



**READ
LEARN
INSPIRE**



Children of the World

17 PARTNERSHIPS FOR THE GOALS



This resource was created to accompany the Green-Schools Ireland Global Goals Book Club.

www.greenschoolsireland.org





Global Goal 17: Partnerships for the Goals



This resource is designed to inspire your classroom with engaging activities that support critical thinking and meaningful discussions centred around the Global Goal of 'Partnerships for the Goals'.

Age Group: Junior Infants - 5th class

Included in this resource:

- Children of the World Discussion Questions
- Food Activity (Senior Infants - 1st class)
- Mapping Activity (1st - 3rd class)
- Language Activity (Senior Primary)
- Timeline Activity Sheet (All Primary)
- Barefoot Books Toolkit

Global Goals Book Club and Global Goal 17: Partnerships for the Goals

Teaching children about Global Goal 17: Partnerships for the Goals is important to raise awareness about the value of collaboration and collective action in addressing global challenges. This goal emphasises the need for partnerships between countries, organisations, and communities to achieve sustainable development. By introducing children to the concept of partnerships early on, through stories like "Children of the World" by Tessa Strickland and Kate DePalma, we demonstrate how diverse cultures and individuals can come together to promote peace, justice, and inclusive societies (SDG 16) while also advancing economic growth, innovation, and infrastructure (SDG 9). These partnerships are mirrored in the collaborative efforts of the characters in our chosen books, supporting empathy, understanding, and a sense of shared responsibility towards achieving a better world for all. Through these narratives, children learn that by working together, we can make meaningful progress towards achieving the Global Goals and creating a sustainable future.

We would love to see pictures of your bookworms artwork and creations from the activities in our Global Goals Book Club. Please email any photos to globalcitizenship@eeu.an.taisce.org

Children of the World

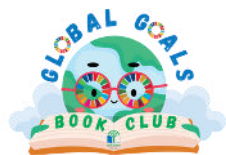
Read or listen to the story 'Children of the World' written by Tessa Strickland and Kate DePalma with your class. The questions below offer a guide for discussion with your class, along with some actions and activities to complete.



Listen to the story here.

Discussion Questions:

1. How do you think people from different countries can work together to solve big problems?
2. Why is it important for countries to help each other?
3. What are some ways countries can share ideas and inventions to make life better for everyone?
4. How can sharing resources help protect the environment?
5. What can we learn from children in other countries about their cultures and traditions?
6. How can understanding each other's cultures help us work together better?
7. Can kids like us help achieve the global goals for a better world? How?
8. What small actions can we take every day to make the world a better place for everyone?
9. Why is it important to be friends with people from different countries?
10. How can friendships between kids in different parts of the world help create a more peaceful world?
11. What responsibilities do we have towards children in other parts of the world?
12. How can we take action to make sure all children have access to education, healthcare, and a safe environment?
13. How can schools and students in different countries learn from each other?
14. What subjects or skills do you think are important for children all around the world to learn?



Children of the World

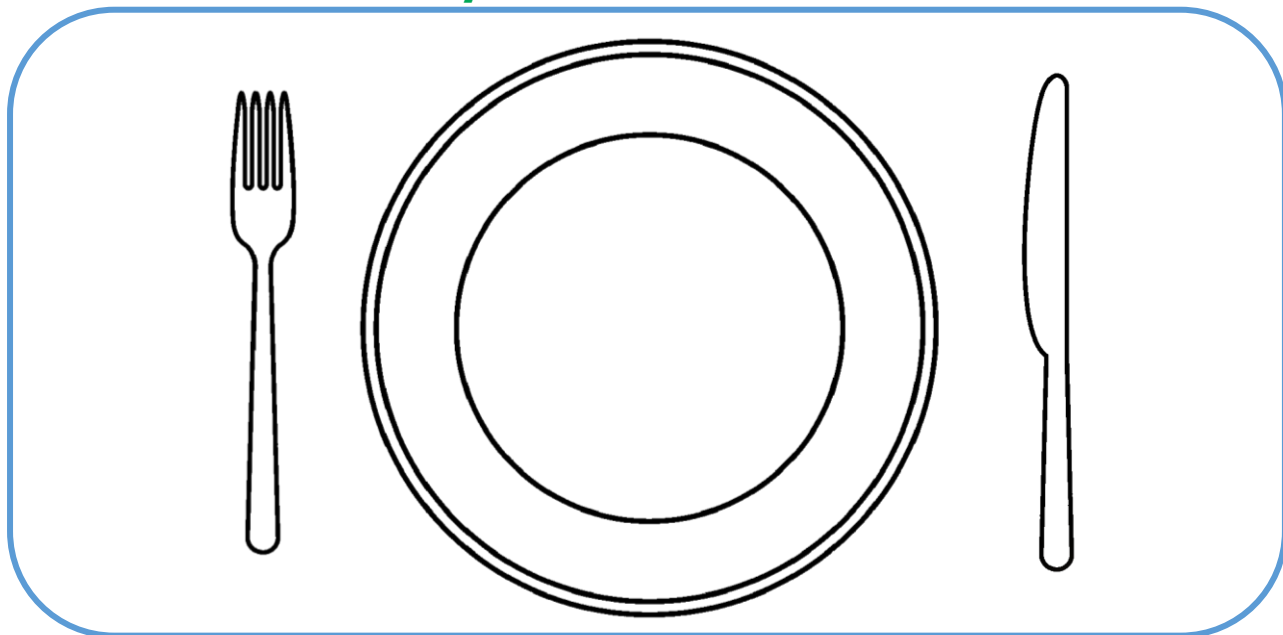
Written by Tessa Strickland & Kate DePalma

Food Activity Sheet

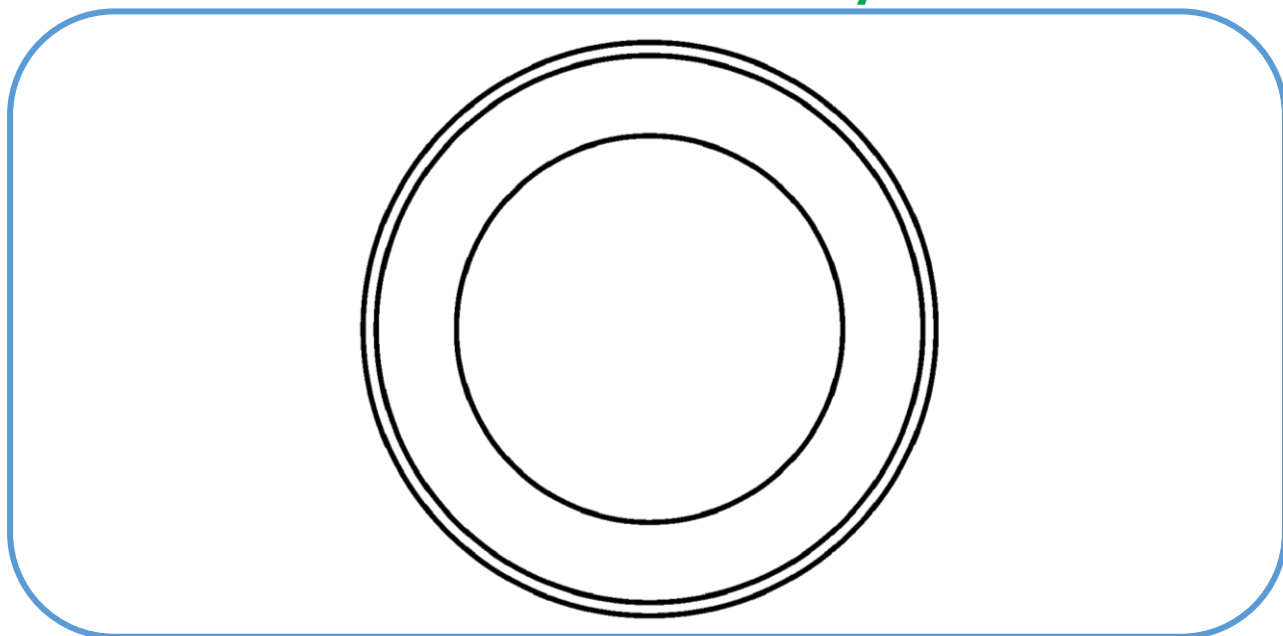
There is so many different, good food to eat around the world! Food from place-to-place changes because of seasons, culture, and even beliefs. On the top plate draw your favourite food to eat, and on the bottom plate draw food you would like to try.

Hint: look at the resource pages in the back to see all different kinds of food.

My favourite food is . . .



Food I would like to try is. . .





Sound Map in the Outdoors

Age: 6+ years **Duration:** 20 minutes

This activity is very effective at calming and focusing a group, enabling participants to have an intense personal experience in Nature. It has a lasting positive impact on participants' observational skills in the outdoors.




Materials:

- A5 Card and Pencil (one set per participant)
- A pencil sharpener
- A quiet outdoor space



Directions:

- In the outdoors (on the school grounds or in a local park) get each participant to pick a spot to sit or stand at least 1 metre away from their neighbour, but within a specified safe boundary.
- Tell the group they will be testing their ears' super-powers!!
- Explain the activity: Students will be drawing or writing down the things that they can hear; they will mark them on their A5 card with respect to where they heard them. They will start by drawing a circle in the centre of their card, to indicate their own position. Then they will fill in the noises they hear around that circle in the 'correct' direction e.g. if they hear something to their right they draw it to the right of the circle on their card; if they hear something in front of them, they draw it on the top of the card above the circle. Demonstrate this, by standing in front of them and filling in your own card as you explain.
- The drawings should **not** be detailed; the focus is on listening e.g. if they hear water running, encourage them to just do a

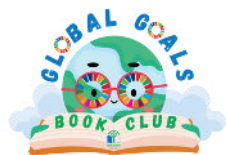
wavy symbol ; or for a bird, a music note ; or for rustling leaves, a simple leaf  and so on. Or just write the word.

- If you are working with a young group you could get them to suggest things that they might expect to hear. Or give them a few suggestions of things to listen out for to start: the wind, leaves rustling, water flowing, birds singing, cars passing etc.
- Get started: Give each participant a piece of card (A5) and a pencil. Instruct them to draw a small circle in the middle, to indicate them self. And to start filling in their 'sound map'.
- If the group are giddy to begin, explain that anybody who makes noise will have to leave, as the activity won't work otherwise.
- Give the group a good amount of time to settle into this exercise. The group typically enters into a really calm silence- you will likely be surprised how quiet and peaceful they become.
- After you think they've spent enough time (usually no more than 5 minutes), everyone can circle up and take it in turn to share something special that they noticed.

Extensions:

- This exercise ties in very well with the Bird Song ID Activity, which is classroom-based. It can be found on the Green-Schools Website, in the Biodiversity resources section (link below).
- With older groups (8⁺ years) you could follow this activity up with the Web of Life Activity, which can also be found on the Green-Schools Website, in Biodiversity 'Resources' section www.greenschoolsireland.org/





Children of the World

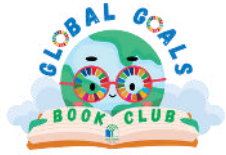
Written by Tessa Strickland & Kate DePalma

Languages Activity Sheet

There are over 7,000 languages spoken in the world! Although it may be difficult to learn all those languages, one thing we can learn is how to say hello. Use a translation dictionary or website to find out how to say hello in the languages below and write them down. Then write down one place where it is spoken.

Hint: look at the resource pages in the back to get familiar with the languages below.

<p>English</p> <p>Hello</p> <p>Spoken in:</p>	<p>Irish</p> <p>Spoken in:</p>
<p>Spanish</p> <p>Spoken in:</p>	<p>Yoruba</p> <p>Spoken in:</p>
<p>Polish</p> <p>Spoken in:</p>	<p>Tagalog</p> <p>Spoken in:</p>



Children of the World

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Timeline Activity Sheet

"Every life has a story. It's easier to understand someone when you know their story."

Below draw a timeline of your story, it can include a special day, a chore you have to do, or even sports practice.

The form consists of three columns. Each column contains a large rectangular box at the top and bottom, and a smaller rounded rectangular box in the middle. Green arrows point from the middle boxes to the top and bottom boxes, indicating a flow of information. The top boxes are intended for drawing, and the bottom boxes are intended for drawing. The middle boxes are intended for writing.



Planet Protector TOOLKIT

You Have A Superpower!

You probably love your home, planet Earth. The planet takes care of us by providing air to breathe, water to drink and food to eat.

Maybe you've seen litter on the ground or in a body of water, or perhaps you know about pollution in the air. Maybe you've heard that our planet is getting warmer over time, which is causing problems for plants and animals, including humans. This is happening because, unfortunately, people haven't always taken such good care of the planet.

But did you know that you have a **superpower**? If you love the planet Earth, then YOU can be a Planet Protector! People of all ages can do big and little things to help the planet. In this Toolkit, you'll find instructions for:



- Writing a letter to your government representative
- Cleaning up litter while playing a fun game
- Creating a special craft to help you reduce the amount of plastic you use
- Measuring your water use
- Making compost cake!
- And more!

The activities in this pack were inspired by things that children do all over the world. Young people just like you can make a huge difference. Will you find your superpower? **Will you pledge to be a Planet Protector?**

PLANET PROTECTOR PLEDGE

I pledge to learn how to take good care of my home, planet Earth, and to teach my friends and family to do the same.

I pledge to be a Planet Protector!

NAME: _____





Write a Letter to Your Government Representative!

Stacy Clark, author of *Planet Power*, has helped many kids write letters to their government officials. Here are her tips!

We know that your voice matters, and we want to help you put it into action! One great way to use your voice is by writing a letter to your local government representative to let them know that you believe **protecting the planet is important**.

Below is a guide for writing your letter:

1) Think about an issue that is important to you. Make a list of things you'd like to change or do differently to protect the planet. Do any of these ideas need new laws, funding, or technologies in order to happen in your community? Those are the ideas that a government representative might be able to help with.

2) Find a local government representative to whom you want to write. You can search online for the leaders who represent your neighborhood. If you live in the U.S., go to <https://www.usa.gov/elected-officials> where there are links to your local, state and federal officials. If you live outside of the U.S., you can also search "Who are my elected leaders?" online or ask your teachers or family for help. (Note: In different countries, local lawmakers may be called something other than a "representative." Be sure to check to be sure that you are addressing your letter correctly).

3) Begin your letter by introducing yourself. My name is (your first and last name) and I am a student / homeschooler who resides in your district.

4) Explain why you are writing. What do you want?

Here are some examples:

- You may want to ask for electric vehicle charging stations at your school or library
- You may want a solar farm built in your neighborhood
- You may wish to see a local river or ocean jetty be used to harness electricity

6) You'll want to explain why your request is important to your life and the lives of your family and friends. Depending on where you live, you could mention that wildfires / hurricanes / droughts / arctic thawing — all made worse by climate change — are changing the world and making it unsafe for you and your future.

5) Include a fact or two that you have learned about the subject.

For instance, you could write that you read a book or attended a science fair. You learned that renewable energy reduces the need for fossil fuels, and burning fewer fossil fuels means healthier communities and the chance to reverse climate change.

7) Thank your representative for their time. You may also ask your representative to write back to you. Be sure to include your name and address on both your letter and envelope. And don't forget to sign your letter!

(Note: You can include a drawing to illustrate your vision!)

On the next page you'll find an editable template you can use if you would like additional help. Simply type your information in the blank spaces and print it out!



LETTER TO MY GOVERNMENT OFFICIAL

The Honorable

RE:

Dear :

My name is and I am a year-old who lives in your district.

I am writing to you today to let you know that I asked my family to buy electricity from a company that provides renewable power, but they were unable to find one. All of the companies in our area sell electricity that comes from a coal or natural gas-fired electricity plant. I am hoping that you can help me change that.

I know from reading books that burning coal and natural gas pollutes the air and makes climate change worse, so switching to renewable energy is a good idea.

It is important to me and my family that we can buy clean electricity. We hope that you will support the development of wind, water and/or solar projects so that my family and friends can look forward to a brighter future.

Thank you for taking the time to read this. I would appreciate it so much if you would kindly write back to me at your convenience.

Sincerely,



Let's Plog!

Plogging (Sweden)

In Sweden and beyond, runners enjoy an Earth-friendly activity called “plogging.” The name combines the words “plocka upp” (PLO-kah OOP, Swedish for “pick up”) and “jogging.” Cleaning up while jogging is healthy for the planet and also for you — adding bending, squatting and stretching to your jog as you pick up litter makes for a great workout!



You'll Need:

- washable, reusable bag
- gardening gloves
- athletic shoes



- 1 Put on athletic shoes and gardening gloves to protect you while you plog. Grab your bag.
- 2 Go outside! With your adult helper, choose a safe place for plogging far from cars or other dangers.
- 3 Jog at an easy pace so you have time to spot things to pick up.
- 4 When you find litter, put it in your bag and then keep jogging. Make sure you look closely! Don't pick up anything sharp or dangerous. If you're not sure about something, ask your adult helper.
- 5 When you're done, recycle or throw away the items you picked up. Make sure you wash the bag for your next plog and finish by washing your hands!



World Cleanup Day

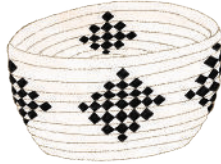
Keep going! Join World Cleanup Day on September 15. This global movement started in Estonia in 2008, when over 50,000 volunteers gathered on the same day throughout Estonia to pick up trash. Can you start a cleanup day at school or near where you live?



Not-So-Fantastic-Plastic

Plastics Penalty Pot (Rwanda)

Plastic waste can impact life on land, in the air and in oceans, lakes, rivers and streams. Rwanda, known as the Land of a Thousand Hills, is serious about preventing plastic pollution. It was the first country in the world to ban all single-use plastic bags. People who break the rules there must pay a fine.



You'll Need:

- clean, empty jar
- white paper
- pencils, pens, or paints
- scissors
- glue or tape



- 1 Cut a piece of paper to fit around your jar. Write a label on the paper: "Plastics Penalty Pot."
- 2 Decorate the paper. Rwanda is known for the bold graphic designs woven into traditional **agaseke** (*ogg-ah-SEK-ay*, baskets like the ones below). Try drawing a similar pattern on your paper.
- 3 Glue or tape the paper to your jar.

Using Your Penalty Pot

Talk with your family and agree on some new plastic rules, like taking reusable bags when shopping, packing lunches in reusable containers and/or refusing plastic straws when offered (if possible). Whenever someone breaks one of the plastic rules, they place a small fine in the Plastics Penalty Pot.



Water Is Life

Tracking Water Use (United Kingdom)

As water supplies become scarcer around the world, people are finding new ways to measure, supply and save clean water. Inventors in the United Kingdom and other countries have devised ways to track water use in homes to help save more water. You can track water use yourself, too!

- 1 Start a project in your home or classroom to track water use, waste less water and collect water from alternative sources.
- 2 Put a cup in the sink when you are washing your hands or a bucket to catch the water when you shower. Notice how full it becomes in a very short time.



- 3 Now that you can see how much water is being used, challenge yourself to see how fast you can shower and still get clean or how little water you can use while brushing your teeth. Make changing your habits into a game!
- 4 Once you've changed your habits, challenge someone else to do the same! Ask a friend or family member to track their leftover water for a day.

Collect Water

When it's raining, put a bucket outside to gather the rainwater. This can then be used to wash your bikes or the family car, or water indoor plants.



Walk for Water

Millions of children who do not have running water in their homes must carry it home each day from a source like a well or body of water. Try to put yourself in their shoes for one day. See how far you can walk carrying a large jug of water. Count your steps or measure the distance you can walk.





Compost Cake

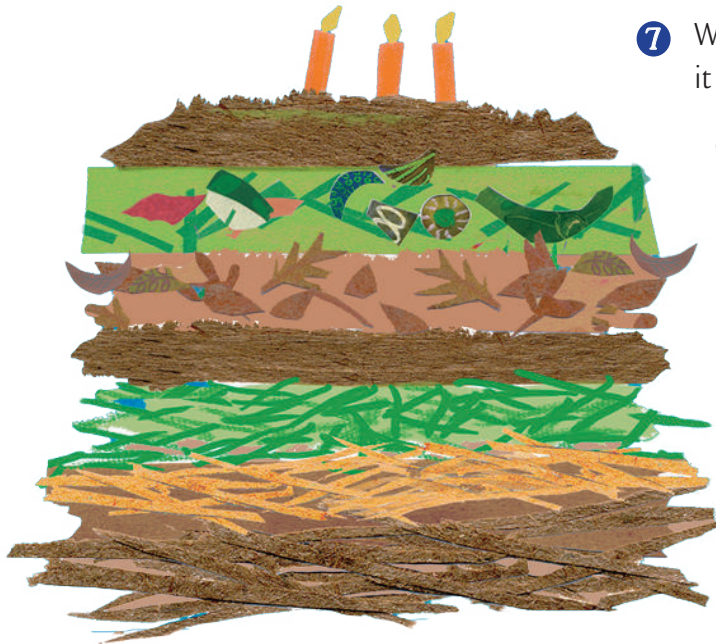
Did you know that you can use your food scraps to help grow new plants? Instead of throwing out leftover fruits, vegetables, peels and coffee grounds, keep them in a sealed container. Read on to learn how to use them to create compost!



You'll Need:

- spade or fork
- tape measure
- bundle of small branches
- wheelbarrow of “browns,” such as dried leaves or straw
- wheelbarrow of “greens,” such as fruit and vegetable kitchen scraps, crop leftovers or grass clippings
- small bucket of soil from the garden
- 30 in x 30 in (75 cm x 75 cm) square of heavy gauge wire screen (for an adult helper)

- 1 Clear a flat area in the garden about 2.5 ft (1 m) square. Spread the bundle of small branches onto the square.
- 2 Add a layer of browns on top of the branches, about 6 in (15 cm) high. Sprinkle with water until the pile is damp.
- 3 Add a layer of greens on top of the browns, about the same height. Sprinkle again.
- 4 Add a 1 – 1.2 in (2.5 cm) layer of soil. Sprinkle again.
- 5 Repeat the layering until almost all of your materials are used and your pile is 5 ft (1.5 m) tall and moist like a damp sponge. Save a small amount of browns.
- 6 Cover your pile on all sides with a thin layer of browns. Use a fork to pull outwards on the top corners so that it looks like a big nest.
- 7 Water your pile when the weather is dry and cover it when it rains heavily, so it stays damp.
- 8 Let the decomposers do their work. In about 4 – 6 months, you should have a pile of fresh compost. Sift the finished compost through the wire screen and add it to your garden beds.





More Ways to Make a Difference

There are so many things you can do to take care of your home on Earth and the people you share it with. Here are some ideas!

Saving Fuel

Just as you need food to give you energy and help you grow, vehicles like planes, trains and cars need fuel to power them. Most fuel comes from oil or coal, but humans are using up these types of fuel faster than the earth can create them. Using fuel from oil or coal releases gases that are bad for the environment. These gases cause our planet to get hotter and hotter, which is called climate change.

Walking, biking, skateboarding or pushing a scooter are ways of getting around that use no fuel. Carpooling and taking buses or trains allow people to share a ride, so each person uses less fuel than they would if they went alone.



GET TOGETHER!

Whenever you can, walk, bike, carpool, or use buses or trains.

Recycling

When you throw something away, it doesn't disappear — it just goes somewhere else. Often, waste ends up in a landfill (where it is buried in the earth) or at an incinerator (where it is burned). Landfills and incinerators both produce gases that are bad for the environment and cause climate change.

We can recycle some things instead of throwing them away. Recycling is a way to make things new again. For example, when you recycle a food or drink can, it is cleaned, melted down and made into a new can. Composting is similar to recycling, because it turns food waste into fertilizer for plants.



GET TOGETHER!

Learn about recycling services near where you live, and let your family and friends know what you find. Whenever you can, reuse and recycle things.

Giving Back

Everyone needs help sometimes. Can you think of a time in your life when another person helped you? Maybe a doctor cared for you when you were sick or a teacher showed you how to do something new. You can help other people too!

When we help each other, we make the world a better place.

GET TOGETHER!

Think of small ways you can help others in your family, at school and wherever you go. You can also find a place to volunteer in your community like a shelter, food bank or library.



Activism

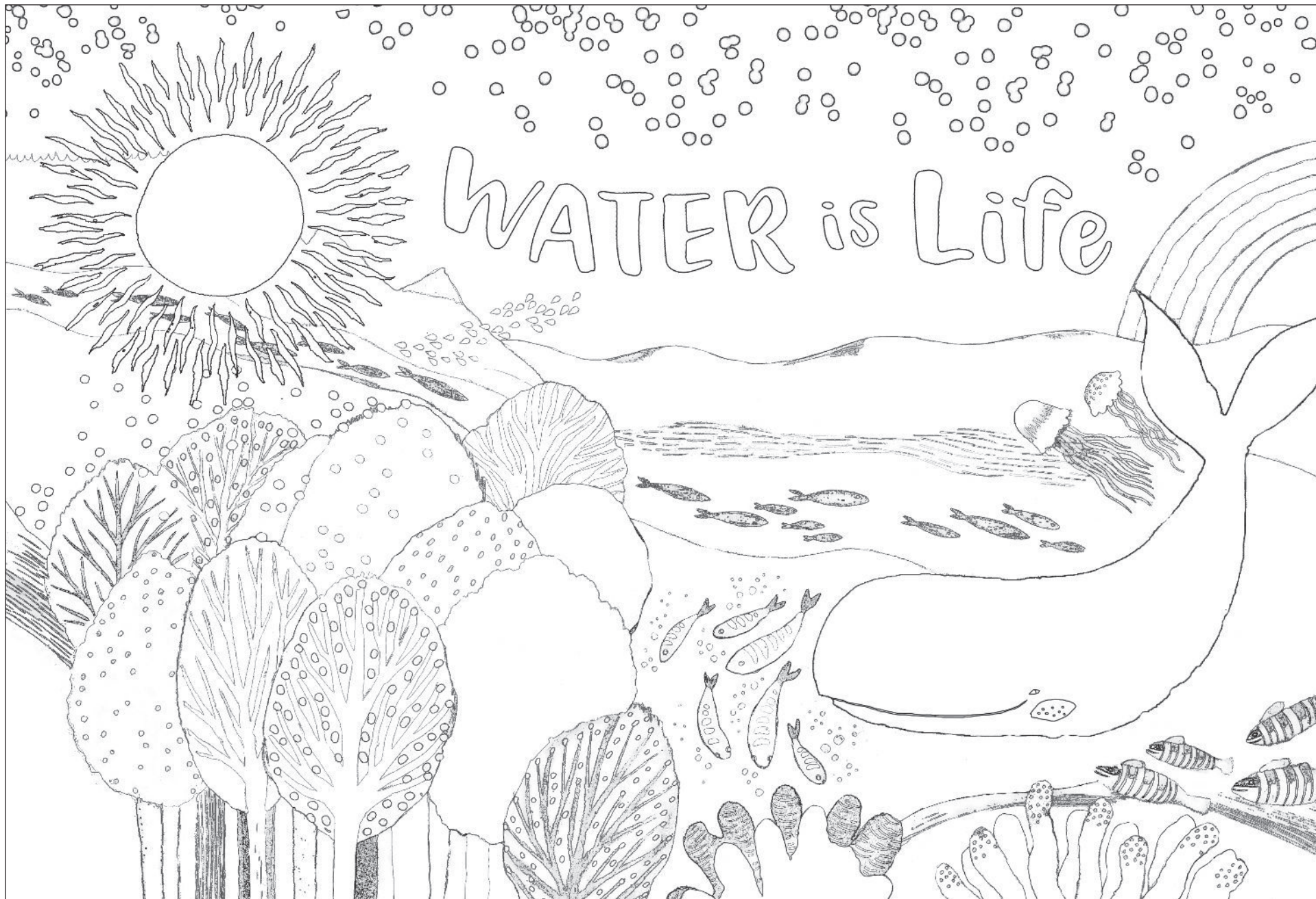
Activists speak up about things they care about and invite other people to join them to make change happen. Kids can be activists too! There are many things you can do to make changes in the world.

For example, in 2016, an 8-year-old named Mari Copeny found out about a water crisis in her hometown of Flint, Michigan, in the United States. Her family's running water had lead from old pipes in it that made them sick. They had to use bottled water instead of running water in their homes. She wrote a letter to US President Barack Obama asking for his help, and he visited her in Flint to make sure the whole world knew what was happening. Since then, she has raised a lot of money to send clean water to children and families in Flint.

GET TOGETHER!

Do you want to save a forest, cure a disease or get more books for your classroom? You can write letters to people who make decisions or raise money for a cause. You can also set up a petition, a written request that lots of people sign to show that they care about the same thing.





Barefoot Books Water | Available October 2021
Written by Christy Mihaly and illustrated by Mariona Cabassa
Illustration © Mariona Cabassa

 **Barefoot Books**
www.barefootbooks.com