HPI} = \frac{\text{Happiness} \times \text{Life Expectancy} \times \text{Equality}}{\text{Ecological Footprint}}$$

The Happy Planet Index has been criticised because:

- The title can be a bit misleading. People think it is about individual or happiness levels in a country, when in fact it measures the happiness of humans and the 'happiness' or health of our planet.
- It is difficult to measure human happiness. Different things make different people happy.
- It does not measure the negative impact of human rights abuses or denial of human rights.



Thinking about Global Goals

With the introduction of the Global Goals for Sustainable Development in 2015, in addition to the three existing pillars of sustainable development; economy, environment and society, two additional dimensions or pillars were added; 'partnership' and 'peace'. Partnership is important because people, organisations, businesses, and governments all need to work together to achieve the Global Goals, and this can only happen when there is peace.



Taken together these 5 dimensions of the Global Goals are known as the 5Ps.

- Prosperity (economy) – ensure prosperous and fulfilling lives in harmony with nature
- People (society) – end poverty and hunger in all forms and ensure dignity and equality
- Planet (environment) – protect our planet’s natural resources and climate for future generations
- Partnership – implement the agenda through a solid global partnership
- Peace – foster peaceful, just, and inclusive society



Teaching and learning activities

QWERTY



The keyboards on computers, tablets and laptops are called the QWERTY keyboard after the six letters on the top left row. This keyboard layout was designed in 1873. It uses a whole series of tricks to force typists to type as slowly as possible, like scattering the most common letters over all the keyboard rows and concentrating them on the left side, where the majority of (right-handed) people must use their weakest hand. The reason for this is that when typewriters were first designed, they jammed if neighbouring keys were pressed quickly one after the other.

In 1932, trials with a better and more efficient keyboard layout found that typists could double their typing speed and reduce their typing effort by 95%. However, by then QWERTY keyboards were widely accepted and it proved nearly impossible to get QWERTY



typists, typing teachers, salespeople, and manufacturers to make the change to the more efficient keyboard layout.

- Find the QWERTY letters on the image of the keyboard (above).
- In your opinion, are the development of keyboards an example of a change which makes peoples' lives better?
- What does the QWERTY example tell you about development?

Good Timer

Links to LOs 1.1 & 2.1

Set a timer for three minutes.

Start the clock and write down as many good things about our world as possible. These can be good things about living in your local community, like clubs or facilities for young people; things that are good about Ireland, Europe or at a global level.

Root causes

Links to LOs 2.6 & 2.9

Take a minute to think about the biggest and most important challenges or problems in our world today that need to be overcome or fixed. These problems can be local, national, or global in scale.

- Write down the problem that you think is the biggest and most important to fix on a mini-white board or sheet of paper.
- Share what you have written with the rest of the class.
- Participate in a whole class discussion about the root causes of the problem that are most frequently mentioned.
- Record the key words, phrases and ideas that come up.

Development Perspectives

Links to LO 2.9

Read through the perspectives on 'development' below and then rank them from most to least important. There are no right or wrong perspectives as they represent opinion rather than fact.

Development is about...

- being able to rely on the police, courts and government for protection and fair treatment
- having enough to survive (food, water and shelter)
- being able to get a good education
- having online access 24/7
- having extremely well-paid jobs
- having the best roads, hospitals and school buildings
- living in communities that are safe, clean, healthy and well looked-after
- having enough money to buy the latest smart homes, phones, cars etc.
- having a say in our communities, for example, joining community groups or clubs and having the right to vote



- being able to go to the doctor if we are not well
- conserving and protecting our environment and all biodiversity
- being able to fight against and adapt to climate breakdown
- everyone being treated fairly
- countries cooperating and working together to make sure our world is fair
- making sure there is no war or conflict
- having electricity
- businesses and the economy doing well
- other (add another statement yourself)

In small groups, discuss whether the statement that you ranked as most important can help to solve what was identified as the biggest challenge or problem facing our world in the 'Root Causes' activity (above). If you cannot find any relationship between the biggest problem facing our world and your top-ranking most important development perspective, then work together to pick 1-2 development perspectives that are related and could help fix or overcome this problem.

The Five Ps for Sustainable Development

Create a Word or Excel table categorising the development perspective perspectives from the previous activity under the 5 dimensions of the Global Goals for Sustainable Development: prosperity, people, planet, partnership and peace (see pg 35 above for description of 5 Ps)

No Planet B v. Earth Independent

Links to LO 2.9

In 2014, the former UN Secretary-General Ban Ki Moon famously said:

*'There can be no Plan B, because there is no **Planet B**'.*

Three years later, in 2017, former American President Donald Trump authorized \$19.5 billion in funding for the National Aeronautics and Space Administration (NASA) with the aim of sending humans to Mars by the year 2030. This project is called **Earth Independent**.

Using the structure below, write 4 paragraphs, indicating whether you agree with Ban Ki Moon's 'no planet B' or the idea that humans should become 'earth independent'.

Try to include some personal reflection which could support your argument.

Carry out research using reputable websites - see links in this resource.

- Paragraph 1 = Introduce your point of view
- Paragraph 2 = Give one reason why (explain it and give an example)
- Paragraph 3 = Give another reason why (explain it and give an example)
- Paragraph 4 = Sum up your argument. Include one sentence which will convince readers that you are right.

Swap your completed work with one other person.

Return their work with two-stars (for things they did well) and a wish (for how it could be improved).



Time Capsule

Links to LOs 1.4 & 3.3; possible Citizenship Action

Surely we have a responsibility to leave for future generations a planet that is healthy and habitable by all species?

Sir David Attenborough

For the first time ever, the 2022 census in Ireland included a ‘time capsule’ where people completing the census were able to write or draw a message to people in 2122.

- Participate in a whole class discussion about the purpose of the census and value of the time capsule data for future generations.
- Write or draw one positive thing that you would like to leave or say to future generations. Put all of these ideas into a box labelled ‘time capsule’. Ask your teacher to show your time capsule to CSPE classes in future years.

Sustainable Development Is...

- In pairs, come up with words that you think of when you hear the term ‘Sustainable Development’.
- Join with another pair and share the words that you came up with as a pair. Work together as a group of four to write a short paragraph starting ‘Sustainable development is...’
- Ask your teacher to show you the Brundtland definition of sustainable development. Compare your ‘Sustainable development is...’ paragraph with the 1987 Commission definition. Work out how many years it has been since this definition was agreed. Do you share any words, phrases or ideas in common? Which text do you prefer and why? Could you add anything to it to make it more relevant to young people today?
- Come up with a short slogan, in a language of your own choosing, related to one or more of the key ideas covered in the Brundtland definition, for example: ‘Enough for all, forever’ or ‘What you need, not what you want’.
- Transfer your sustainable development slogan onto an old t-shirt or tote bag using a DIY bleach pen (cornflour, water, bleach – whisk ingredients and heat in an old saucepan until thick, then pour into a squeeze bottle).
- Wear your t-shirt or tote into school on a no-uniform day, or over the weekend, and take every opportunity to explain your slogan.



Human Development Index

Links to LO 1.4

This table outlines Human Development Index data (dated April 2022) from three countries.

Look at the data and work together in pairs or small groups to answer the questions below.

	IRELAND	MEXICO	TANZANIA
Ranking in world	2	74	163
HDI	0.955	0.779	0.529
Life expectancy (in years)	82.3	75	65.5
Expected Years of schooling (in years)	18.7	14.8	8.1
Gross income per person	68,371	19,160	2,600
Expected population in 2030 (in millions)	5.2	140.9	79.2

- Which country is expected to have the highest population in 2030?
- Of the three countries, where do children and young people spend the most years in school?
- Where do people live the longest? Give two reasons why this might be the case.
- Which country has the highest average gross income per person?
- Which country has the lowest HDI?

Access the HDI country profiles (see Links section).

Check the data for Ireland, Mexico and Tanzania to make sure that it is up to date.

Click on a country that interests you and use the HDI data for that country to complete the blank column to the right of the table above.

Come up with one or more questions based on your new country data.

Give your new table and your questions to a friend to answer.

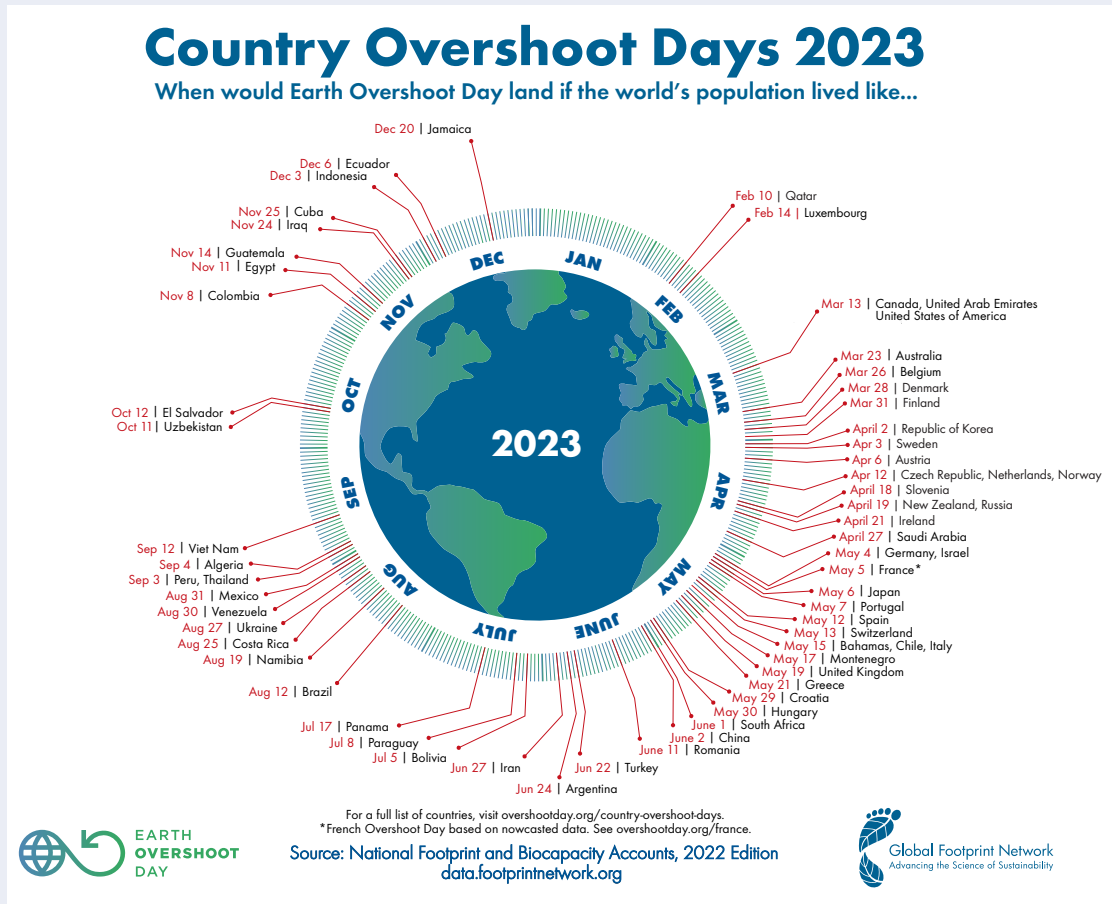


Overshoot

Links to LOs 1.1, 1.4, 1.10, 2.1, 2.4, 2.6, 2.9 & 2.10

Earth Overshoot Day is the date that we reach the maximum capacity of our planet to provide for the way that we are living. It is calculated for each country using Ecological Footprint data. After this date we are overshooting.

On a map of our world, identify the countries with Earth Overshoot dates in the first half of 2023 (Jan-June) and those in the second half of 2023 (July-Dec).



What, if anything, do you notice about the geographical spread of countries in the first and second halves of the year? What does this tell us about the ecological footprints of countries in the Global North and Global South?

Discuss one thing that can be done in your school, local community and by your government to move Ireland's overshoot date closer to December 31st.

For up-to-date Earth Overshoot data please refer to the website indicated in the links (next page). Data is calculated annually and is published in January each year.



Better Life

Links to LOs 1.4 & 3.5; possible Citizenship Action

The OECD Better Life Index compares the wellbeing of people in 41 member countries of the OECD, including Ireland. The index gathers data from these countries on 11 topics identified as important to living conditions and quality of life. The Better Life Index topics are: housing, income, jobs, community, education, environment, civic engagement, health, life satisfaction, safety, and work-life balance.

- Watch OECD (2020). “How’s Life?” reveals improvements in well-being, but persistent inequalities’ (2.30 mins) (see Links section).
- Create your own Better Life index (see Links section).
- Work together in pairs or small groups to discuss the 11 topics included in the Better Life Index and suggest additional topics that could help measure wellbeing.
- Use Microsoft/Google Forms or similar to create your own wellbeing survey.
Tip: You might want to use the 6 Junior Cycle wellbeing indicators as a starting point (see page 7).
- Share the survey link in school and at home and get as many people as possible to fill it out.
- Display your survey results on screens around the school or on the school website.

How’s life?

Links to LOs 1.1, 3.1 & 3.2; possible Citizenship Action

Every two years, the OECD uses the Better Life Index data to write a ‘How’s Life’ report.

Take the time to ask friends or family ‘How’s life’? Show you really mean it by actively listening to what they have to say.

Use this experience to help you to work in pairs or small groups to draft a set of ‘active listening guidelines’.

Share your active listening guidelines with a Junior Cycle Social, Personal and Health Education (SPHE) class.



International Day of Happiness

Links to LOs 1.1 & 2.1; possible Citizenship Action

International Day of Happiness (20 March) is an opportunity to acknowledge that happiness and wellbeing are universal aspirations in the lives of all people around our world.

Organise a showcase of your wellbeing learning in CSPE and other subjects/short courses to celebrate International Day of Happiness.

Reflect and Discuss

Links to LOs 1.11, 2.4, 2.12 & 3.14

Write down three things you have learned from the activities in this section, two questions you still have, and one way you can contribute to making our world more sustainable.

In pairs or small groups, discuss the two questions you still have about sustainable development and share the one thing you can do to contribute to sustainable development.



Useful Links

Human Development Index

- HDI country profiles:
<https://hdr.undp.org/en/countries>

Earth Overshoot Day

- Up-to-date annual data for countries globally.
<https://www.overshootday.org/about/>

Better Life

- Watch OECD (2020). OECD's "How's Life?" reveals improvements in well-being, but persistent inequalities' (2.30 mins):
<https://www.youtube.com/watch?v=5nMYISaBFas&t=150s>
- Better Life Index:
<https://www.oecdbetterlifeindex.org/#/111111111111>
- OECD's 'How's Life' Report: Ireland 2022
<https://www.oecd.org/wise/Hows-Life-2022-country-profile-Ireland.pdf>

You have to ask yourself: if our economic system actively destroys the biosphere and fails to meet most people's basic needs, then what is actually the point?

Jason Hickle (1982-) economic anthropologist

There can be no sustainable development without peace and no peace without sustainable development.

**United Nations (2015).
Transforming our world:
Agenda 2030**

STRAND TWO: GLOBAL CITIZENSHIP

ELEMENT: EFFECTING GLOBAL CHANGE



Entry point learning outcome = LO 2.11

Students should be able to: 'examine a campaign for change in the area of sustainability and assess reasons why it has or has not been successful'



INFORMATION FOR TEACHERS

- What is the meaning of the Leave No One Behind commitment in the Global Goals?
- What are the obstacles to achieving the Global Goals by 2030?
- What does successful communication of the Global Goals look like?

When the 193 United Nations member states committed to achieving the Global Goals for Sustainable Development by 2030, they agreed:

- to ensure that no one is left behind
- that no Goal will be considered achieved unless it is achieved for everyone, particularly the most disadvantaged or marginalised people in our world.

The commitment to Leave No One Behind is a global recognition that every person counts and deserves fair opportunities, regardless of income, gender, age, race, ethnicity, migratory status, disability, geographic location etc. By committing to Leave No One Behind, world leaders have promised to prioritise the interests of the most disadvantaged and marginalised groups.

Those who are at risk of being left behind differ depending on country and context. However, the most at risk categories globally include; women and girls, Indigenous people, persons with dis/ability, informal workers, young people, older people, people who identify as LGBT+, religious and ethnic minorities, and rural populations. People who fall into one or more of these categories can often face inequalities when it comes to accessing resources, opportunities, and their rights.

The Global Goals for Sustainable Development are a huge commitment and campaign for change. Because of the sheer number of the Goals, what they are trying to achieve, and the 2030 deadline, it will be some time before we know how successful they are. At this stage, one thing is certain. It is not an easy task and there are substantial obstacles to overcome.

Obstacle One: Funding

Funding for or investment in the Global Goals is voluntary. At the outset of implementation of the SDGs the cost of achieving the Goals was estimated at between US\$5 to \$7 trillion. The World Bank thinks that between 50%-80% of this money will come from within countries, meaning countries will invest in their own sustainable development. In addition, some funding will come from new partnerships, for example between public (government) and private (business/industry) sectors; however overseas aid is needed by some countries, for example countries that are experiencing conflict or countries with high numbers of people living in extreme poverty.



Overseas aid comes in two different formats. Development aid is when an international organisation, government or non-governmental organisation works in a least developed country over a long period of time to fight poverty, improve the environment, grow more food, create jobs, build schools and hospitals etc. When disasters strike, emergency help, like food, tents, medical supplies and personnel, are sent to help people suffering from war, floods, earthquakes etc. This sort of help is known as humanitarian or emergency aid.

Ireland established an official (government) overseas development assistance programme in 1974. Today this programme is called Irish Aid. Ireland has developed a reputation as one of the best performing donors when it comes to making sure our aid budget goes to least developed countries. In 2000, Ireland agreed to a United Nations target of spending 0.7% of Gross National Income (GNI) on overseas aid by the end of 2007. This promise was renewed by the Government of Ireland in 2018, with a target date of 2030. If this target is achieved, it would mean that 70 cent out of every €100 produced in Ireland would be dedicated to helping the poorest and most disadvantaged people in our world. Spending on Official Development Assistance (ODA) peaked at 0.59% in 2008, then decreased with the economic downturn. In 2020, Ireland allocated 0.31% of Gross National Product (GNP) or 31 cents in every €100 that the country produces, to overseas development assistance. While Ireland has a good reputation as a principled aid donor, the UN Secretary-General, António Guterres, attributes the lack of progress on the Goals to a lack of funding – especially from the governments in the Global North.

Obstacle Two: Is it possible to have your cake and eat it?

“The bottom line is that our economic system and our planetary system are now at war.”

Naomi Klein (2014) - *This changes everything: Capitalism vs the Climate.*

The Sustainable Development Goals assume that economies can continue to grow, and at same time that we can manage the pressure on our planet’s scarce resources and address the urgent threats of climate and biodiversity breakdown, conflict/war, related global health threats etc. Commentators, like the author and anthropologist Jason Hinkel, argue that some Goals on economic issues contradict others in the social or environmental domains or that the way the Goals are framed and measured means that progress under Goals linked to human development (society and economy) can hide the lack of progress in Goals linked to our environment. Others argue that it is impossible to tackle poverty, inequality, conflict and climate/biodiversity breakdown in the context of the very economic system that inherently produces these challenges.

Suggested alternatives are based on concepts such as degrowth. Proponents of degrowth, such as social philosopher André Gorz, or more recently, French economist Serge Latouche, critique the current capitalist system which favours economic growth as a primary objective. Instead degrowth theorists argue for systems change which puts people at the centre of our economic systems and emphasises a decrease in demand for natural resources. Degrowth does not call for doing less of the same but instead calls for a changed paradigm, one where ecology and wellbeing are prioritised over the economy.

Obstacle Three: Data

17 GOALS - 169 TARGETS

Each Goal has a set number of targets. These are more concrete explanations of what is needed to achieve each specific Goal.



230 INDICATORS - Each target has at least one indicator, 230 in total. Indicators describe what data will be gathered and used to measure progress.

Let's look at an example: Goal 3: Ensure healthy lives and promote well-being for all at all ages

Goal 3 has nine targets, one of which is Target 3.4: By 2030, reduce by 1/3 premature deaths from **non-communicable diseases** through prevention and treatment and promote mental health and wellbeing.

Target 3.4 has two indicators:

Indicator 3.4.1: Death rate from heart disease, cancer, diabetes or chronic respiratory disease

Indicator 3.4.2: Suicide death rate

This structure means that when tracking progress for Goal 3, governments gather and analyse data about the rates of deaths due to heart disease or cancer etc. and rates of deaths due to suicide. By 2030, if that data shows that deaths from non-communicable diseases have fallen by 1/3, we will know that this part of Goal 3 has been achieved.

The availability of data gathering infrastructure and reliable data is important to measure the progress of sustainable development. The money needed to build or improve data collecting systems in some Global South countries is a huge block in making sure that the most disadvantaged people count and are counted. Amongst the poorest 20% of people, only 33% of their births are registered. For official data purposes, these people are invisible, meaning that they do not get supports to which they are entitled. A better understanding of who the most disadvantaged are, the difficulties they face and how these can be overcome is vitally important to realising the Global Goals promise to Leave No One Behind.

Obstacle four: Voluntary versus mandatory

The Global Goals are a universal call to action, but they are not legally binding.

Governments in the 193 countries who adopted the Global Goals are expected to implement policies and activities relating to the Goals and report on national progress to a body within the United Nations called the High-Level Political Forum (HLPF) on Sustainable Development. The HLPF reviews are voluntary, state-led, undertaken by countries in both the Global North and Global South. The aim of the voluntary national reviews (VNRs) is to facilitate the sharing of experiences, including successes, challenges and lessons learned, with a view to accelerating the implementation of the 2030 Agenda. Some commentators believe that to have any chance of being achieved, the SDGs need to become mandatory – not necessarily in the legal sense, but in the sense that nations have to act on the knowledge that there's no alternative but to make them happen.

Obstacle five: Changing context - Climate, Conflict and COVID-19

The Global Goals were developed pre-2015. Although the Goals framework recognises global challenges such as the climate crisis and threats to peace, the need for urgent climate action is now even clearer; and the number and extent of (increasingly climate related) conflicts and wars have increased. Added to the mix, the global pandemic of COVID-19, officially spanning from 2020 to 2023, highlighted the economic, social and environmental impacts of a global health crisis, worsened pre-existing inequalities, exposed fault lines in the capacity of economically wealthy countries to deal with the pandemic, and put further pressure on the inadequate funding for the Global Goals.



The global conflict landscape has deteriorated since 2015. Conflicts have become more complex, fueled by greater regionalisation, the proliferation of non-state armed groups, and their linkages with criminal and even terrorist interests. Conflicts now last longer and are more difficult to resolve as international conflict management and humanitarian response mechanisms are stretched to breaking point.

According to the 2022 IPCC report, approximately half of our world's population is now acutely vulnerable to disasters stemming from the burning of fossil fuels. People living in some of the most fragile and conflict-affected countries are disproportionately affected by the climate crisis and are most vulnerable to displacement. It is no coincidence that of the 15 countries most susceptible to climate risks, eight host a United Nations peacekeeping operation or special political mission. From the Sahel and Central Africa to the Horn of Africa, variability in rainfall patterns is disrupting the way that farmers manage their herds and flocks, resulting in tensions and recurring clashes between communities, including across national borders. Geographically closer to home is the example of Russia's military, funded by the sale of the country's vast oil and gas reserves to European countries, waging war in neighbouring Ukraine.

While the health impact of COVID-19 was given visibility by our world's media, the single biggest health threat facing humanity is actually climate breakdown. The impacts are already harming health through air pollution, disease, extreme weather events, forced displacement, food insecurity and pressures on mental health. Every year, environmental factors take the lives of around 13 million people. Biodiversity loss is happening at an unprecedented rate, further destabilising the climate, and increasing the risk of emerging infectious diseases. Meeting the goals of the Paris Climate Agreement could save about a million lives a year worldwide by 2050 through reductions in air pollution alone. The value of health gains from reducing emissions would be approximately double the global cost of implementing mitigation measures. While COVID-19 has strengthened an understanding of the vulnerability of the health sector to the climate crisis, a huge finance gap remains, with less than 2% of multilateral climate finance going to health projects.

Obstacle six: Worldviews

In 2014, Dochas, the Irish association of non-governmental development organisations, published a report called 'Finding Irish Frames: Exploring how Irish NGOs communicate with the public'. This report outlined that the most common way for non-governmental organisations to communicate messages to the Irish public was using a charity approach. The problem with a charity approach is that it shows people living in poverty as in constant need of saving and unable to help themselves. This approach makes it easy to think of people living in extreme poverty as something 'other'. It divides our world into 'rich' and 'poor', 'superior' and 'inferior', 'saved' and 'saviours.' A charities frame presents a gloomy, stereotypical picture of entire continents, like Africa or Latin America.

As a result of this and other relevant research, NGOs in Ireland introduced a Code of Conduct for Images and Messages. Irish-based NGOs who sign up to this Code commit to showing the realities for people living in poverty, while at the same time respecting their human dignity. In 2021, Dochas commissioned research into ethical communications by its members. This research showed that adherence to the Code of Conduct for Images and Messages has improved the practice of signatory NGOs. However, communications about disadvantaged people, related issues and places are not just generated by NGOs adhering to the Code. Some media platforms, marketing tools, pre-existing educational materials and normative discourses continue to use a charity, stereotypical or discriminatory lens.



In turn, these communications impact on our worldviews, so that people in Ireland and other Global North countries often fail to consider the contribution that our lifestyles, exercise of privilege and global systems of trade and politics have to play in creating the interconnected challenges such as poverty, inequality, conflict, and climate/biodiversity breakdown.

Worldviews matter for progressing the Sustainable Development Goals. We need to critically analyse our contribution at individual and collective levels to the root causes of global challenges. We need to challenge ourselves to think differently about our place and the place of others in our world, the shared and global home of everyone on our planet.



Thinking about Global Goals

'We are resolved to free the human race from the tyranny of poverty and want, and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind.'

United Nations (2015). Transforming our world: the 2030 Agenda for Sustainable Development



**LEAVE NO ONE
BEHIND**



Teaching and learning activities

Commitment

The commitment to Leave No One Behind is reflected in the Global Goals and their targets. Go online to www.globalgoals.org

Identify three or more Global Goals where this commitment is obvious.

First People activists

Links to LOs 1.5, 2.5, 2.8 & 3.13; possible Citizenship Action

Indigenous or First People are the descendants of the first ethnic group who inhabited a country or a geographical region. There are an estimated 370 million indigenous people in our world today, including the Saami of northern Europe, the Aborigines and Torres Strait Islanders of Australia, the Mincéirs (Irish Travellers) of Ireland, the Māori of New Zealand, the Waorani community in Ecuador.

Although Indigenous peoples comprise only around 6% of our global population, they protect 80% of the remaining biodiversity, in areas that are major carbon sinks, and so vitally important to mitigate against climate breakdown. At the same time, many Indigenous communities – especially those in isolated regions – face threats such as poverty, disease, environmental injustice, and human rights violations.

Carry out online research on Indigenous young people who are involved in campaigning and activism using combinations of the following keywords: Indigenous, young, campaign, activist, artist, climate, culture, education, environment, film, human rights, protest, march, music, speech.

Profile the campaigning/activism strategies used by one or more Indigenous young people under the following headings: context, purpose, target audience, allies/supporters, key messages, desired outcome.

Badge

Links to LOs 2.10; possible Citizenship Action

Design a badge inspired by the idea that Leave No One Behind is at the heart of the Global Goals. Your badge could be made using different coloured paper, textiles or with an appropriate digital tool or app. Remember to be as sustainable as possible when you choose the material you are going to work with!

Wear your badge at home and in school and tell as many people as possible what it stands for.



Just a Slogan?

Links to LOs 2.4 & 3.13

Take a minute to consider this statement: 'Leave No One Behind: it's just a slogan.'

- Do you think that Leave No One Behind is an empty slogan?
- Is it a dream or something that can be achieved?
- Do you think it will motivate individuals, communities, businesses, agriculture and governments to act and contribute to the Global Goals?

Answer these questions and explain your response, then write down one sentence starting with 'I think....' on a mini-whiteboard or piece of paper.

Hold up your sentence so that everyone in the class can see.

Participate in a class discussion based on the responses around the room.

Mission

Links to LO 2.10; possible Citizenship Action

Watch (2016) 'Leave No One Behind' (3.36mins) (see Links section).

In the video, a young person, speaking in French says 'Because on earth, everyone has a mission. I have a mission too.'

In a language of your choice, identify the Global Goal(s) you think that the Government of Ireland should have as their mission, provide a brief explanation for your choice, identify two actions the government can take to contribute to achieving this Goal and describe how they could measure progress in relation to this action.



**LEAVE
NO ONE
BEHIND**



Overseas Development Cooperation

Links to LO 2.8

In a December 2021 survey conducted by Dóchas, the network body for overseas development NGOs in Ireland, 34% of the 2,026 people surveyed agreed the Government of Ireland should increase the overseas development cooperation (aid) budget and a further 42% said the budget should stay the same.

Read through the ten statements below and reflect on your personal opinions and attitudes to overseas development cooperation:

1. People who get aid have no incentive to help themselves.
2. Giving aid is pointless because the money never gets to the people who need it the most.
3. Governments in countries that receive aid are at best inefficient and at worst corrupt.
4. Ireland gives enough aid to poorer countries.
5. Giving aid is always positive.
6. When times are bad in Ireland, we should lessen the amount of aid we give to other countries.
7. Giving aid is 'the right thing to do'.
8. Aid will never work while unfair trade systems exist between countries.
9. Aid is about charity, giving to those less well off.
10. Ireland should keep its' promise to give 0.7% of Gross National Income to overseas aid.

Participate in a walking or moving debate about overseas aid. Move towards an 'Agree,' 'Disagree,' or 'Unsure' poster or corner in response to the 4-5 statements read aloud by your teacher.

Listen closely to the views of your classmates, and feel free to move at any time if you hear something that changes your opinion.

Degrowth

Links to LO 2.2

- Watch BBC Newsnight (2017) 'Our addiction to economic growth is killing us' (2.02 mins) (see Links section).
- In pairs or small groups, discuss what a day in your life would be like if our economy promoted 'human flourishing in harmony with the planet'.
- Watch CNBC's 2022 video on Degrowth which poses the question 'Is it time to live better with less?' (6:36 mins) (See links section).
- Discuss the question and explore the possibilities and limits of living better with less.



Local Community Development Committee (LCDC)

Links to LOs 2.4, 2.7, 2.10, 3.3 & 3.4; possible Citizenship Action

All local authorities in Ireland have a Local Community Development Committee (LCDC) to co-ordinate development at a local level (see Links section). Members include elected officials, state and non-state local development agencies, community and voluntary organisations, and other representatives of civil society, including business and farming interests, etc.

Produce a set of questions for your LCDC about what they are doing to progress the Global Goals at a local level.

@Home

Links to LO 2.2; possible Citizenship Action

Record a video of development and changes in your school or local area over the course of a term or school year. Narrate your video in a language other than English and include at least one reference to the Global Goals.

Launch/publish your @Home videos as part of your school's intercultural week/day and/or send your videos to Post Primary Languages Ireland (PPLI) (see Links section).

Fragile Headlines

Links to LOs 2.9 & 3.5

States (countries) can be classified as fragile for a variety of economic, environmental, political, and/or social reasons. For example, they might be experiencing or recovering from conflict, invasion or war, humanitarian and natural crises, situations of extreme poverty or inequality, environmental degradation, a failure of government, an unsustainable population growth or displacement etc.

Collect news headlines from the past year for one of the top ten fragile states in 2021: Yemen, Somalia, Syria, South Sudan, Democratic Republic of the Congo, Central African Republic, Chad, Sudan, Afghanistan, Zimbabwe.

In small groups, share your headlines and discuss the causes and consequences of fragility for these states.

Our Planet, Our Health

Links to LOs 1.1 & 2.1

Watch World Health Organisation (2022) 'Our Planet, Our Health – World Health Day 2022' (1.27mins) (see Links section).

List 5 or more possible ways that you could complete the following stem sentence: 'Our health depends on...'



Worldview

Links to LO 3.12; possible Citizenship Action

Ask equal numbers of adults and young people to choose one option only in response to the following question: 'Which of the following do you feel has the greatest influence on your views and opinions of people and places outside of Ireland?'

- TV news (either traditional or online TV)
- My family/family members
- Newspapers (either traditional print or online)
- Friends
- Social Media (Facebook, Twitter, Instagram etc.)
- Radio news (either traditional or online radio)
- Special interest groups/representatives
- Political parties/organisations
- Schools/colleges/universities
- Podcasts
- Celebrities/influencers
- Religious bodies/organisations

Collate and analyse your data, comparing and contrasting similarities and differences between findings for adults and young people.

DIY Campaign

Links to LOs 2.8, 2.10, 3.12 & 3.13; possible Citizenship Action

Watch Greenpeace (2016) 'Ludovico Einaudi on the Arctic Ocean' (3.13mins) (see Links section).

Discuss the effectiveness of culture (art, literature, poetry, music, sport, theatre etc.) in engaging young people in discussions about the Global Goals. Record the main points arising from your discussion.

Contact a local or national traditional or online media outlet to encourage increased reporting on issues related to the Global Goals. Share your views on how best to communicate and interest young people in these issues (see Links section).

Achievable?

Links to LOs 2.8, 2.10, 3.12 & 3.13; possible Citizenship Action

What do you think are the biggest obstacles or blocks to realising the 17 Global Goals by 2030?

- Write your answers on one post-it or piece of paper for each goal.
- Share your post-its/pieces of paper with a class group.
- Work together to categorise these into common themes. Use these themes as the basis for an infographic.
- Email your infographic to the Department of Environment, Climate and Communications with the subject heading 'Global Goals – Voluntary National Review'.



Log Out

Links to LOs 1.11, 2.12, 3.1 & 3.14

Think back over the different activities in this section.

- Reflect on whether you made every effort to take part?
- Did you listen to and actively include others during discussions?
- Was anyone left behind?
- What can you do to make sure that the views and opinions of everyone in the class count in the future?



Useful Links

Mission

- Global Goals (2016) 'Leave No One Behind' (3.36mins):
<https://www.youtube.com/watch?v=pBqe8JD62QE>

Degrowth

- BBC Newsnight (2017) 'Our addiction to economic growth is killing us' (2.02 mins):
<https://www.youtube.com/watch?v=HckWP75yk9g>
- Degrowth: Is it time to live better with less? (CNBC, 2022: 6.36 mins)
<https://www.youtube.com/watch?v=la8u5P0KbPQ>

Our planet, our health

- World Health Organisation (2022) 'Our Planet, Our Health – World Health Day 2022' (1.27mins):
<https://www.youtube.com/watch?v=ZmV9wQoAvHo&t=87s>

LCDC

- Local Community Development Committee (LCDC) contact list:
<https://www.gov.ie/en/publication/38066e-local-community-development-committees-list/>

@Home

- Post Primary Languages Ireland (PPLI):
<https://ppli.ie/contact/>

DIY campaign

- Greenpeace (2016) 'Ludovico Einaudi on the Arctic Ocean' (3.13mins)
(see Links section)
<https://www.youtube.com/watch?v=dHpHxA-9CVM>

STRAND THREE: EXPLORING DEMOCRACY

ELEMENT: THE LAW AND THE CITIZEN



Entry point learning outcome = LO 3.11

Students should be able to: ‘investigate how individuals or groups have used the law to bring about change in society’.



INFORMATION FOR TEACHERS

- How much global support is there for climate action?
- How is the law being used to bring about climate action?
- How are human rights instruments being used to persuade governments and corporations to reduce emissions and deal with the fallout of climate breakdown?

Between October-December 2020, the United Nations Development Programme (UNDP) conducted a climate change survey – reaching 1.2 million people in 50 countries through advertisements in video games and puzzles, including Angry Birds, Subway Surfers, Sudoku and Words With Friends. Even amid the global pandemic of COVID-19, 64% of respondents described climate change as a “global emergency”, and by decisive margins agreed they wanted “broad climate policies beyond the current state of play”. According to the UNDP, these survey results demonstrate widespread support for climate action globally, across countries, age, gender and education levels.

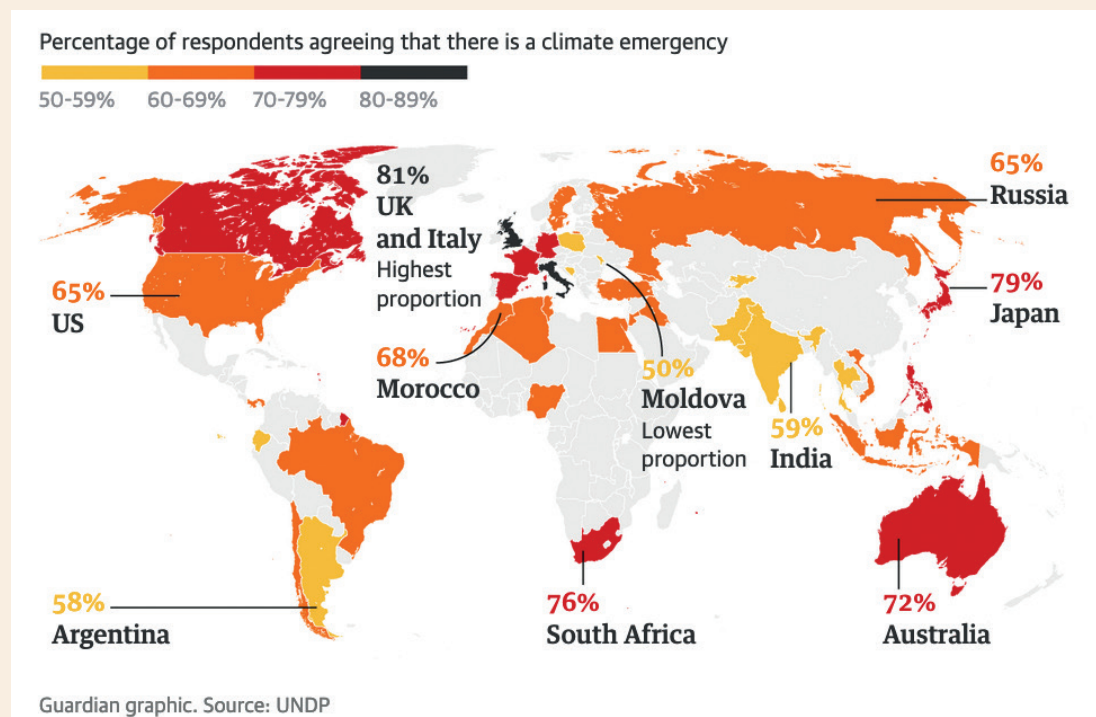


Figure 7: UNDP 2020 climate change survey results



Climate action can take many forms, one is climate litigation, or the use of the courts to challenge climate harm or inaction. To date, those undertaking climate litigation have utilised a range of strategies, some more successful than others. Lawsuits that argue that governments have a human rights obligation to avoid dangerous levels of carbon emissions are increasingly widespread. Here we present a number of such litigation cases from around the world.

1. The winning argument in the landmark **Urgenda case** in the Netherlands centered on human rights. The case was brought by the Urgenda Foundation, a climate group representing the interests of 900 Dutch citizens who argued that their government was putting them in “unacceptable danger”, with an insufficient emissions reduction goal of 14-17% by 2020, from 1990 levels. In 2019, the Dutch Supreme Court ruled that the Dutch government had failed to protect the human rights of its citizens by violating Articles 2 (right to life) and Article 8 (right to respect for private and family life) of the European Convention of Human Rights (ECHR). The government was ordered to decrease emissions by a minimum of 25% of 1990 levels by the end of 2020. This included cutting back on plans for coal-fired plants and undertaking other compliance measures costing approximately €3billion. Emissions in the Netherlands in 2020 were reduced by approximately 24%, narrowly missing the target dictated by the court. The Urgenda Foundation is now considering suing the government for damages resulting from insufficient climate action.
2. **Friends of the Irish Environment (FIE)** used similar right to life arguments in a case against the Government of Ireland. In 2020, the Supreme Court in Ireland ordered the government to draw up a new national Climate Mitigation Plan with sufficient detail to show how the plan would realise the ambitions of the 2015 Climate Action and Low Carbon Development Act and meet the goal of cutting emissions by 80% by 2050, relative to 1990 levels. However, the court did not rule on the human rights arguments put forward by Friends of the Irish Environment, on the basis that as a corporate entity FIE did not have the standing to bring these human rights-based claims.
3. The right to life has also formed the backbone of high-profile climate displacement cases. This was the argument put forward by **Ioane Teitiota**, a man from Tarawa, one of the coral atolls that make up the Pacific Island nation of Kiribati. While living in New Zealand, Teitiota used the legal system to try to prevent his deportation back to Kiribati. Teitiota argued that his potential deportation and return to Tarawa—a place threatened by rising sea levels and climate impacts such as saltwater contamination of drinking water, posed a serious risk to his life and to that of his children. After New Zealand’s Supreme Court rejected Teitiota’s asylum claim as a ‘climate refugee’, he took his case to the United Nations Human Rights Committee. While the committee denied Teitiota’s claim on the grounds that he did not face imminent danger, in January 2020 they did rule that countries may not deport people who face climate-related risks that violate their right to life. The committee stated that “given the risk of an entire country becoming submerged under water is such an extreme risk, the conditions of life in such a country may become incompatible with the right to life with dignity before the risk is realised.” This ruling is extremely significant, as it has implications in terms of future international obligations to accept climate refugees, who are not currently covered by the Geneva Convention.



4. Youth plaintiffs are increasingly basing climate lawsuits on the concept of intergenerational inequity, arguing that climate inaction represents an abuse of their rights and the rights of future generations. **Juliana v. United States Youth Climate Lawsuit**, filed in 2015, is one such example. The plaintiffs were twenty-one young people represented by an American NGO, Our Children's Trust. This group, led by the then 15-year-old Kelsey Juliana, filed an appeal in an Oregon court, demanding that the United States federal government reduce CO2 emissions significantly. Their case was that the United States government, through affirmative actions that cause climate change, has violated the youngest generation's constitutional rights to life, liberty and property and failed to protect essential public trust resources. The Fifth Amendment of the American constitution states that Americans cannot be "deprived of life, liberty, or property, without due process of law." The young people argued that losing a "climate system capable of sustaining human life," stripped them of their constitutional rights.

At a hearing in the case held by the Ninth Circuit Court of Appeals [a US federal court preceding the Supreme Court] on 4 June 2019, ruled (3:1) that the case was outside of the remit of the court and should instead be presented to the political branches of government. *Juliana v. United States* may well be one of those cases where the plaintiffs realised very well that their case had little or no chance of success, but recognised the importance of the media coverage, and the way the lawsuit is orchestrated in setting precedent. Since the ruling, the young people involved in the case have issued a series of appeals, a range of similar cases have been filed against individual States, and in Louisiana, four indigenous tribes have filed a climate change related human rights claim at the United Nations.

5. In 2018, a court action came before Colombia's Supreme Court, brought by twenty-five young people, aged from seven to twenty-six years, supported by a Bogota-based human rights non-governmental organisation (NGO), **Dejusticia**. These young people argued that their government's failure to curb deforestation of the Amazon rainforest threatened their rights and the rights of future generations. They made the link between climate change and deforestation and further argued that deforestation damages ecosystems and water sources and leads to land degradation. The court agreed and ordered the Colombian government to come up with a plan to reduce deforestation.

This case was unique because in its ruling, the court recognized Colombia's Amazon as an "entity subject of rights", which means that the rainforest has been granted the same legal rights as a human being. Similar cases to halt deforestation in the Amazon have been taken by young people in Peru and Brazil but these are at an early stage in the courts. A year after the original successful ruling, the young people in the Colombian case were forced to return to court because of continuing inaction by their government, highlighting the difficulty of enforcing environmental related rulings against states.

6. One of the most important ongoing climate cases began in 2020 with a legal case filed by six Portuguese children and young people. The young claimants, known as **#youth4climatejustice** (André Oliveira, Catarina Mota, Cláudia Agostinho, Mariana Agostinho, Martim Agostinho and Sofia Oliveira) filed a complaint with the European Court of Human Rights against the governments of 33 countries. The 33 countries in question include the 27 EU Member States, in addition to the United Kingdom, Norway, Russia, Turkey, Switzerland, and Ukraine. The claimants contend that the 33 countries



have violated their human rights by not taking sufficient action on climate change. As advocates in the global fight for climate justice their rights based argument rests on the claim that; climate change interferes with their right to life, their right to respect for their private and family lives and their right not to be discriminated against. The group of child and youth claimants seek the European Court to rule that the 33 countries are required by the European Convention on Human Rights to adopt emissions cuts that are consistent with the 1.5°C target as envisioned by the 2015 Paris Climate Agreement. The claimants are represented by a group of British barristers, who are experts in environmental and climate change law, and are supported by Irish-and-UK-based non-governmental organisation Global Legal Action Network (GLAN). The costs of the case are being covered through crowdfunding activities. It is the first climate case brought before an international court with the power to issue binding legal rulings. If successful, the defendant countries would be legally bound, not only to ramp up emissions cuts, but also to tackle overseas contributions to climate change, including those of their multinational enterprises.

It is important to note that the case was fast-tracked in 2020 and that this decision was upheld by the European Court in 2021 despite objections by the defendant governments; thus indicating the significance and priority given to the case. At the time of writing, in 2022, the six-youth applicants and their legal team had received the respondent governments' respective defences and were preparing the case for hearing before the 17-judge 'Grand Chamber'. The case is being closely watched by environmental lawyers, environmental NGO's and youth advocacy groups. A decision in favour of the youth claimants would greatly enhance the prospect of European domestic courts forcing individual governments to take climate measures. In addition, such a positive outcome would demonstrate the willingness of the European Court of Human Rights to intervene in the climate change debate and to be active in setting standards based on the human rights of their citizens.

7. While governments continue to bear the brunt of the legal climate actions, claims against major carbon emitting corporations are increasing. In 2018, environmental law charity **ClientEarth** lodged a greenwashing complaint against BP, accusing the oil company of misleading the public by focusing on its low-carbon products, when over 96% of its annual spending is on oil and gas.

ClientEarth argued that this type of advertising was in breach of guidelines for multinational firms issued by the Organisation for Economic Cooperation and Development (OECD). The legal complaint led to BP withdrawing the adverts and set a precedent which put fossil fuel companies using advertising to mislead the public on notice.

8. Until recently it has been difficult to prove that climate change is attributable to a particular company. However, there is a growing branch of attribution science that seeks to identify the relative contributions that different economic sectors and activities have made to climate change. A test case brought by seven environmental groups against **Royal Dutch Shell** was heard by the High Court in the Netherlands. This case sought to force the company to cut its CO₂ emissions by 45% by 2030 and to zero by 2050, compared to 2019 levels, in line with the toughest 1.5C temperature limit in the Paris Agreement. Most liability cases focus on claiming damages for past harm caused



by climate change, but the Shell case looks to prevent future harm. This created a landmark legal precedent for holding corporations and oil companies accountable to the Paris Agreement and liable for their CO2 emissions. It is expected to spark a wave of litigation cases against other big polluters.

2020 formally marked the start of the commitments made by nations under the Paris Agreement, which should provide a setting for future litigation across a number of fronts. Cases against other corporates, including financial institutions and investors, will likely also increase as communities and shareholders seek to make them accountable for climate change mitigation activities. Adaptation and climate resilience issues may underpin future litigation, particularly in the wake of significant climatic events, such as the 2021 Australian bushfires.

The 2022 Intergovernmental Panel on Climate Change (IPCC) report by leading climate scientists clearly highlighted that North America and Europe are the greatest contributors to climate breakdown, producing the majority of carbon emissions since the industrial revolution. This report was essentially a manifesto for ending the fossil fuel age. Approved by 195 member states, the 2022 report gives credibility to climate litigation as a climate action tool, meaning that the case for using the law for climate action has never been stronger.



Thinking about Global Goals

Both adopted in 2015, the Paris Climate Agreement and the 2030 Agenda for Sustainable Development frame a set of objectives that are deeply connected. While all of 17 Global Goals need to be addressed altogether, due to the scale of risks of climate breakdown and of the transformations needed, climate action is considered the most urgent.

Achieving the primary goal of the 2015 Paris Climate Agreement - to keep the average global temperature rise well below 2C degrees and as close as possible to 1.5C above pre-industrial levels - is therefore vital to the achievement of the other Global Goals.





Teaching and learning activities

European Convention on Human Rights (ECHR) & United Nations Convention on Rights of the Child (UNCRC)

Links to LOs 1.1, 1.6, 1.7, 1.8, 2.4, 2.8, 2.9, 3.5, 3.7 & 3.9

The European Convention for the Protection of Human Rights and Fundamental Freedoms, better known as the European Convention on Human Rights (ECHR), is the basis of the European human rights system. It was drafted by the Council of Europe in 1950 and has been in force since 1953. It was the first regional treaty designed to protect human rights, democracy, and the rule of law. All 47 Council of Europe member states, including Ireland, have signed the Convention. The Urgenda climate case in the Netherlands, outlined above, was won on arguments relating to ECHR Articles 2 (right to life) and 8 (right to respect for family and private life).

Imagine you are taking a climate case based on the United Nations Convention on the Rights of the Child. Access the child-friendly version of the UNCRC (see Links section) and identify which articles you would use as the basis of your case. You can select the UNCRC articles according to whether they fit under one or both of these two headings: (1) rights that are affected by climate breakdown and (2) rights that governments are duty bound as 'state bodies' to respect and progress.

Exception to the Rule

Links to LOs 1.1, 1.5, 1.7, 2.4, 2.8, 2.9, 3.5, 3.7, 3.8 & 3.9

Watch GLAN (2020), '*Climate case filed with European Court of Human Rights by Portuguese young people against 33 states*' (1.44mins) (see Links section).

Watch Council of Europe (2020) '*How are your human rights protected?*' (1.28 mins) (see Links section).

The usual procedure is that before bringing a case to the European Court of Human Rights, an individual must first bring their case to a domestic court. However, there is an exception to this rule, which applies where there is no adequate domestic remedy that is reasonably available to such an individual.

Access 'The Case' page on the Global Legal Action Network (GLAN) website (see Links section) and find the two reasons why GLAN and their six Portuguese clients believe that their case is an exception to the rule.

Letter to Sofia

Links to LOs 1.1, 1.5, 1.7, 2.4, 2.9, 2.10 & 3.5; possible Citizenship Action

Sofia Oliveira is one of the six young Portuguese people involved in the European Court of Human climate case. Read the transcript of an interview with Sofia (see Links section), taking particular note of the way that Sofia describes her emotional responses to what is happening.

In a language of your choosing, write a letter to Sofia, telling her what you think and feel about climate change, some of the climate actions that you have undertaken or plan to do and your hopes for the future. Your letter should include: your name and contact information, the recipient's name, and address (use the address on the GLAN website – see Links section), the date, an opening and closing salutation, and your signature.



Case Timeline

Links to LOs 1.6, 1.7, 1.8, 1.9, 2.4, 2.8, 2.9, 3.5, 3.7, 3.8 & 3.9

Access the timeline of the climate case taken by the six Portuguese young people against 33 states (see Links section). If necessary, carry out additional online research and update the timeline.

Research one of the climate cases listed below, or another of your choosing (see Links section).

Create a timeline for your chosen climate case:

- UN Human Rights Committee Views Adopted on Teitiota Communication (New Zealand)
- Future Generations v. Ministry of the Environment and Others (Colombia)
- Friends of the Irish Environment v. Irish State (Ireland)

Climate Frontline

Links to LOs 1.1, 1.5, 2.1, 2.4, 2.5, 2.8, 2.9, 2.10, 2.11 & 3.5

The landmass of Kiribati is 810 square kilometres, spread across 35 atolls/islands in 3.6 million square kilometres of ocean. President Anote Tong served as president of Kiribati from 2003 to 2016. During this time, he searched tirelessly for ways to save his country, his people, their 4,000-year-old culture and way of life from rising sea levels caused by climate change. He eventually organized the purchase of land in Fiji to protect against the day when islanders would have to abandon their home. In the lead up to the 2015 Paris Climate Agreement, President Tong was influential in pushing world leaders to engage in the negotiations.

Watch 'Anote's Ark' trailer (2.09mins) (see Links section).

- Search online for a map of our world showing Kiribati and other Small Island Developing States (SIDS).
- Write or discuss 3 or more similarities between Ireland and other SIDS. Write or discuss 2 or more differences between Ireland and SIDS.
- Write or discuss 1 action that can be taken by the Irish government, businesses, media, and communities in Ireland to support SIDS.

Geneva Convention

Links to LOs 1.1 & 2.9

Watch CBS (2020) 'Creating the world's first climate refugees' (8.06mins).

The 1951 Geneva Convention defines a refugee as someone who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside their country of nationality and is unable, or owing to such fear, is unwilling to avail him/herself of the protection of that country'.

Using your own words, work in pairs to rewrite this definition to include people who have been displaced because of climate breakdown.



Climate Change and Wellbeing

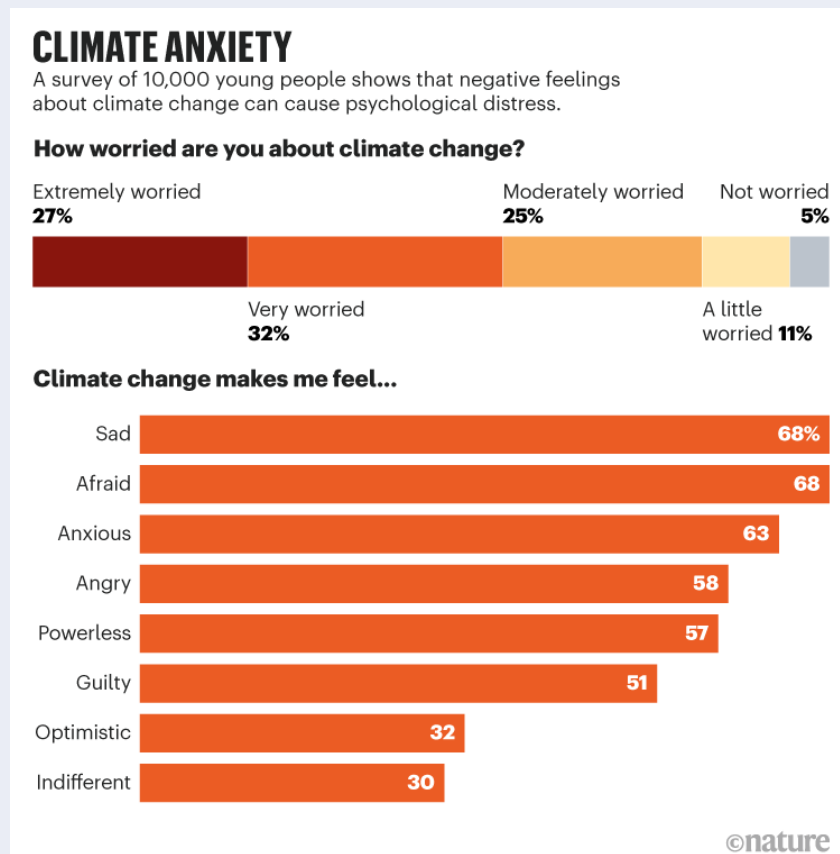
Links to LOs 2.9 & 3.8; possible Citizenship action

The 2021 'Climate Anxiety' survey, across 10 countries, asked 10,000 young people aged between 16-25 years how they felt about climate change and government responses to it. This type of research could play a part in climate lawsuits because the findings can provide evidence of moral injury under human-rights law.

Using Google/Microsoft Form, Mentimetre (or similar) recreate the questions in the infographic, below, and add 1-2 additional questions asking people how they cope with climate anxiety.

Get young people in your year group, school, or local community to complete the survey. Compare your survey results to the results in the infographic below.

Share your comparison and ideas for coping with climate anxiety with your survey respondents.





Health-warning

Links to LOs 2.9 & 2.11; possible Citizenship Action

Over 90% of people breathe unhealthy air resulting from our burning of fossil fuels. Our warming world is seeing mosquitos spread diseases farther and faster than ever before. Extreme weather events, land degradation and water scarcity are causing conflict, displacing people, and affecting their health. Pollution and plastics are found at the bottom of our deepest oceans, our highest mountains, and have made their way into our food chain. Systems that produce highly processed, unhealthy foods and beverages are driving a wave of obesity, increasing cancer and heart disease while generating a third of global emissions.

- Work together in small groups to create a tobacco-style health warning about the risks of human induced climate change, including the dangers of continuing to extract and burn fossil fuels.
- Present your health warnings to staff in your school and ask them to comment on whether these warnings encourage a more sustainable and healthier lifestyle. If their response is that warnings are not effective, ask them for their ideas about how to persuade people to take climate action.

Hope-List

Links to LOs 1.1 & 2.1

One of the best ways to experience a sense of wellbeing is also one of the simplest: Make a list. Specifically, jot down five climate hopes that you have for the future. Once you've written down five things, remember that the present is where stuff gets done.

Mock Trial

Links to LOs 3.7 & 3.9; possible Citizenship Action

Drawing on everything that you have learned in this section, organise, and participate in a mock trial (local, national or international court) on an environmental issue of local, national, or global concern. (See Links section for mock trial resources).



Climate Action

Links to LOs 1.1, 1.2, 2.4, 2.5, 2.8 & 2.9; possible Climate Action

Using legal means is just one way of taking action to mitigate against climate breakdown. World champion poet and UNHCR Goodwill Ambassador, Emtithal (Emi) Mahmoud's wrote the poem, 'Di Baladna' ('Our Land' in Arabic), after talking with refugees living on the frontlines of the climate crisis in Bangladesh, Cameroon, and Jordan. These refugees represent millions of displaced and stateless people living in climate vulnerable hotspots, who with limited resources are trying to adapt to increasingly inhospitable environments.

Watch Emtithal Mahmoud (2022) '*Di Baladna (Our Land)*' (5.13mins) (see Links section).

As you watch, take note of the different ways that the people in the video are taking action to protect our world and take climate action.

Other ways of taking climate action include; getting or staying informed, raising awareness, public protest, engaging with politicians/media, growing your own (fruit, herbs, vegetables), reducing personal consumption (energy, transport, food (especially meat), water, packaging), supporting sustainable businesses, choosing climate-friendly banks, insurance and pension options, volunteering with citizen science or climate action initiatives and campaigns etc.

- Research one of these forms of climate action, or another of your choosing.
- Report back to class on the pros and cons of your chosen climate action.
- Participate in a class discussion about the need for climate action at all levels of society.

Diversity in Action

Links to LOs 1.1, 2.4, 2.5 & 2.9

Work together in small groups to produce profiles of a diverse group of young climate activists from around our world. For example: Autumn Peltier (United States), Disha Ravi (India), Kelo Uchendu (Nigeria), Lesein Mutunkei (Kenya), Livia Pinaso (Brazil), Qiyun Woo (Singapore), Vanessa Nakate (Uganda).

Wordle

Links to 1.11, 2.12 & 3.14

In pairs, make your own wordle using words you learned from the activities in this section (see Links section).

Swap and try to solve the Wordles made by other pairs.



Picture | Placard | Poster | Poem

Links to 1.11, 2.12 & 3.14

Work together in small groups to discuss your learning in this section.

Present the main points arising in your discussion using one of the following formats: picture, placard, poster, or poem.

Display your finished work on your classroom walls.



Useful Links

ECHR and UNCRC

- Simplified version of the UNCRC by UNICEF: :
<https://d21ipp77gdifnw.cloudfront.net/app/uploads/2021/11/7.-CRC-double-sided-poster-A2-size.pdf>
- For information about the UNCRC and the environment see:
<https://www.unep.org/resources/other-evaluation-reportsdocuments/childrens-rights-and-environment>

Exception to the rule

- GLAN (2020), 'Climate case filed with European Court of Human Rights by Portuguese young people against 33 states' (1.44mins):
<https://www.youtube.com/watch?v=l1PQakoXz-0&t=99s>
- Council of Europe (2020) 'How are your human rights protected?' (1.28 mins):
<https://www.facebook.com/councilofeurope/videos/how-are-your-human-rights-protected/395088738367677/>
- 'The Case' page on the Global Legal Action Network (GLAN) website:
<https://youth4climatejustice.org/the-case/>

Letter to Sofia

- Transcript of interview with Sofia Oliveira:
<https://www.theguardian.com/environment/2021/may/07/the-young-people-taking-their-countries-to-court-over-climate-inaction>

Case timeline

- Climate case timeline: <https://youth4climatejustice.org/>
- Case studies of climate change litigation: <http://climatecasechart.com/climate-change-litigation/non-us-climate-change-litigation/>

Climate frontline

- EyeSteelFilm (2018) 'Anoté's Ark' trailer (2.09mins):
https://www.youtube.com/watch?v=UE2_maYEqF8



Mock trial

- Mock trial resources:
<https://www.courts.ie/the-mock-trial>

Climate action

- Emtithal Mahmoud (2022) 'Di Baladna (Our Land)' (5.13mins):
<https://www.youtube.com/watch?v=n5N9HYMfDUU&t=311s>
- Department of Environment, Climate and Communications – Climate Action, what you can do in your community:
<https://www.gov.ie/en/publication/climate-action-community/>
- United Nations Environmental Programme – Act Now, Speak Up:
<https://www.unep.org/interactives/things-you-can-do-climate-emergency/>
- United Nations, The Lazy Person's Guide to Saving the World:
<https://www.un.org/sustainabledevelopment/takeaction/>

Wordle

- Create your own wordle: <https://mywordle.strivemath.com/>

*You are never too small
to make a difference.*

Greta Thunberg (2003-) is a Swedish environmental activist who tackles climate change by challenging world leaders.

We live in a strange world where children must sacrifice their own education in order to protest against the destruction of their future. Where the people who have contributed the least to this crisis are the ones who are going to be affected the most.

Greta Thunberg

GET ACTIVE/GET ENGAGED

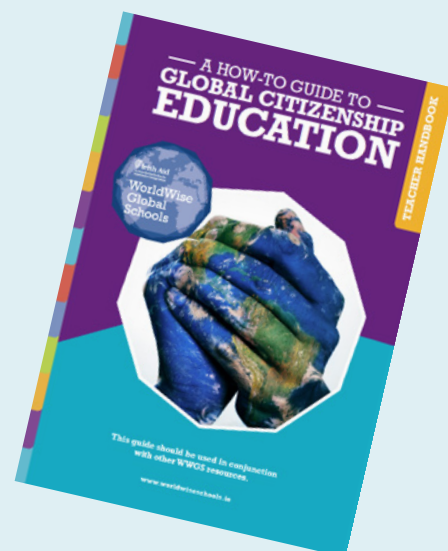
Raise Awareness

- Raising awareness is essential to cultivating proactive, participative and socially responsible students.
- It encourages students to take informed action, building a greater sense of solidarity, empathy and responsibility.
- Some examples of awareness raising include; peer-to-peer learning, media engagement, global justice themed displays and assemblies.
- See our **WWGS How to Guide** for more details including suggestions on how you and your students can create awareness around global justice issues in your school and communities.



Take Action

- The action phase of the GCE process allows learners to pursue solutions and actively initiate and participate in meaningful change.
- For change to be meaningful, it must be purposeful and impactful; this involves building and committing to an agenda and identifying an action which has positive implications for the local and/or global community.
- See our **How to Guide** for more details and suggestions on how you and your students can work towards creating meaningful change. Our **WWGS How to Guide** includes an '**Action Planning Toolkit**' which provides guidelines on identifying meaningful actions in relation to global justice issues; it also includes some awareness raising and taking action ideas and examples.



Worldwise Global Schools would like to acknowledge the support and contribution of Junior Cycle for Teachers (JCT) and the National Council for Curriculum and Assessment (NCCA) in compiling this resource.

WorldWise Global Schools (WWGS)

Irish Aid's WorldWise Global Schools is the national programme of support for Global Citizenship Education at post primary level. It is a one-stop shop of funding, resources, and guidance for post primary teacher and schools to engage in GCE.



WWGS Supports and Resources

- **WWGS Education Officers**

Each school engaged in the WWGS programme is assigned an Education Officer who will offer a range of supports throughout the school year. Visit our website to identify the Education Officer assigned to your county and to find out ways to get in touch.

<https://www.worldwiseschools.ie/support/>

- **WWGS Global Passport Award**

The WWGS Global Passport Framework is a key tool developed to support schools with their GCE journey. Its purpose is two-fold; firstly it is a planning tool and secondly it is an award which recognises good practice in GCE. See the next page for a summary and visit our website for more information <https://www.worldwiseschools.ie/global-passport/>

- **WWGS Teacher Trainings and Workshops**

WWGS provide free tailored Global Citizenship Education trainings to schools, from starter schools to established schools. See our website <https://www.worldwiseschools.ie/training-and-events/> or contact your regional Education Officer for more information.

- **WWGS Resource Library**

Browse our library of teaching and learning resources, including recorded WWGS trainings, our teacher handbook, a 'How to Guide to Global Citizenship Education', our series of subject guides as well as GCE and Global Goals thematic lessons.

<https://www.worldwiseschools.ie/resource-library/>

- **WWGS CSPE Resources**

More Junior Cycle CSPE resources and material can be found at this link

<https://www.worldwiseschools.ie/resource-library/cspe/>

More CSPE resources - Scan Me ►



- **Exploring GCE themes and approaches beyond WWGS**

Resources to support the teaching and learning of GCE are available from specific non-governmental websites such as www.developmenteducation.ie, which includes an extensive library of annotated resources.



Global Passport Award

JOIN NOW!

WHAT IS THE GLOBAL PASSPORT?

The Global Passport Award is a Development Education (DE) quality mark, which offers schools a framework to integrate DE into their teaching and learning.

It is a self-assessed and externally-audited accreditation for DE that is open to all post primary schools in the Republic of Ireland.

WHAT ARE THE BENEFITS?

- Externally audited DE quality mark for your school
- Validation and recognition for the DE work being done by your school
- Provision of a space for students to explore and take action on local to global issues
- Opportunity to raise your school's profile by showcasing and celebrating DE

WHAT IS INVOLVED?

You review and rate your school's level of DE activity in 6 categories (Global Passport 'stamps'), providing examples for what you are doing in each. The total score achieved in all 6 stamps will determine which of the three Global Passport types is awarded.

WHAT SUPPORTS ARE OFFERED?

WWGS provides a range of supports to assist schools:

- Workshops and support visits
- Phone and email support
- Tailored resources, guides and practical examples for each of the stamps

AWARDS

There are 3 different types of Global Passport you can apply for depending on your school's level of engagement:



Citizens Passport

for emerging engagement with Development Education



Diplomatic Passport

for established engagement with Development Education

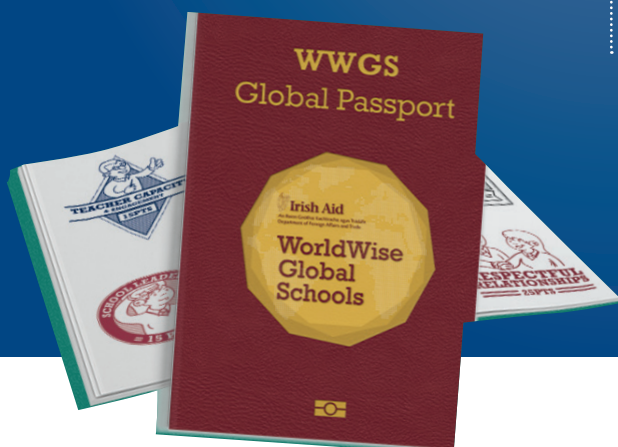


Special Passport

for exceptional engagement with Development Education

HOW TO APPLY

To get involved please register your interest online at www.worldwiseschools.ie or email global.passport@worldwiseschools.ie



For more information about WorldWise Global Schools and the opportunities the programme offers students, teachers and schools to engage with Global Citizenship Education - visit our website www.worldwiseschools.ie

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Contact the WWGS team

The WorldWise Global Schools team is available to provide advice, guidance, training and resources for Global Citizenship Education in post-primary schools in Ireland.

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WWGS is being implemented through a consortium comprising Self Help Africa, Concern Worldwide and the City of Dublin Education and Training Board Curriculum Development Unit.

