

KINDNESS

A Development
Education Resource
for Senior Primary

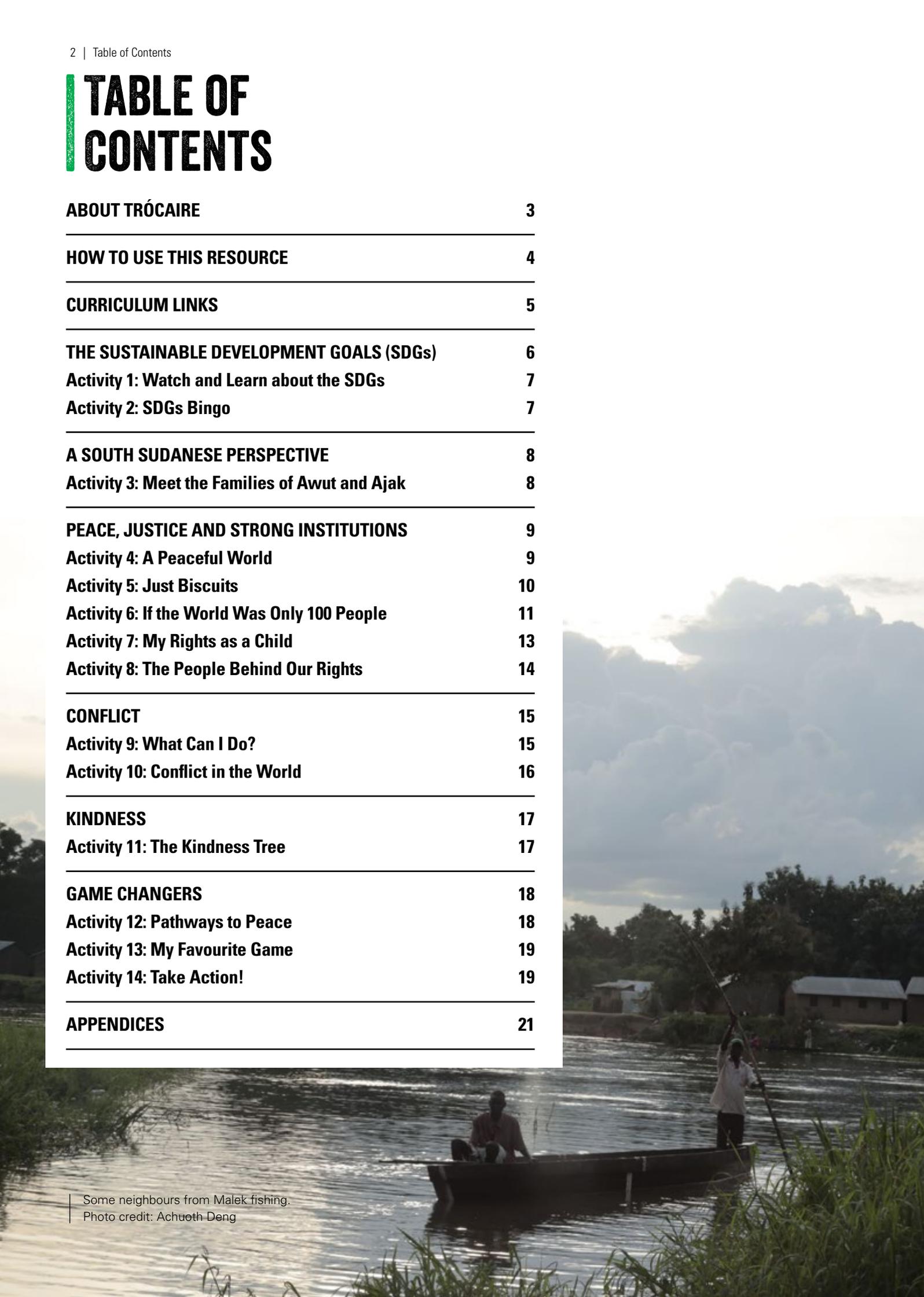
Explore SDG 16 through the stories of two families in South Sudan



trōcaire

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ABOUT TRÓCAIRE

Trócaire means compassion. We are a human rights and development organisation set up in 1973 with two main aims:

- Support and advocate for people in the wider world who are living in poverty.
- Educate people in Ireland about global poverty and justice issues.

Trócaire believes that every woman, man and child is born equal. We understand poverty as being more than the absence of basic needs. It is the absence of opportunity, the lack of power, a lack of voice and a lack of control over one's life. We see that real and lasting change happens when people secure their basic human rights. We influence this by working in partnership with local communities affected by poverty and injustice. Partnership means working with individuals, communities and local organisations to help bring about the change

they want to see in their lives. Fundamentally, partnership is about solidarity, respect and empowerment.

Trócaire's development education work is rooted in the Sustainable Development Goals (SDGs). Sustainable development means developing in a way that will not harm the lives or ignore the rights of future generations. Covid-19 has been devastating for communities around the world, including here in Ireland. However, it has also brought communities together with a strong sense of compassion and caring for one another. It is a reminder of how dependent we are on the world around us and everyone living in it.

TRÓCAIRE'S WORK IN SOUTH SUDAN

Trócaire has worked in South Sudan, in partnership with CAFOD (Catholic Agency for Overseas Development), since 2015.

CAFOD is our sister agency in England and Wales. South Sudan is the world's newest country. After a decades-long war, the country gained independence from Sudan in 2011. However, the outbreak of civil war in 2013 has meant that conflict, displacement, poverty and hunger remain the daily reality for many people. Trócaire is working to provide improved food security, increased empowerment of women, and better access to safe water and sanitation. For more information about Trócaire's work in South Sudan click [here](#).

Information about South Sudan



South Sudanese Flag

Capital: Juba

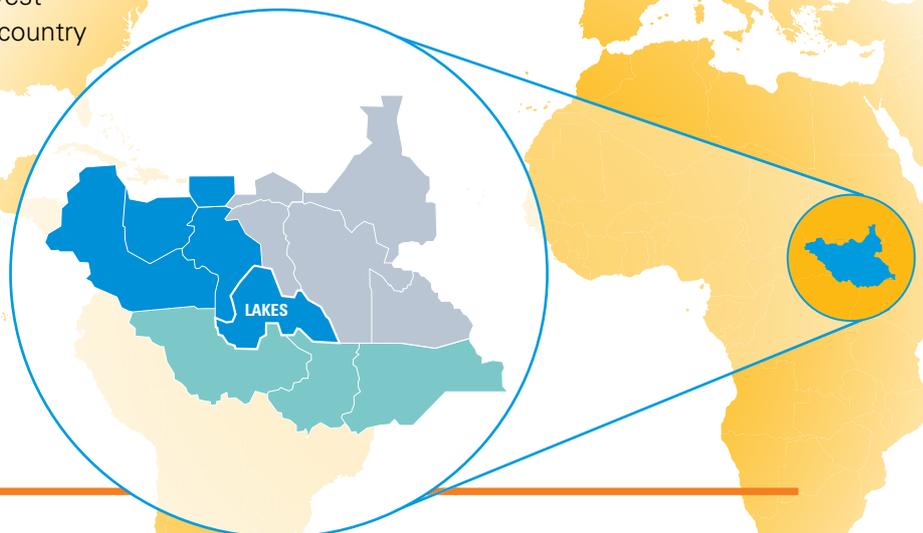
Population: 11.9 million

Official language: English

Other languages: South Sudan is a multilingual country, with over sixty indigenous languages spoken

Average life expectancy: Fifty-five years

Illiteracy levels: 73 per cent of adult population



HOW TO USE THIS RESOURCE

Development education is a creative educational process that increases children's understanding of our interconnected world.

It challenges stereotypes and perceptions of global justice issues and encourages action for a just world. It is a lens through which you can teach the subjects in the curriculum.

This cross-curricular resource for Senior Primary/ KS2 is rooted in the **Sustainable Development Goals (SDGs)**, focusing on Goal 16: Peace, Justice and Strong Institutions. It examines how kindness and friendship help families to survive in the most difficult times. The information is presented through activities with suggestions of how long they will take. Each activity is not a full lesson. This is to enable you to dip in and out of the resource depending on how much time you have.

In line with current government guidelines on social distancing, the activities have been designed to minimise physical contact and sharing of materials. Worksheets are included as appendices at the end of this resource.

By exploring this resource the students will be able to:

- Explain the meaning of peace, justice and strong institutions, through a children's rights lens

- Discuss the lives of two families in South Sudan
- Identify and celebrate acts of kindness
- Take action for social change by creating games

The themes of friendship and kindness are examined through the story of Awut and Ajak, two mothers living in the community of Malek, in Lakes State, South Sudan. These women and their families have helped each other to survive and thrive despite facing enormous adversity.

Download the PowerPoint to find out more about Awut and Ajak.

The activities in this resource are designed for Senior Primary/ KS2. Visit our [Good Neighbours](#) resource to find activities designed for Junior Primary/KS1.

For more information on how to use this resource sign up for our CPD [here](#).



Ajak: 'I am thankful for her. She lifted me when I was in need, and when she is down, I lift her up. She is a very dear friend.'

Awut: 'We share everything we have. We farm together and make sure our children stay together and live in harmony.'



Ajak (34) and Ngor (8 months) and Awut (48) with Nyajima (2).
Photo credit: Achuoth Deng

CURRICULUM LINKS

Republic of Ireland	Subjects	Strands	Strand Units
Activity 1, 2 and 3	Geography	Human environments	People and other lands; Trade and development issues
	SPHE	Myself and the wider world	Developing citizenship
Activity 4	This activity fits in multiple strands across patron programmes		
Activity 5	Language: Oral language	Exploring and using	Requests, questions and interactions
Activity 6	Maths	Number	Equations; percentages; operations
Activity 7	SPHE	Myself and the wider world; Myself and others	Local and wider communities; Communicating
Activity 8	SPHE	Myself and the wider world	Developing citizenship
	Geography	Maps, globes and graphical skills	Using pictures, maps and globes
Activity 9	SPHE	Myself and others	Relating to others
Activity 10	Language: Oral language	Understanding	Demonstration of understanding
Activity 11	Visual Arts	Construction	Making constructions
	Religion	Christian morality	Human dignity, social teaching
Activity 12 and 13	Language: Reading; Writing	Understanding; Exploring and using	Vocabulary; Purpose, genre and voice

Northern Ireland	Subjects	Strands	Strand Units
Activity 1 and 2	The World Around Us	Change over time	The effects of positive and negative changes globally
	PDMU	Learning to live as members of Community	Our role as Consumers
Activity 2	The World Around Us	Change over time	The effects of positive and negative changes globally
	PDMU	Learning to live as members of Community	Our role as Consumers
Activity 3	The World Around Us	Interdependence	People/Environment/The natural world
	PDMU	Place Mutual Understanding in the Local and Wider Community	How place influences the nature of life Similarities and differences
Activity 4	The Arts	Art and Design	Drawing
Activity 5	Language and Literacy	Talking and listening	Class discussion
Activity 6	Mathematics and Numeracy	Number	Place value; Percentages
Activity 7	PDMU	Mutual Understanding in the Local and Wider Community	Human rights and social responsibility
Activity 8	PDMU	Mutual Understanding in the Local and Wider Community	Human Rights and social responsibility
	The World Around Us	Interdependence	How they interact in the world
Activity 9	PDMU	Personal understanding and health	Feelings and emotions
Activity 10	Language and Literacy	Talking and listening	Respond to instructions
Activity 11	The Arts	Arts and design	Using a range of media to realise personal ideas and intentions
	Religion	Christian morality	Human dignity, social teaching
Activity 12 and 13	Language and Literacy	Reading; Writing	Reading skills; Write for a variety of purposes

THE SUSTAINABLE DEVELOPMENT GOALS (SDGs)



The United Nations (UN) is an international intergovernmental organisation that promotes cooperation between countries. It was set up in 1945 after the Second World War to prevent such a conflict from happening again. The headquarters are in New York. Other main offices are in Vienna, Geneva and Nairobi. Each country sends one person to the UN to represent them. The Irish representative is Geraldine Byrne Nason (2021). You can find more about the UN [here](#).

World leaders at a UN summit adopted the Global Goals for Sustainable Development, also called

the Sustainable Development Goals (SDGs), in September 2015.

These are seventeen goals set out to achieve three key things: end poverty, fight inequality and protect the planet by 2030. The goals are universal, which means that all countries in the world are committed to achieving them, including Ireland and the UK. Efforts will be made by governments, institutions and citizens across the globe to end all forms of poverty, fight inequality and protect the planet.

ACTIVITY 1: WATCH AND LEARN ABOUT THE SDGs



Aim

To develop an awareness and understanding of the SDGs



Resources

'Malala introducing The World's Largest Lesson' animation, paper, pen/pencil



Time

20 minutes

Step One

Children calculate what age they will be in the year 2030 and discuss how they would like the world to be then.

Step Two

Introduce the SDGs. Explain that the UN has come up with a plan to ensure the world changes

in a way that is fair for all people and protects our environment. Watch the animation '[Malala introducing The World's Largest Lesson](#)'.

Step Three

Facilitate a whole-class discussion about the importance of the SDGs, addressing the following questions:

- Do you think we need the SDGs? Why?
- Which is the human 'superpower'? Do you remember any other powers mentioned in the video?
- How can we fix some of the serious problems mentioned in the video?

Further information

This [Human Beans animation](#) also explains the SDGs.

ACTIVITY 2: SDGs BINGO



Aim

To reinforce information about the SDGs



Resources

SDG Wheel, Appendix 1: SDGs Bingo Card



Time

20 minutes

Step One

Print Appendix 1: SDGs Bingo Card, photocopy and give one to each child/pair.

Step Two

Children choose six goals and assign one to each box on their bingo card.

Differentiation

Children can cut up the goals and choose six to fill the boxes on their bingo card, or they can write numbers or words, colours or symbols.

Step Three

Spin the [SDG Wheel](#) to randomly draw an SDG.

Step Four

The children explain the meaning of the goal and mark it if it is on their card. The first child to mark all six on their card shouts BINGO!

Extension activity

Children choose a goal and recreate its logo using a medium of their choice. Display the goals in the school for other classes to see.

ACTIVITY 3: MEET THE FAMILIES OF AWUT AND AJAK



Aim

To examine the story of two families in South Sudan, who feature on the 2021 Trócaire Lent box



Resources

PowerPoint presentation 'A Photo Story from South Sudan'



Time

40 minutes

It is important to note that this is only one perspective from South Sudan. Avoid reinforcing negative stereotypes as you teach this lesson. Conflict and poverty are a reality for these families, but not everyone in, or from, South Sudan has had this experience. Remind children that this is only one part of the story of South Sudan. Where possible, focus on positive aspects of the country as a balance. South Sudan is only one country amongst many in the entire continent of Africa. Therefore, avoid describing the families as 'living in Africa'. If you have access to the internet in your school, allow the children to research five facts about South Sudan before starting this activity. Emphasise the diversity in the country and

focus on positive aspects of its culture. Research corresponding facts about Ireland and compare.

Step One

Download the [PowerPoint](#) and show it to your class. In the speaker notes you can see a script about the story and suggested activities/discussions.

Step Two

What surprised you the most from the photo story? Discuss what you liked/did not like as a whole class.

Step Three

What acts of kindness can you see in the story? Make a list as a whole class.

Some examples are:

- People from Malek helped Awut and her family when she arrived with nothing.
- Awut helped Ajak and her family when they arrived in Malek with nothing.
- Chiech helps his baby brother Ngor, who has been trying to walk.
- The bigger girls, including Yomjima, are sharing the fruit with Nyibak.

Nyajima (2) playing with Nyibak (5). Photo credit: Achuoth Deng



PEACE, JUSTICE AND STRONG INSTITUTIONS



'Peace' is a biblical word that means much more than the absence of violence.

The Hebrew word *shalom* means 'all that leads to health and well-being'. The meaning of the New Testament Greek word *eirene* involves breaking down barriers that separate people from each other.

People around the world need to be free from fear of all forms of violence and feel safe to live their

lives with dignity. The aim of Goal 16 is to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. In the next activities we are going to explore the concepts of peace, justice and strong institutions.

ACTIVITY 4: A PEACEFUL WORLD



Aim

To understand the concept of peace and to visualise what a peaceful world might look like



Resources

Appendix 2: A Peaceful World, A3 or A4 sheet of paper, colours, recycled materials



Time

30 minutes

Awut said: 'Always stay in peace! It is my desire for people to live in peace without conflict.'

Step One

Ask the children to close their eyes and imagine a peaceful world for one minute.

Step Two

Print Appendix 2: A Peaceful World and give one copy to each student/pair of students. They have to complete the sentence: 'A peaceful world is ...' For example, a world free of war, a world where everybody goes to school, a world where girls and boys are treated equally.

Step Three

The class share their ideas with each other. Record the different ideas on the whiteboard/flip-chart.

Step Four

As a class, write your own definition of a peaceful classroom; for example, a peaceful classroom is one where everyone is treated fairly, everyone is listened to and there is no violence.

Step Five

Agree three to five behaviours necessary to create a peaceful classroom.

Step Six

Create a poster with your definition of a peaceful classroom and list the behaviours to make a charter. You can use different materials to decorate your poster: colours, collage, recycled materials, etc.

Extension activity

A peaceful school. How can we ensure a peaceful school? Organise a school assembly* to present your ideas and promote debate about how to ensure a peaceful school. Create a charter for a peaceful school.

*If school assemblies are not possible due to social distancing, hang your poster outside your classroom door so that all the school can see it. Encourage other classrooms to do the same.

ACTIVITY 5: JUST BISCUITS



Aim

To understand how fairness does not always mean equal treatment



Resources

Appendix 3: Just Biscuits, Appendix 4: Is It Fair?, paper, pen/pencil



Time

15 minutes

Scenario

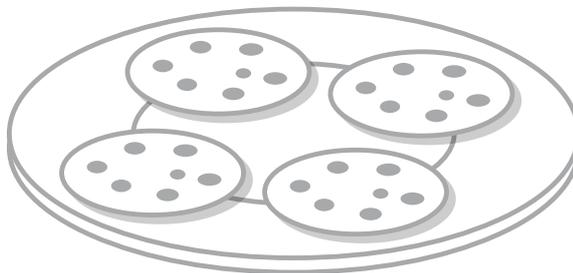
A group of five students shared a packet of ten biscuits. Some students took more biscuits than others. The teacher arrived in the classroom with another packet of ten biscuits. She looked at the plates and shared the new packet: Jenny got four biscuits, Áine got three, Sara got one, Mark got two and Seán got none. Seán complained to the teacher, claiming it was not fair that he got none and that the teacher should give the same number of biscuits to everyone.

Step One

Print Appendix 3: Just Biscuits.

Step Two

Draw the number of biscuits that the teacher gave to each student on their plates.



Step Three

How many biscuits does each student have in total?

Step Four

Discuss. Do you agree with Seán? What do you think would have been the fairest way for the teacher to distribute the biscuits? Why do you think the teacher gave a different number of biscuits to each person?

Note: This activity can be done with real plates and biscuits when social distancing restrictions are lifted.

Step Five

As a whole class, look at the picture on Appendix 4: Is It Fair? and discuss the following: Does equal treatment always mean fairness? Is the first picture fair? Why/why not? How is it different from the second picture? What do you think this could symbolise in the real world? Discuss the terms 'justice', 'equality' and 'fairness'. Do they mean the same thing?



ACTIVITY 6: IF THE WORLD WAS ONLY 100 PEOPLE



Aim

To understand that the world is unequal and not everybody is born with the same opportunities



Resources

Video 'If the World Was Only 100 People', Appendix 5: If the World Was Only 100 People, pen/pencil



Time

20 minutes

Step One

Ask your students how many people live in the world today. There are 7.8 billion people living on planet earth according to the most recent United Nations estimates.

Step Two

Ask students if they can imagine 7.8 billion people. It is a great many people and very hard to imagine. Explain that to make it easier we are going to imagine that the world is a village of 100 people only.

Differentiation

If your students have worked with percentages, explain that we are going to use percentages for this activity because the numbers are very large.

Step Three

Explain that, like the students in the previous activity, some people in the world use up more resources than others, leaving other people with no access to necessities, such as food, water, shelter and electricity.

Step Four

Print and give students Appendix 5: If the World Was Only 100 People and ask them to fill in the Guess column.

Note: This map is not the Mercator projection, which is the one we are most used to seeing. We are using the Peter's equal-projection map, which shows the areas with the correct sizes relative to each other.

Step Five

Watch the video '[If the World Was Only 100 People](#)' and fill in the Answer column. Who is more likely to have access to/be denied access to resources? Why do you think this is the case? Consider the history of colonisation and the impact of today's overuse of resources contributing to climate change.

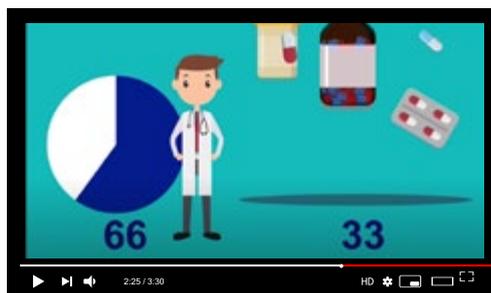
Step Six

In Activity 3 we learnt about the story of Awut and Ajak. What injustices have the families of Awut and Ajak faced? For example, it's not fair that they had to leave their homes.

Extension activity

Get calculating!

- The video was made in 2014 when there were 7.6 billion people in the world. The world population has increased since then, and today it is at 7.8 billion. Can you calculate how many people will be in the world in 2030, if the trend remains the same?
- If your classroom were a representation of the world, how many of you would have food, clean water and electricity? Write your answers in the Our Classroom column on Appendix 5.



CHILDREN'S RIGHTS

The United Nations Convention on the Rights of the Child (UNCRC) is an internationally binding agreement on the rights of children. It was formally agreed by the UN General Assembly in 1989. The rights are all seen as necessary for the development and dignity of the child. Most countries in the world have ratified it (made it official locally), including Ireland in 1992 and the UK in 1991. This means that the Irish and UK governments are committed to promoting,

protecting and fulfilling the rights of children. The United States of America is the only country that has not ratified the convention.

Economic, social and cultural rights are a cluster of articles within the Convention. They include the right to an adequate standard of living (food, clothing and housing), the right to the highest standard of health, the right to social security, and the right to education.

Children exercising their right to play in an Internally Displaced Persons camp, in Juba, South Sudan.
Photo credit: Caritas International



ACTIVITY 7: MY RIGHTS AS A CHILD



Aim

To examine children’s rights and identify how they are realised locally



Resources

Appendix 7: Children’s Rights Cards



Time

30 minutes

Step One

Show the UN logo on the board and ask the children to suggest what it represents. The world map represents all the people and the countries of the world. The North Pole is at the centre. We are used to seeing the North Pole at the top of the world map and Europe at the centre. Countries in other parts of the world put themselves at the centre. Discuss this different perspective. The wreath in the UN logo is made of crossed branches of the olive tree, representing peace. White and blue are the official colours of the UN.

Step Two

Ask the class what children need, and what they should be able to do, in order to live a healthy and happy life. Make a class list. Explain that the UN also made a list. It is called the Convention on the Rights of the Child.

Step Three

Photocopy Appendix 7: Children’s Rights Cards and cut up a set for each pair of students. Identify how many of these rights you included on the class list.

Step Four

Organise the cards using the Diamond ranking shown below.

Step Five

Returning to the story of Awut and Ajak (Activity 3), discuss whether they were denied any rights; for example, the right to education. Ajak’s children don’t go to school because they can’t afford the fees.

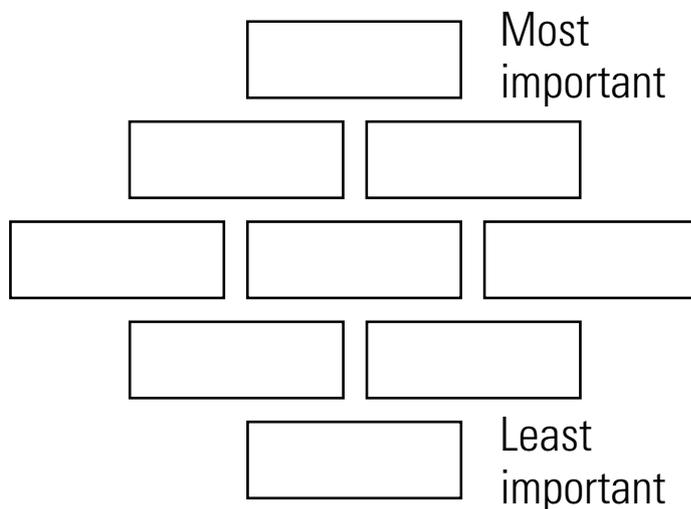
Step Six

Covid-19 has changed the way we learn, play and communicate with our friends. Schools, parks and shops closed their doors and we spent most of our time indoors. Discuss which rights were affected by Covid-19 in your local area; for example, the right to education and the right to play.

Extension activity

Malala Yousafzai from Pakistan came to public attention by writing for BBC about life under the Taliban. She spoke up for girls’ right to education in her community. She was just eleven years old. Research one person who has fought for justice and fairness for others. Include name, age and what they fought for.

Diamond Ranking



STRONG INSTITUTIONS

An **institution** is an organisation founded for a religious, educational, professional or social purpose; for example, a church, school, charitable organisation, hospital.

We need **strong institutions** to protect our rights and ensure a just and peaceful world.

The **United Nations** is an institution responsible for promoting and protecting human rights.

Governments have a responsibility to ensure people's rights are not abused.

ACTIVITY 8: THE PEOPLE BEHIND OUR RIGHTS



Aim

To understand how different institutions and workers protect our rights



Resources

Appendix 6: The People Behind Our Rights, Appendix 7: Children's Rights Cards, paper, pen/pencil



Time

40 minutes

Many institutions are necessary to guarantee access to our rights. For example, we couldn't exercise the right to education without schools and colleges. We couldn't exercise the right to healthcare without hospitals and medical centres. People working in these institutions help us to exercise our rights.

Step One

Print Appendix 6: The People Behind Our Rights and give one copy to each child. Ask them to complete the table.

Differentiation

The table can be completed in pairs, groups or as a whole-class discussion.

Step Two

In your local community, do you have any of the institutions listed? Draw a children's rights map of the local community including these places. Stick the children's rights cards onto the relevant areas on the community map.

Step Three

Governments must prevent people from violating the human rights of others. For example, prosecuting someone who broke the law or educating people about their rights and the importance of respecting the human rights of others.

Discuss: Do governments sometimes fail to protect our rights?

- Awut and her children had to leave their homes to flee the war. Did the government in South Sudan fail to protect their rights? For example, the right to protection from war.
- Are some people in Ireland being denied their rights? For example, the right to shelter.

CONFLICT

A conflict is a serious disagreement or argument about something.

If two people or groups are in conflict, they have had a serious argument and have not yet reached agreement.

The response to conflict should never be violence; however, armed conflict is prevalent in our world. Armed violence and insecurity have a destructive impact on a country's development, affecting economic growth and often resulting in long-standing grievances among communities.

Violence affects children's health, development and well-being, and their ability to thrive. It causes trauma and weakens social inclusion.

Lack of access to justice means that conflicts remain unresolved and people cannot obtain protection and redress. We need strong institutions, capable of delivering justice for everyone.

ACTIVITY 9: WHAT CAN I DO?



Aim

To explore the concept of conflict and how it affects our emotions and well-being



Resources

Paper and pen/pencil



Time

10 minutes



Majak (4) explaining something to Nyajima (2). Pawany (7) and Chiech (6) are looking on behind them. Photo credit: Achuoth Deng

Step One

What is conflict? Brainstorm definitions of conflict as a whole class.

Step Two

Ask children if they can remember a day when they had a conflict with their friends. What happened? How did you feel? How do you think the other people involved in the conflict felt?

Step Three

Discuss what you would do and how you would feel in the scenarios below:

a) You and your friend are in the schoolyard and someone teases your friend.

- b) You see an older child throw sand at your little brother on the playground.
- c) Someone takes your football and runs off to play with their friends.
- d) A boy or girl in your class often stares and makes faces at you.
- e) Someone who used to be your friend is now telling lies about you to the other children.

When their children quarrel, both Awut and Ajak take responsibility for helping them to reconcile and make friends again. They tell the children about the importance of good relationships.

INTERNATIONAL CONFLICT

Traditionally, the term 'international conflict' referred to conflicts between different nation states; however, today it is also applied to inter-group conflicts within one country when one group is fighting for independence or increased social, political or economic power.

When working around the 'Alex and Mia' animation, avoid reinforcing the stereotype that conflict only happens in the Global South. Please be aware of

children in your class who might have experienced conflict and how this activity might affect them.

It is important to remember that when crises occur, the local community is the first to respond. Neighbours help neighbours, and local organisations take action.

Trócaire recognises the resilience of those affected by crises and works in partnership with community-based groups.

ACTIVITY 10: CONFLICT IN THE WORLD



Aim

To explore the concept of international conflict and how it affects children's rights



Resources

Appendix 8: Feelings and Emotions, 'Alex and Mia' animation, pen and paper



Time

30 minutes

Step One

Watch '[Alex and Mia](#)' animation.

Step Two

In pairs discuss how your life is similar/different to Alex's life before conflict broke out in his town. For example: do you both go to school? Do you like going to the park? Share your answers as a whole class. Make two columns on a white board (one for similarities and one for differences) and record the answers from the class.

Step Three

Read Appendix 7: Children's Rights Cards. What rights has Alex lost because of conflict? Write a list with an explanation. For example, Alex lost the right to play when going to the park became unsafe.

Step Four

Ask the students: If a conflict like the one in Alex's town broke out in your town, how would you feel? In pairs, discuss at least three different feelings that you might experience. After five minutes, the pairs share their answers with the whole class.

Note: Help the students to explore different emotions by displaying Appendix 8: Feelings and Emotions and discussing emotions that go beyond sadness and happiness.

Step Five

In Activity 3 we learned about the life of Awut. Awut and her family had to leave their home in search of safety. They walked for sixteen hours before arriving in Malek. If you walk 2 km/2 miles per hour, what distance would you walk in sixteen hours? If you start walking from your school, where would you be after sixteen hours walking?

Step Six

When Awut and her children arrived in Malek, they did not have a place to live or any food. As a whole class, make a list of things you would need to survive in the new village. For example, food, water, shelter, land, seeds, blankets.

Step Seven

Discuss ways in which communities helped each other and showed kindness in the animation.

KINDNESS

Awut and her family received help when they arrived in Malek with nothing.

Then Awut helped Ajak and her family when they arrived in Malek with nothing. She was kind to Ajak just like others were kind to her in difficult times.

Ajak said: 'Awut welcomed and settled us next to her. She gave me food to start up and settle



Yomjima (11) sharing fruit with Nyibak (5) and other neighbours. Photo credit: Achuoth Deng

in. I had nothing. So she tried to help me and my family. I am thankful to her.'

Now both families are dear friends. They help and support each other and they share what they have.

'We sit together and discuss ways of life. We share a lot. When she is down, I lift her up and vice versa. She is a very dear friend. We help each other at the times of need.'

ACTIVITY 11: THE KINDNESS TREE



Aim

To create a display of acts of kindness in the classroom

To discuss who benefits from acts of kindness



Resources

Appendix 9: Kindness Leaves, paper, colours, stick glue, recycled materials



Time

30 minutes

Step One

Using as much recycled material as possible, create a kindness tree for your classroom. If you are lucky enough to have a tree/tall plant inside your classroom you can decorate it with colourful wool.

Step Two

Discuss the acts of kindness shown by Awut and Ajak in the community of Malek. Ask the children to share acts of kindness they have experienced in their own community or in school; for example, grocery delivery to neighbours during lockdown. Ask the following questions:

- What was your act of kindness?
- How did you feel?
- Who benefited from the act of kindness? Did you get any benefit from the act of kindness?
- Class discussion: When someone delivers an act of kindness, who benefits from it, the giver, the receiver or both? Why?

Step Three

Print Appendix 9: Kindness Leaves and ask the children to complete them and hang them on the tree. Add more leaves to the tree every time someone from your classroom is kind. Take a picture of your classroom kindness tree and send it to lydia.mccarthy@trocaire.org (ROI) or laura.fernandez@trocaire.org (NI). We would love to see your beautiful creations!

Step Four

Awut had the opportunity to support Ajak just as others had supported her. Discuss this with the children and ask the following questions. How do you think Awut felt when she received the help? How do you think she felt when she helped Ajak?

Step Five

Read the following sentence aloud: 'In a world where you can be anything, be kind.' Discuss what it means.

BE A GAME CHANGER. CREATE A GAME. CHANGE THE WORLD

Learning Through Games

Game-based learning is an excellent way for young people to engage in global justice issues in a fun and innovative way. Games have the potential to provide young people with a range of skills, such as creativity and imagination, critical thinking and problem solving, teamwork and collaboration, and skills related to their lifelong learning.

ACTIVITY 12: PATHWAYS TO PEACE



Aim

To empathise with families displaced by conflict



Resources

Game: Dice, game cards



Time

50 minutes

Step One

Print a copy of the board for each group. Print and cut up the cards for the game, a set for each board.

Step Two

In groups, the children read the instructions and [play the game](#).

Step Three

Discuss the debrief questions as a class.

Note: If you would like to play more development education games designed by trocaire, visit trocaire.org/gamechangers.



ACTIVITY 13: MY FAVOURITE GAME



Aim

- To examine different types of games
- To understand the different components of games
- To recognise what makes a game fun to play



Resources

Paper and pen/pencil



Time

40 minutes

Step One

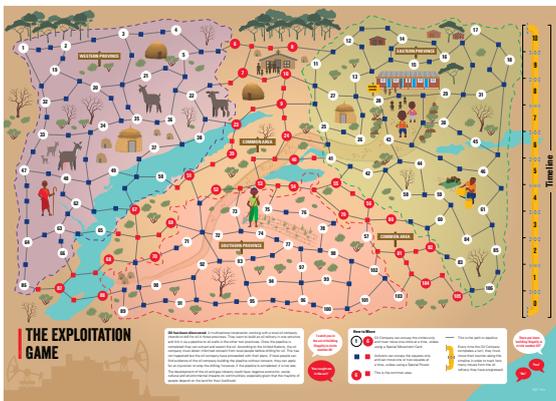
Write a narrative about your favourite game answering the questions below:

- What is your favourite game? Why?
- What type of game is it? For example, video game, board game, card game.
- What are the components of the game? For example, dice, tokens, cards, mouse, controller, board, timer.
- What is the theme of the game? For example, war, money, history, sports.
- What makes it fun? For example, it is competitive, educational, easy to win, the rules are easy to understand.

Step Two

Share some of the best narratives with the whole class.

Play Trócaire’s Development Education Games



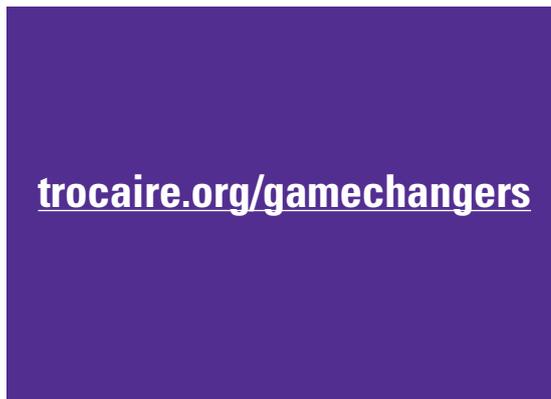
The Exploitation Game



Human Rights Defenders



Project Honduras



trocaire.org/gamechangers

GAME CHANGERS ONLINE PROGRAMME

For the academic year 2020/21 Game Changers has been expanded into a full online programme. The programme consist of three main steps:



Examples:

Step One: CPD + task

Online CPD on game-based learning with a focus on the SDGs

TASK: Deliver a session on the SDGs with your group
(support and materials available)

Step Two: Class/group workshop + task

Online Trócaire workshop with your class/group on how to create a game

TASK: Young people develop their game concept

Step Three: Sharing + task

Share your games with other schools/groups via Zoom

TASK: Refine and complete games

Contact gamechangers@trocaire.org for more information on how to join the programme.

ACTIVITY 14: TAKE ACTION!

Take action!

Step One

Visit trocaire.org/gamechangers

Step Two

Sign up for our Game Changers 2021 online programme.

Step Three

Create your own game to raise awareness about the SDGs.

The programme is:

- Flexible, and can be adapted to suit individual schools or youth groups
- Designed to complement the Primary and Post-Primary curricula and National Youth Work Outcomes
- Promotes skills of empathy, creativity, peer to peer education and much more

By completing the programme, educators and young people will learn about:

- The Sustainable Development Goals
- Game-based learning methodologies
- How to create a game on global justice issues

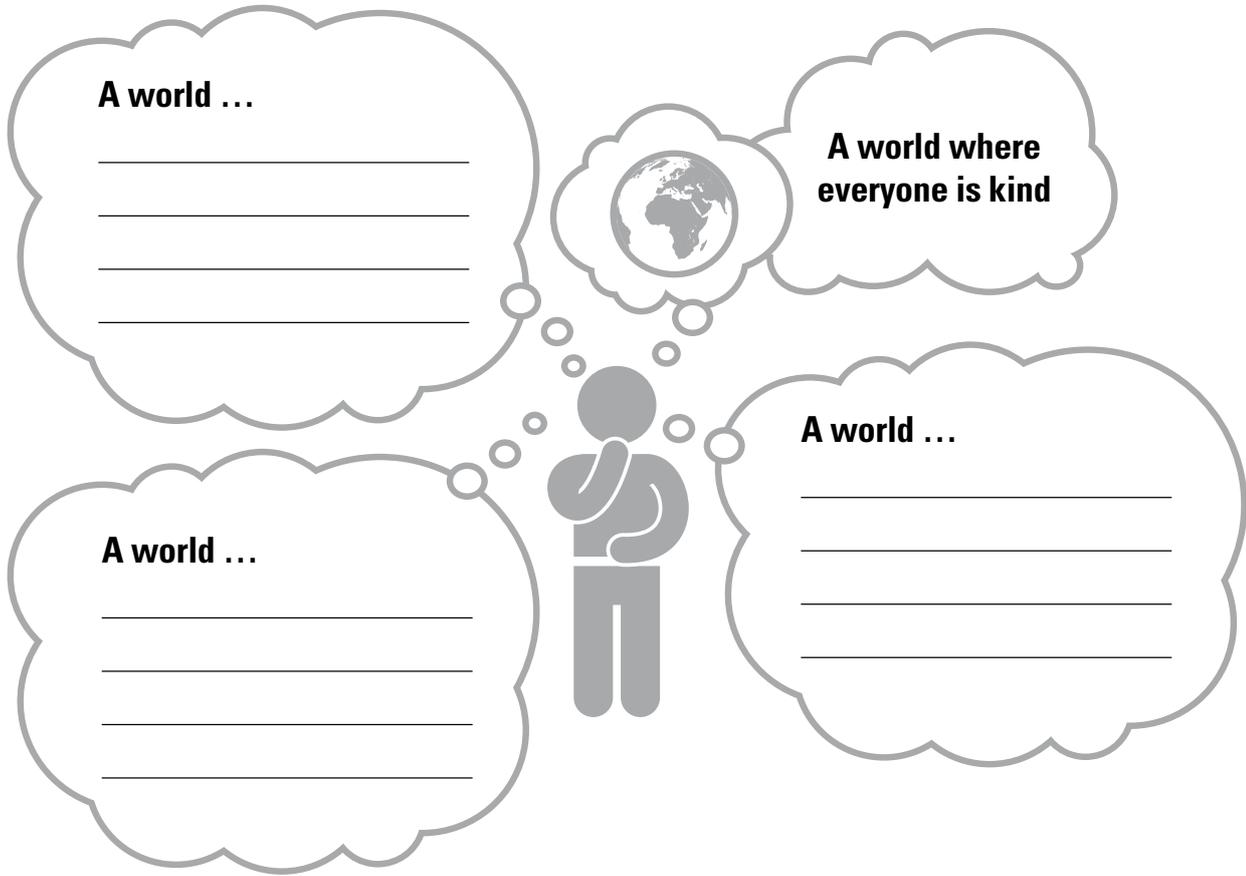
APPENDIX 1: SDGs BINGO CARD



My six chosen Global Goals are:



APPENDIX 2: A PEACEFUL WORLD



Our definition of a peaceful classroom is:

Our classroom charter:

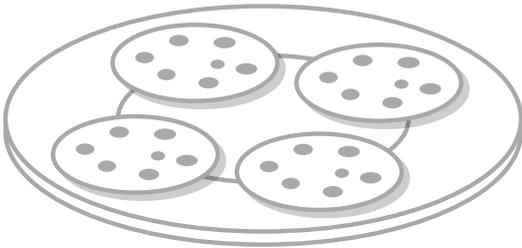
1. _____
2. _____
3. _____
4. _____
5. _____



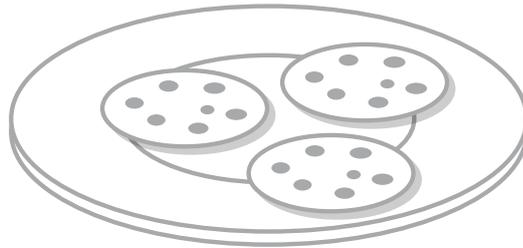
APPENDIX 3: JUST BISCUITS

A group of five students shared a packet of ten biscuits. Some students took more biscuits than others. The teacher arrived in the classroom with another packet of ten biscuits. She looked at the plates and shared the new packet: Jenny got four biscuits, Áine got three, Sara got one, Mark got two and Seán got none. Seán complained to the teacher, claiming it was not fair that he got none and that the teacher should give the same number of biscuits to everyone.

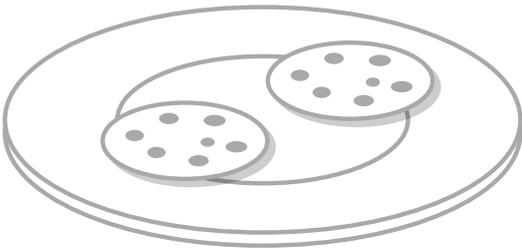
Seán's Plate ...



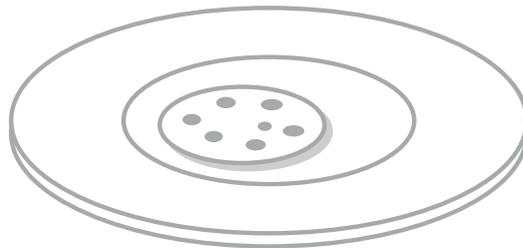
Mark's Plate ...



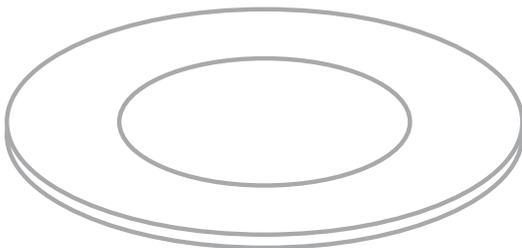
Sara's Plate ...



Áine's Plate ...



Jenny's Plate ...



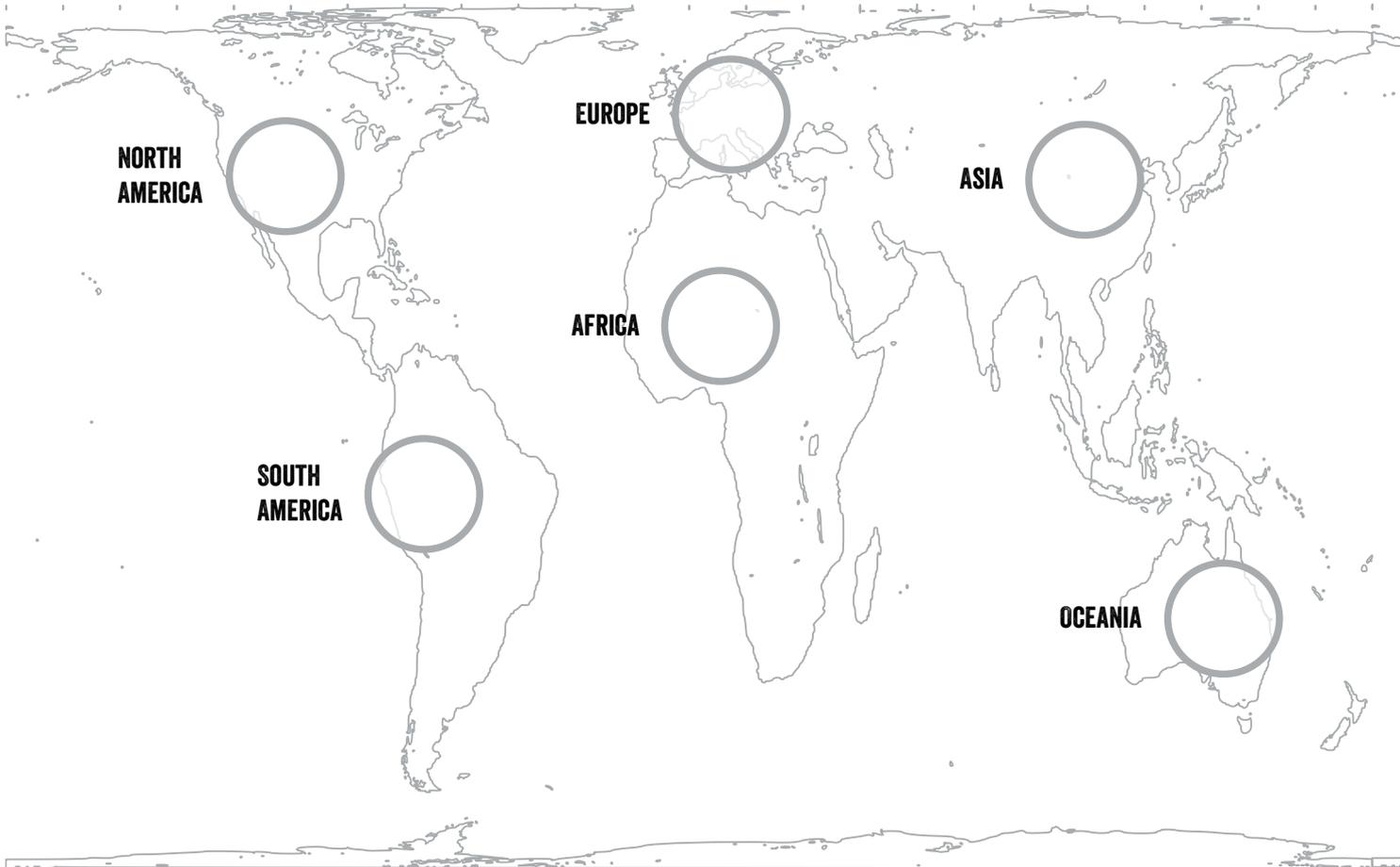
APPENDIX 4: IS IT FAIR?



APPENDIX 5: IF THE WORLD WAS ONLY 100 PEOPLE

How many people would live in each of these continents?

(Write your answer in the circle.)



If the world was	only 100 people		
	Guess	Answer	Our Classroom
How many people would have food?			
How many people would have access to clean water?			
How many people would have access to electricity?			
How many people would have access to a toilet?			
How many people would have a home?			
How many people would have access to medicine?			
How many people would be able to go to college?			

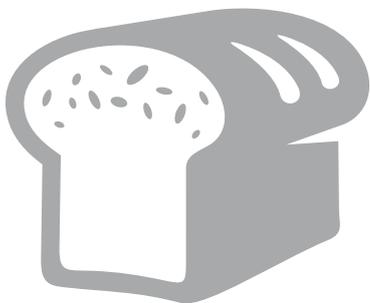


APPENDIX 6: THE PEOPLE BEHIND OUR RIGHTS

Complete the table below.

Institution	Right	People
Hospital	<i>Right to healthcare</i>	<i>Doctors, nurses</i>
School		
Trócaire		
Church/Mosque/ Synagogue/Gurdwara		
Sports, dance and gymnastics clubs		
Scouts/Girl Guides		
Police Service/Gardaí		
Any others?		

APPENDIX 7: CHILDREN'S RIGHTS CARDS



Every child has the right to food.



Every child has the right to a home.



Every child has the right to clean water.



Every child has the right to play and rest.



Every child has the right to education.



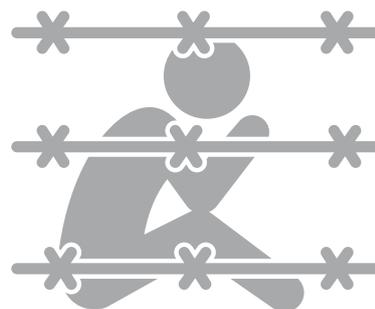
Every child has the right to be safe.



Every child has the right to be listened to.



Every child has the right to healthcare.



Every child has the right to protection from war.

APPENDIX 8: FEELINGS AND EMOTIONS



Happy



Sad



Scared



Worried



Shy



Anxious



Confused



Hungry



Bored



Angry



Shocked



In Love



Sick



Depressed



Nervous



Frustrated

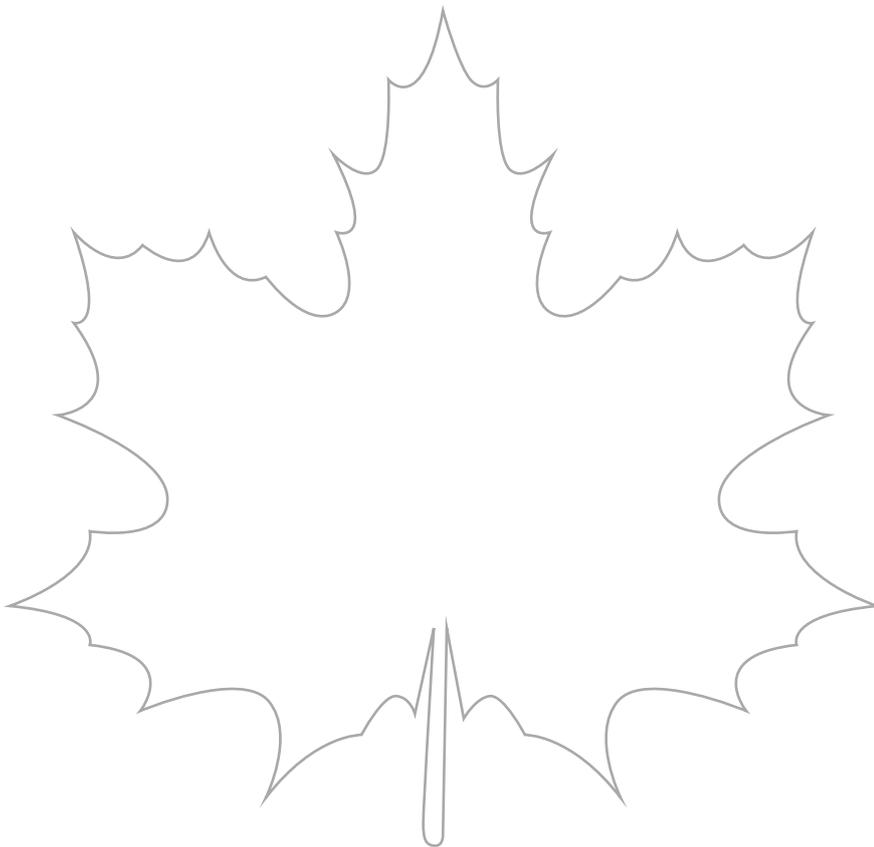
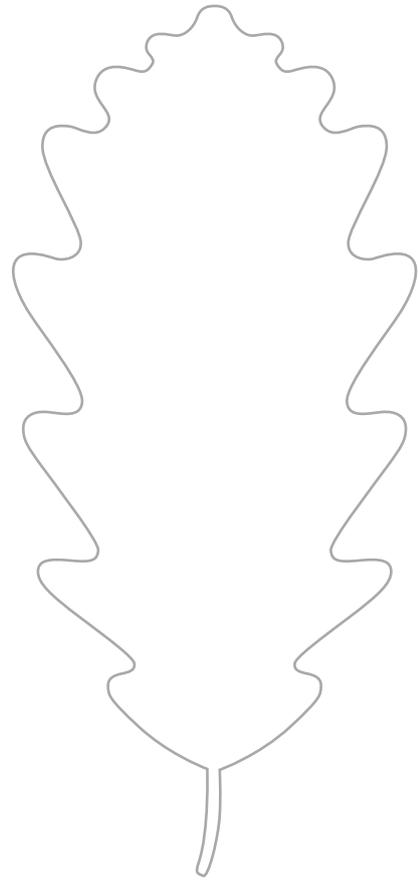
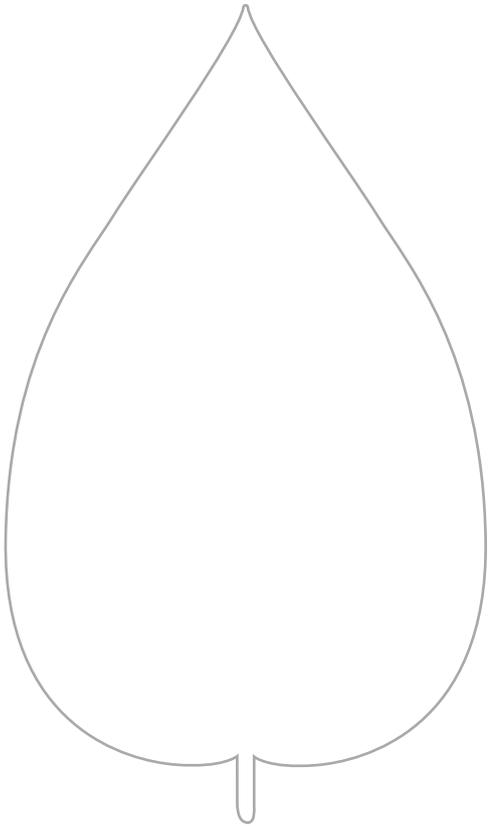


Hurt



Motivated

APPENDIX 9: KINDNESS LEAVES



TRÓCAIRE GAME CHANGERS



Create a game. Change the world.

A competition for young people who want to change the world and believe games are a way to do this!

BOARD GAME | CARD GAME | VIDEO GAME



The competition is open to students in third–sixth class/P5–P7. Entries must be submitted by 14 May 2021. To download game design guidelines, entry forms and last year’s winning games, log onto: trocaire.org/gamechangers.

TRÓCAIRE IS THE OVERSEAS DEVELOPMENT AGENCY OF THE CATHOLIC CHURCH IN IRELAND

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Cover photo: Ajak (34) with three of her children: Pawany (7), Chiech (6), and Majak (4). Photo credit: Achuoth Deng

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