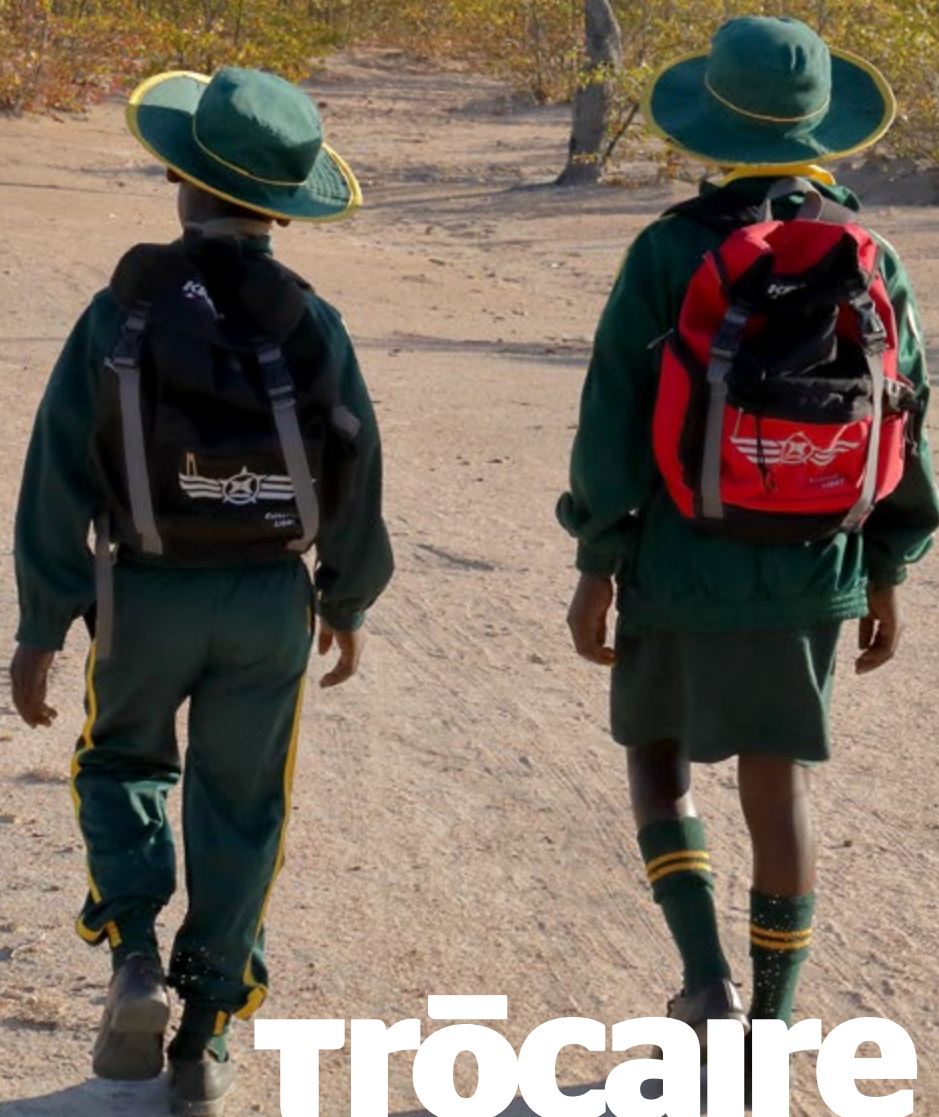


# A BRIGHTER FUTURE

A Development  
Education  
Resource for  
Senior Primary



trōcaire



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Nomatter (11) and Forward (8) play football with their cousin Blessing (10) outside their home in Zimbabwe. Photo credit: Cynthia R. Matonhodze



# ABOUT TRÓCAIRE

‘Trócaire’ is the Irish word for compassion. For almost fifty years, Trócaire has put the compassion of Irish people into action. We work in partnership with communities in more than twenty countries to relieve poverty and tackle injustice.

We support people to use their own power to create positive and lasting change.

Trócaire was 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, also known as the Global Goals. Sustainable development means developing in a way that will not harm the lives or ignore the rights of future generations. Climate change and Covid-19 have been devastating for communities around the world, including here at home. However, it has also brought communities together with a strong sense of compassion and caring for one another. It served as a reminder of how dependent we are on the world around us and everyone living in it.

## TRÓCAIRE'S WORK IN ZIMBABWE

Zimbabwe is a country located in Southeast Africa. It was once regarded as the great hope for Africa.

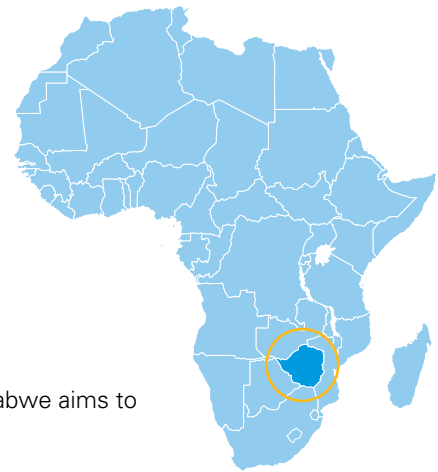
However, it has not been able to reach its potential due to a series of crises, including climate change and economic and political instability. Zimbabwe has been very badly affected by climate change. Approximately 70 per cent of people in Zimbabwe rely on agriculture, but rising temperatures and worsening droughts are leaving farmers without harvests, making it harder for them to survive.

In Zimbabwe, violations of human rights remain pervasive. Citizens for the most part remain unaware of their civic, economic and social rights. Women suffer disproportionately the effects of poverty and human rights abuses. Violence against women, in all its forms, continues to be recorded at extremely high levels.

Trócaire's work in Zimbabwe aims to achieve:

- The development of **sustainable and resilient livelihoods**. Our partners support communities to increase their resilience to withstand climate shocks, and to increase food production.
- Stronger **human rights** protections. Our partners influence the government of Zimbabwe to address human rights violations and support citizens to demand their rights.
- **Women's empowerment**. To protect women from violence and encourage them to have a stronger voice.

For more information about Trócaire's work in Zimbabwe, click [here](#).



# HOW TO USE THIS RESOURCE

This resource will explore the theme of 'A Brighter Future' in the context of the Global Goals and of children's lives in Zimbabwe and Ireland.

We recognise that any resources focusing on global issues can resonate with individuals because of their lived experience; therefore, we advise that you read through this resource and modify it if you feel that there is anything that may impact an individual child.

This resource focuses on **Goal 2: Zero Hunger** and the concepts of healthy food, food security and the effects of climate change and Covid-19 on food production.

The lessons featured in this resource are aimed at Senior Primary/KS2. There are different lessons to cover different areas of the curriculum. You can find curriculum links for each lesson plan on page 6. We recommend starting with lesson 1 and working your way through the whole booklet. However, we understand that this is not always possible. The lessons are designed to be used independently also, with very little or no modification. Activities have different levels of difficulty so that you can choose the exercises that are most relevant to your students.

This resource highlights the story of Thandekile, a thirty-one-year-old mother who lives with her two children, Nomatter (11) and Forward (8), in the Matabeleland South Province of Zimbabwe.

Thandekile and her family are facing hunger because of climate change in her community. Heavy rainfalls and droughts mean that crops are failing, which affects the family's ability to feed themselves. Covid-19 has compounded the effects of climate change and reduced the ways in which people in Zimbabwe can earn a living.

Throughout this resource, educators and students will learn about:

- The Sustainable Development Goals (SDGs)
- Zimbabwe and the lives of Thandekile and her family
- The importance of food and good nutrition

- The effects of climate change on food production
- Growing food in the classroom

## Important Notes for Teachers

The case study shown in this resource is only one perspective from Zimbabwe. Please be aware that not everyone in, or from, Zimbabwe has had the same experiences as those who feature in this resource.

Due to the nature of the current worldwide pandemic and the fact that Trócaire's educational resources are often based on real-life stories, Covid-19-related material features in this resource, as it has affected the lives of the people in this part of Zimbabwe. Therefore, please **be mindful and read through the lesson content before using the material with your class**.

Given our current Covid-19 situation, the activities have been designed to minimise physical contact and sharing of materials. Please adjust the activities to align with whatever regulations are in place when you are using this resource.

Thandekile (31) with her daughter, Nomatter (11), and son, Forward (8), Zimbabwe. Photo credit: Cynthia R. Matonhodze



# CURRICULUM LINKS

Republic of Ireland	Subjects	Strands	Strand Units
Lesson 1: Learning about Zimbabwe	SESE – Geography	Human Environments	People in other lands – An environment in a non-European country Trade and development issues
Lesson 2: Meet Nomatter and Her Family	English	Reading Writing	Exploring and Using (element) – Comprehension (9) Understanding (element) – Vocabulary (5)
Lesson 3: The Global Goals	Mathematics	Number	Operations Decimals
Lesson 4: Health and Nutrition	SPHE	Myself	Taking care of my body – food and nutrition
Lesson 5: Harvest for the Future	SPHE	Myself	Taking care of my body – food and nutrition
Lesson 6: Climate Change	Drama	Drama to explore feelings, knowledge and ideas, leading to understanding	Cooperating and communicating in making drama
Lesson 7: Impacts of Climate Change	Visual Arts	Print	Making Prints
Lesson 8: Let's Grow Together	SESE – Science	Living Things	Plants and Animals

Northern Ireland	Subjects	Strands	Units
Lesson 1: Learning about Zimbabwe	WAU	Interdependence Place Change over time	People/Environment/The natural world Similarities and differences Comparisons between the local area and a contrasting place
Lesson 2: Meet Nomatter and Her Family	Language and Literacy	Reading Writing	Reading and comprehension skills Respond to instructions Competence in the use of grammar and punctuation
Lesson 3: The Global Goals	Mathematics & Numeracy	Number – Operations and their applications	Mental operations
Lesson 4: Health and Nutrition	PDMU	Personal understanding of health	How to sustain their health, growth and well-being Coping safely with their environment
Lesson 5: Harvest for the Future	PDMU	Personal understanding of health Mutual understanding in the local and wider community	How to sustain their health, growth and well-being Coping safely with their environment Human rights and social responsibility
Lesson 6: Climate Change	The Arts	Drama	Explore a range of cultural and human issues Explore their own and others' feelings Negotiating situations in and out of role
Lesson 7: Impacts of Climate Change	The Arts	Art and Design	Develop and use their imagination Express their ideas, thoughts and feelings Become more aesthetically aware
Lesson 8: Let's Grow Together	WAU	Interdependence Change over time	Plants and animals Living things and how to take care of them

# LESSON 1: LEARNING ABOUT ZIMBABWE

**Subject:** Geography

**Topic:** Zimbabwe

**Time:** 45–60 minutes

**Resources needed:** Piece of music from Zimbabwe, Internet access or a world map, [Zimbabwe Geography Lesson](#) PowerPoint, Worksheet 1: Zimbabwe

**Learning outcomes:** The children will ...

- develop an awareness of some aspects of the lives of people living in rural Zimbabwe
- become familiar with the location and names of important landmarks in Zimbabwe
- value and respect the diversity of people's lives in Zimbabwe

## Activity 1: Introduction

**Step 1:** Explain that we are going to listen to an [excerpt](#) from a piece of music. Invite the children to close their eyes and listen. After thirty seconds, ask the children to write down the name of a country where they think the music could be from. Invite some children to share their answers with the rest of the class.

**Step 2:** Explain that the music is from Zimbabwe. Using Google Maps, or a map/globe in your classroom, help the children to locate Zimbabwe. Estimate how many kilometres/miles there are between your school and Zimbabwe. Check the distance. Ask the children questions about getting there: How long would it take? How would you travel? What countries might you travel across/over?

**Teacher Note:** Be aware that children might respond that the music comes from 'Africa'. If this happens, explain that Africa is not a country. Africa is a continent formed by fifty-four countries. Invite the children to guess how many countries there are in Africa.

## Activity 2: Zimbabwe Geography Lesson

**Step 1:** Download the [Zimbabwe Geography Lesson](#) PowerPoint. The presentation has notes for teachers explaining each slide. Begin to fill in the columns of the K-W-L chart (slide 3) with the class to see what the children already know (K) about Zimbabwe and what they would like to find out (W). Go through the presentation.

**Step 2:** Print Worksheet 1: Zimbabwe and give a copy to each student. Explain the activity and ask the children to fill in the main landmarks.

**Conclusion:** Return to the K-W-L chart (slide 3). In pairs, the children discuss what they have learned about Zimbabwe. As a class, fill in the What I Learned column. If some questions from the What I Want to Know section remain unanswered at this point, the children can research them as part of their homework.

## Zimbabwe Facts

**Capital:** Harare

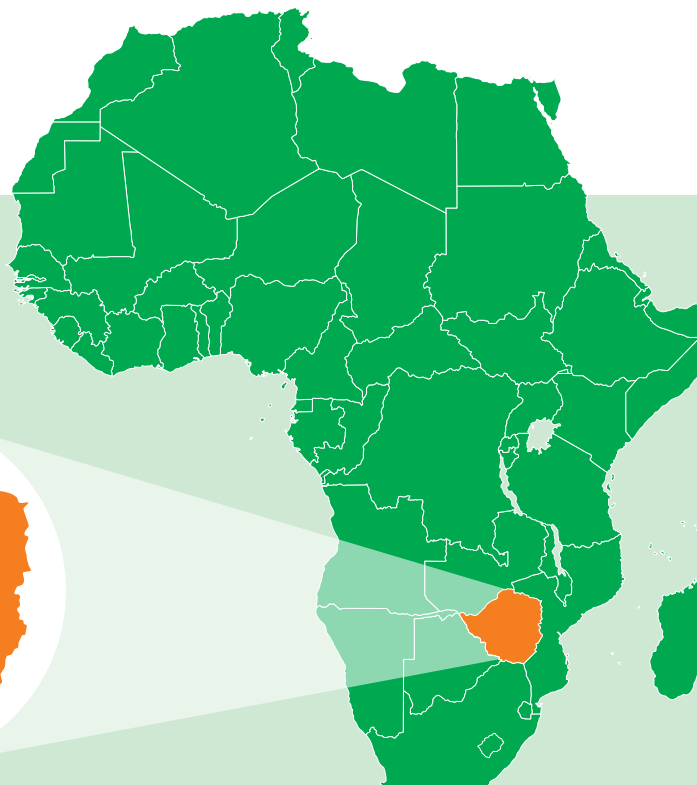
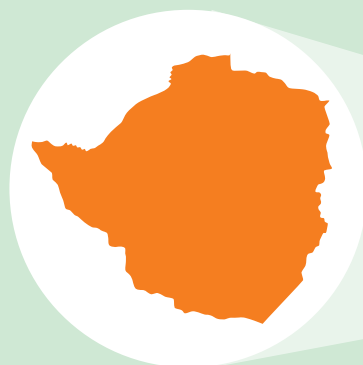
**Population:** 14.65 million

**Official language:** Sixteen official languages, including English

**Average life expectancy at birth:** 61.49 years

**Literacy rate in adults (aged fifteen and older: 2008–2018):** 88.7 per cent

Zimbabwean Flag



# WORKSHEET 1: ZIMBABWE

Zimbabwe is a country located in Africa.

Complete the blank squares on the map of Zimbabwe by locating these features:



**CITIES:** Harare and Bulawayo



**WATERFALL:** Victoria Falls



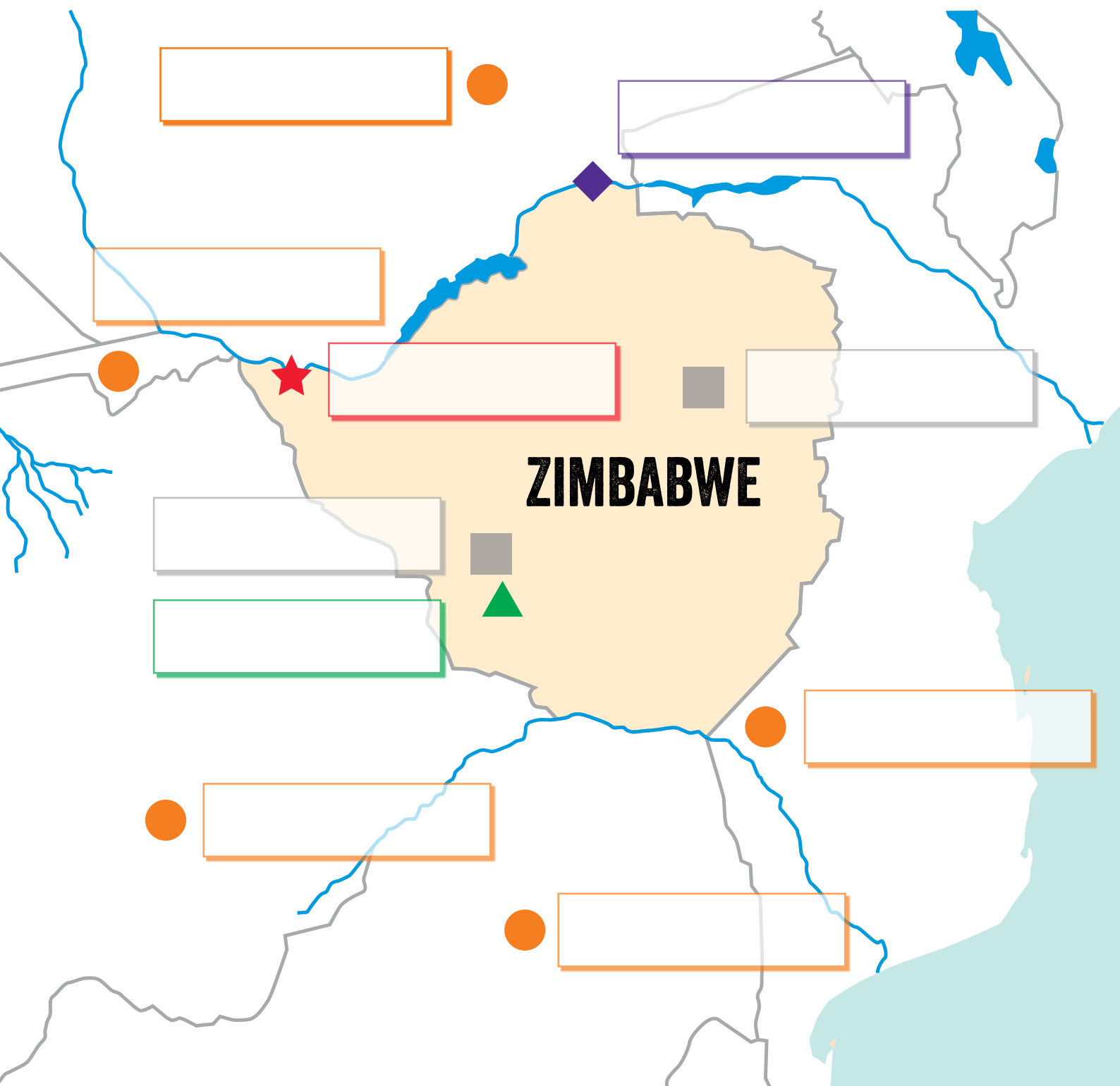
**BORDER COUNTRIES:** Zambia, Mozambique, Botswana, South Africa and Namibia



**RIVER:** Zambezi River



**MOUNTAINS:** Motobo Hills





# LESSON 2: MEET NOMATTER AND HER FAMILY

**Subject:** English

**Topic:** Learning about Nomatter's family

**Time:** 50–60 minutes

**Resources needed:** [A Brighter Future: Photo Story from Zimbabwe](#) PowerPoint, Worksheet 2: Nomatter's Story **or** Worksheet 3: Thandekile's Story

**Learning outcomes:** The children will ...

- become aware of the similarities and differences between their lives and the lives of other children in Zimbabwe
- use appropriate vocabulary to describe these similarities and differences
- differentiate between nouns, adjectives, verbs and adverbs

## Activity 1: Meet Nomatter and Her Family

**Step 1:** Download the [A Brighter Future: Photo Story from Zimbabwe](#) PowerPoint and show it to your class.

**Teacher Note:** Slide 7 talks about Nomatter's father passing away from Covid-19. **Be mindful that this is a sensitive topic and might affect some pupils in your class.** Feel free to skip this slide if it is not appropriate in your class setting.

**Step 2:** Give the students time to think about the similarities and differences between Nomatter's life and their own lives.

**Step 3:** In pairs, ask the students to write down one similarity and one difference between their lives and Nomatter's life. The teacher should invite some pairs to share their thoughts.

## Activity 2: Reading and Comprehension

**Step 1:** Choose the reading comprehension that is most appropriate for your class – Worksheet 2: Nomatter's Story (lower level) or Worksheet 3: Thandekile's Story (higher level).

**Step 2:** Print the most appropriate worksheet for your class and give each child a copy.

**Step 3:** Play the Clap 'n' Click vocabulary game.

- Write some of the key vocabulary from the chosen text on the whiteboard.
- The teacher picks one word from the whiteboard and describes it using claps and

clicks. The students must guess the word. For each vowel in the word, the teacher should click their fingers. For each consonant, the teacher should clap their hands. For example, for the word 'yard' the teacher should: clap hands, click fingers, clap hands, clap hands (i.e. consonant, vowel, consonant, consonant).

- The teacher picks a child from the class (Student A) to guess which word on the whiteboard they are referring to. Student A must also describe what the word means. If they guess the correct word and know its definition, Student A comes up to the top of the class and takes the place of the teacher.
- Student A then picks another word from the whiteboard to clap 'n' click. They invite other children in the class to guess. Student A picks another child from the class (Student B) to guess the word and give a definition. If Student B knows both the word and the definition, they take the place of Student A at the top of the class and pick another word for the rest class to guess.
- The game continues until most of the key vocabulary from the text has been discussed.

**Teacher Note:** In worksheets 2 and 3, key vocabulary that may be suitable for your class is highlighted in bold. The activities on these worksheets have varying levels of difficulty; choose those that are best suited to your class.

## WORKSHEET 2: NOMATTER'S STORY

My name is Nomatter and I am eleven years old.

I live in the Matabeleland South Province of Zimbabwe with my mum and my little brother, Forward. He is three years younger than me. We are good friends, and we love playing games together.

My home has two rooms in the **yard**. There are many trees around the **household** and a wooden traditional place where we wash the dishes. We also have donkeys, goats and chickens.

I attend the local primary school. There are many beautiful flowers growing around the school. The teachers are very kind. During the Covid-19 **pandemic**, all of the schools were closed in Zimbabwe. I stayed at home for a long period of time.

Recently, the lockdown **regulations** have been relaxed and I can come back to school, but for

just three days in a week instead of the usual five days we used to do. When we arrive at school, the teacher checks our temperature and **sanitises** our hands. We are told to wash our hands all the time and we always wear masks in class and around the school. I like writing and playing with my friends at school. My favourite subject is mathematics.

When I arrive home, I help my mum a lot with the household **chores**. Then I play handball and hide-and-seek with my **sibling**, Forward. At dinner, we always eat all together as a family in the kitchen. Sometimes we eat sadza with beans or corn greens. I like eating rice too.

When I am older, I would like to **study** to become a nurse to help sick people get better.

Brother and sister, Forward (8) and Nomatter (11), hold hands near their home in Matabeleland South Province, Zimbabwe.  
Photo credit: Cynthia R. Matonhodze





Activity

1) Read the following sentences about the text and for each tick either the box for 'true', 'false' or 'I don't know'.

	True	False	I don't know
Nomatter has one sibling.			
Nomatter lives in a three-bedroom terrace house.			
Nomatter goes to school every day.			
Teachers at Nomatter's primary school are very kind.			
Nomatter would like to become a teacher.			

- 2) Read the text again and do the following.
- a) Colour the nouns in the text blue.
  - b) Colour the adjectives in the text green.
  - c) Colour the verbs in the text red.
  - d) Colour the adverbs in the text yellow.
- 3) Write one sentence with each adjective and noun that you found in the text.
- 4) Unscramble these letters to identify the nouns from the text: rltsnoegau, dimceapn, nslibgi, rhecso, seldhohuo.

Extension Activity

- Draw a sketch to show the following nouns: household, chickens, chores and trees. Write the noun under the sketch.
- Write three to five sentences with similarities and three to five sentences with differences between Nomatter's family and your family.



Thandekile (31)  
helping daughter,  
Nomatter (11), and son,  
Forward (8), with their  
homework inside their  
home in Zimbabwe.  
Photo credit: Cynthia R.  
Matonhodze

# WORKSHEET 3: THANDEKILE'S STORY

Thandekile is a thirty-one-year-old **widow** who lives with her two children, Nomatter (11) and Forward (8), in the Matabeleland South Province of Zimbabwe.

Covid-19 has had a huge effect on Thandekile's family since the **pandemic** arrived in Zimbabwe in 2020. Similarly to here at home, Nomatter and Forward were unable to go to school for a long time.

Thandekile's husband, Donovan, worked in South Africa and sent money back to the family, which they were able to use to buy food, clothes and school supplies. The arrival of Covid-19 was catastrophic for the family. Donovan for a time lost his job because of the pandemic. He later contracted the virus and died. It also took a lot longer to get to the pharmacy to collect medicine as the public transport services were not running. Most businesses closed, which meant that many people became **unemployed**. It was a particularly difficult time for everyone. Even before Covid-19, Thandekile and her family were facing hunger as **droughts** and heavy rainfall caused their plants and crops to fail. The family would often go nights without eating, as food was not always available and there was a **prevalence** of food insecurity in their community. Last year, there was too much **precipitation** at times in their area. This affected the crops as many of the fields became **waterlogged**. The impact of Covid-19 has **compounded** these effects, and Thandekile and her family have had to rely on other sources for survival.

More recently, life has improved for Thandekile and her family. She has been **innovative** and used some of her savings so she can buy clothes and then sell them at the local markets to support everyone in her **homestead**. She has been determined to provide for her two children. 'My wish is to be able to provide for all their needs, so I hope that my business will grow.' Thandekile hopes that her children will complete their **education**. She is glad Nomatter and Forward are back at school, even if it is only for three days a week. She believes that education is important as it gives them freedom to gain a better **income** and have more **career** options when they are older. She thinks it is important that everyone should have love, respect and **compassion** for one another. Although life can be difficult at times, Thandekile believes that it is always possible for things to get better. In the future, she is hoping to **establish** a shop near her home, where she can sell the clothes that she buys. This will make it much easier for her to do her work and to develop her business. She dreams that one day she will be able to get a driving licence, buy a car, have a nice house and that her children will have good lives too.

Thandekile (31) cycles through her community in Zimbabwe. Photo credit: Cynthia R. Matonhodze





## Activity 1

Look up the following words in your dictionary to find their correct meanings. Write down their definitions. Choose the correct word from the list to complete the sentences below.

**career      precipitation      waterlogged      unemployed      droughts**

- 1) Everyone was happy when the fields were not \_\_\_\_\_ and lots of crops were able to grow.
- 2) When she is older, Nomatter would like to have a \_\_\_\_\_ in nursing.
- 3) Many countries experience severe \_\_\_\_\_, which often causes valuable crops to fail.
- 4) When the Covid-19 pandemic arrived in Ireland and Zimbabwe, many people lost their jobs and became \_\_\_\_\_.
- 5) In Ireland, a lot of \_\_\_\_\_ falls in winter, particularly in mountainous areas.

## Activity 2

Answer the following questions in your copybook.

- 1) What age is Nomatter?
- 2) Why were Nomatter and Forward not able to go to school last year?
- 3) Where do the events in the story take place?
- 4) In what ways do you think Covid-19 affected Nomatter and Forward?
- 5) Do you think life will be easier for Thandekile and her family this time next year? Why? Why not?

## Activity 3

Read the text again and do the following.

- 1) Colour all of the adjectives in the text green.
- 2) Colour all of the nouns in the text blue.
- 3) Colour all the verbs in the text red.
- 4) Colour all the adverbs in the text yellow.

## Extension Activity

Write one or two paragraphs that include at least three similarities and three differences between Thandekile's family and your family.



Thandekile (31) with her daughter, Nomatter (11), and son, Forward (8), inside their house in Zimbabwe. Photo credit: Cynthia R. Matonhodze

# LESSON 3: THE GLOBAL GOALS

**Subject:** Mathematics/Maths & Numeracy

**Topic:** The Global Goals

**Time:** 45–60 minutes

**Resources needed:** [Human Beans](#) animation, [SDG Wheel](#), [Global Goals Photo Pack](#), Worksheet 4: Get Calculating, Worksheet 5: Up for the Challenge

**Learning outcomes:** The children will ...

- recognise and become familiar with the Sustainable Development Goals
- solve simple calculations by mentally adding, subtracting and multiplying

## The Sustainable Development Goals (SDGs)

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 a set of seventeen goals set out to achieve three key things: end poverty, fight inequality and protect the planet.

The goals are universal, which means that all countries in the world are committed to achieving them, including Ireland and the UK.



### Activity 1: Introducing the Global Goals

**Step 1:** 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. Play the [Human Beans](#) animation.

**Step 2:** Split the class into pairs. Ask each child to calculate what age they will be in the year 2030. In their pairs, ask the children to discuss what type of world they would like to live in when they are that age; for example, a world free of war, a world where everybody goes to school, a world where everybody is treated equally.

**Step 3:** Display a picture of the Global Goals on the interactive board. Explain briefly what each goal means using the [Global Goals Photo Pack](#).

**Step 4:** Ask the children to pick the three goals that they think are most important. Explain that there is no correct answer and that everybody is allowed to have their own opinion.

### Activity 2: Get Calculating

**Step 1:** Show the Global Goals again and explain that each Global Goal has a number; for example, Goal 1 is No Poverty, Goal 2 is Zero Hunger, Goal 3 is Good Health and Well-being.

**Step 2:** Read some of the Global Goals aloud and ask the children to identify the corresponding number of each; for example, if you say, 'Climate

Action', the children should say 'thirteen'. If you say 'Quality Education', the children should say 'four'.

**Step 3:** Give a copy of Worksheet 4: Get Calculating to each student. Explain that we are going to do a calculating exercise but instead of saying numbers, we are going to say the name of a Global Goal. Use the [SDG Wheel](#) to pick different goals/numbers.

### Activity 3: Up for the Challenge

**Step 1:** Show a picture of the SDGs on the whiteboard.

**Step 2:** Split the class into pairs. Give each pair a copy of Worksheet 5: Up for the Challenge and two dice.

**Step 3:** Follow the instructions on the worksheet.

**Differentiation:** The children can work in pairs to help each other with the maths problems or work individually.

**Teacher Note:** Take advantage of the SDG Wheel! You can reuse or adapt this activity to your own classroom needs. For example, if your class needs to work on decimals, you can spin the wheel and ask the class to multiply every goal number by a decimal number. On the other hand, if your class are working on their five times tables, ask them to multiply every goal number by five.



# WORKSHEET 4: GET CALCULATING

Do you remember the Global Goals for Sustainable Development (SDGs)? Remember that each goal has a number. Have a look at the table below and pay attention to the SDG Wheel.

Fill in the 'Spin the Wheel' column with the number of the Global Goal that appears each time your teacher spins the SDG Wheel. For example, if the wheel shows Zero Hunger, you should write '2' because Zero Hunger is Global Goal 2.

Once you have filled in all the blanks, do the calculations and write your answers in the last column. Good luck!



Spin the Wheel	Answer
a) Goal _____ + 10 =	
b) Goal _____ + 36 =	
c) Goal _____ + 4 =	
d) Goal _____ + 51 =	
e) Goal _____ + 19 =	
f) Goal _____ + 100 =	
g) Goal _____ + 8 =	
h) Goal _____ + 24 =	

Spin the Wheel	Answer
i) Goal _____ + 10 =	
j) Goal _____ + 6 =	
k) Goal _____ + 4 =	
l) Goal _____ + 5 =	
m) Goal _____ + 9 =	
n) Goal _____ + 2 =	
o) Goal _____ + 8 =	
p) Goal _____ + 12 =	

Nomatter (11) and Forward (8) attend their local school. Photo credit: Cynthia R. Matonhodze



# WORKSHEET 5: UP FOR THE CHALLENGE



6						
5						
4						
3				X		
2						
1						
	1	2	3	4	5	6

The challenge is to complete all the sums on the table.

In your pairs, with one dice each take turns rolling.

The dice will tell you which sum you need to complete: one represents the numbers on the left and the other represents the numbers at the bottom. For example, if you roll a five and a three, you will count five squares along the bottom and three squares up. See the picture above with an example.

Each square has the name of a Global Goal that needs to be 'translated' into its corresponding goal number. Once you have the number, you can do the sum. The pair that has the most correct answers wins the game. Good luck!

6	 <b>CLIMATE ACTION</b> + 4 = _____	 <b>NO POVERTY</b> + 28 = _____	 <b>LIFE ON LAND</b> + 65 = _____	 <b>PARTNERSHIPS FOR THE GOALS</b> + 4 = _____	 <b>SUSTAINABLE CITIES AND COMMUNITIES</b> + 15 = _____	 <b>AFFORDABLE AND CLEAN ENERGY</b> + 43 = _____
5	 <b>DECENT WORK AND ECONOMIC GROWTH</b> + 9 = _____	 <b>GOOD HEALTH AND WELL-BEING</b> + 26 = _____	 <b>AFFORDABLE AND CLEAN ENERGY</b> + 7 = _____	 <b>CLEAN WATER AND SANITATION</b> + 16 = _____	 <b>NO POVERTY</b> + _____ = 10	 48 + <b>PEACE, JUSTICE AND STRONG INSTITUTIONS</b> = _____
4	 <b>REDUCE INEQUALITIES</b> - 9 = _____	 <b>LIFE ON LAND</b> - 9 = _____	 <b>DECENT WORK AND ECONOMIC GROWTH</b> - 4 = _____	 <b>CLEAN WATER AND SANITATION</b> - 6 = _____	 100 - <b>NO POVERTY</b> = _____	 54 - <b>PARTNERSHIPS FOR THE GOALS</b> = _____
3	 <b>SUSTAINABLE CITIES AND COMMUNITIES</b> - 10 = _____	 <b>LIFE BELOW WATER</b> - 9 = _____	 <b>CLIMATE ACTION</b> - 7 = _____	 62 - <b>ZERO HUNGER</b> = _____	 <b>PARTNERSHIPS FOR THE GOALS</b> - _____ = 7	 73 - <b>GOOD HEALTH AND WELL-BEING</b> = _____
2	 <b>GENDER EQUALITY</b> x 7 = _____	 <b>QUALITY EDUCATION</b> x 4 = _____	 10 x <b>ZERO HUNGER</b> = _____	 <b>INDUSTRY, INNOVATION AND INFRASTRUCTURE</b> x 9 = _____	 <b>SUSTAINABLE CITIES AND COMMUNITIES</b> x 10 = _____	 <b>AFFORDABLE AND CLEAN ENERGY</b> x 100 = _____
1	 <b>LIFE BELOW WATER</b> ÷ 1 = _____	 <b>REDUCE INEQUALITIES</b> ÷ 4 = _____	 <b>RESPONSIBLE CONSUMPTION AND PRODUCTION</b> ÷ 6 = _____	 100 ÷ <b>GENDER EQUALITY</b> = _____	 58 ÷ <b>ZERO HUNGER</b> = _____	 64 ÷ <b>NO POVERTY</b> = _____
	1	2	3	4	5	6



# LESSON 4: HEALTH AND NUTRITION

**Subject:** SPHE/PDMU

**Topic:** Healthy eating

**Time:** 45–60 minutes

**Resources needed:** Worksheet 6: Food Pyramid, Worksheet 7: Where Does Our Food Come From?

**Learning outcomes:** The children will ...

- become aware of the importance of food for growth and development
- differentiate between a healthy and unhealthy diet
- categorise food into the six main food groups on the food pyramid
- explore where different foods come from

## The World is not on Track to Achieve Zero Hunger by 2030

Global Goal 2: Zero Hunger aims to end hunger, achieve food security, improved nutrition, and promote sustainable agriculture; however, about 2 billion people did not have regular access to safe, nutritious and sufficient food in 2019.



### Activity 1: Let's Talk About Food

**Step 1:** Ask the children why they think food is important and write the answers on the whiteboard. Explain that food is important because it provides us with nutrients. Our bodies use these nutrients for energy, to protect us against illnesses and to help us grow.

**Step 2:** Explain that not all food provides us with the same nutrients and that we need to eat a **healthy and balanced diet** to maintain good health. This means eating a wide variety of foods in the right proportions and consuming the right amount of food and drink to achieve and maintain a healthy body weight.

**Step 3:** Give each child a copy of Worksheet 6: Food Pyramid. Explain that the food pyramid shows the different types of food children need to maintain a healthy and balanced diet. The food at the bottom contains the nutrients that our bodies need the most and the food at the top contains the food that our bodies need less of. Discuss what kinds of foods may feature in the different sections of the food pyramid.

**Step 4:** Ask the children to work in pairs to complete Worksheet 6: Food Pyramid. The column on the left is asking for the different food groups (sweets, fats and oils, protein, dairy, carbohydrates, fruit and vegetables). The column on the right is asking for two different foods that you can find in each group; for example, crisps, butter, chicken, cheese, bread or broccoli.

### Did You Know?

Nomatter and her family were facing hunger as droughts and heavy rainfall caused their plants and crops to fail. The family would often go nights without eating as food was not always available in their community.

Through our local partner Caritas Bulawayo, Trócaire has been helping Thandekile's community to address food insecurity so that families have enough to eat throughout the year. We provide support through community gardens to plant vegetables, seed banks to store seeds and training about watershed management and planting methods. The community garden is also used as a Covid-19 awareness centre.

Thandekile (31) prepares melon inside her home in Zimbabwe, with her children, Nomatter (11) and Forward (8), looking through the window. Photo credit: Cynthia R. Matonhodze



## Activity 2: Walking Debate

**Step 1:** Ask the children to form a straight line in the middle of the classroom. Explain that you are going to read some sentences. The children will need to move towards the front of the class if they agree or towards the back of the class if they disagree. Point out to the children that they might not agree or disagree one hundred per cent

with each statement and can place themselves anywhere along the imaginary line.

**Step 2:** Read the following sentences. Wait for the children to place themselves along the imaginary line.

**Step 3:** Ask some children why they placed themselves at that particular point.

Statements	Points for Discussion
<b>All food is healthy.</b>	Not all food provides us with the same nutrients. The food pyramid shows the different types of food our bodies need.
<b>A vegetarian is someone who only eats vegetables.</b>	Vegetarians are people who do not eat fish or meat. But they can enjoy food other than vegetables, such as biscuits, nuts, cereal.
<b>Frozen chips are better than homemade chips.</b>	This depends on how the chips (frozen or homemade) are cooked.
<b>Apples don't have any sugar.</b>	Lots of nutritious foods contain sugar – apples, broccoli, beans. Some sugar is natural and this means that it is healthier than refined sugar, which is used for food like chocolate, sweets and lollipops.
<b>Carrot cake is healthier than chocolate cake.</b>	The fact that the cake is made from carrots does not mean that it is healthier than the chocolate cake. It depends on how much of other ingredients were used to make the cake; for example, sugar, flour, butter.
<b>The reason people are hungry is that there is not enough food for everyone on the planet.</b>	The world produces more than enough food for everyone, but the distribution of this food is unequal.
<b>In order to be healthy, I need to eat meat every day.</b>	There is no need to eat meat every day in order to have a healthy and balanced diet; however, you must plan your diet properly so you do not miss out on essential nutrients.
<b>I can eat lots of food and still lack some nutrients.</b>	In order to have all the ingredients that your body needs, you need to eat a balanced diet. One ingredient will not provide your body with all the nutrients it needs.

## Activity 3: Where Does Food Come From?

**Step 1:** Ask the children what they ate today and write a list on the whiteboard. Ask them where they think that food was grown; for example, bananas can grow in Brazil, potatoes can grow in Ireland, cocoa beans (needed to make chocolate) can grow in Ghana.

**Step 2:** Ask the children why some foods come from one country and some from another country. Why can't we produce/grow all our food locally?

**Step 3:** Explain that the climate influences the food that we can produce and that not all food needs the same type of climate to be able to grow; for example, we cannot grow cocoa beans in Ireland because it is not warm enough, but we can grow potatoes because they need lots of water.

**Step 4:** Give each child a copy of Worksheet 7: Where Does Our Food Come From? Ask the children to match the food on the right with the correct places on the map.

**Step 5:** Ask the children what the environmental impact is when we import food from countries that are far away. Visit the [BBC Climate Food Calculator](#) to see how your food choices impact the environment.

**Teacher Note:** If this is too difficult for your class as an individual activity, show the map on the whiteboard and complete the activity as a whole class. The main point of the activity is to show that different food comes from different places around the world. There is no need for the children (or the teacher) to know the exact country where each product is produced.

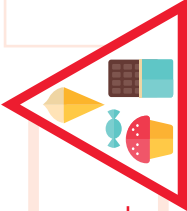

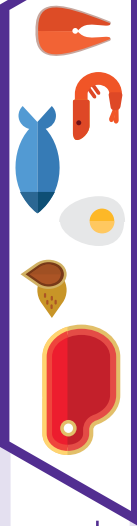


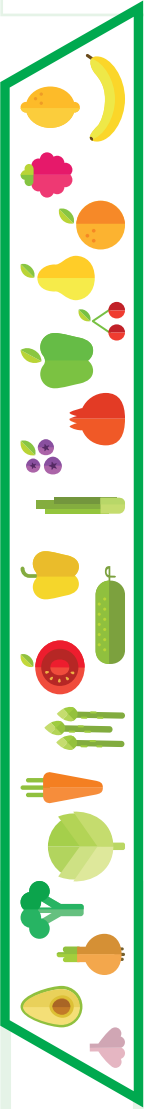
## Extension Activity

Invite the students to go to the supermarket with their parents, or check their pantries at home, and look at where the food they eat comes from. Share their answers and, as a class, explore this question: Do you think all countries import food from far away or do some use more of the food they produce locally?



# WORKSHEET 6: FOOD PYRAMID

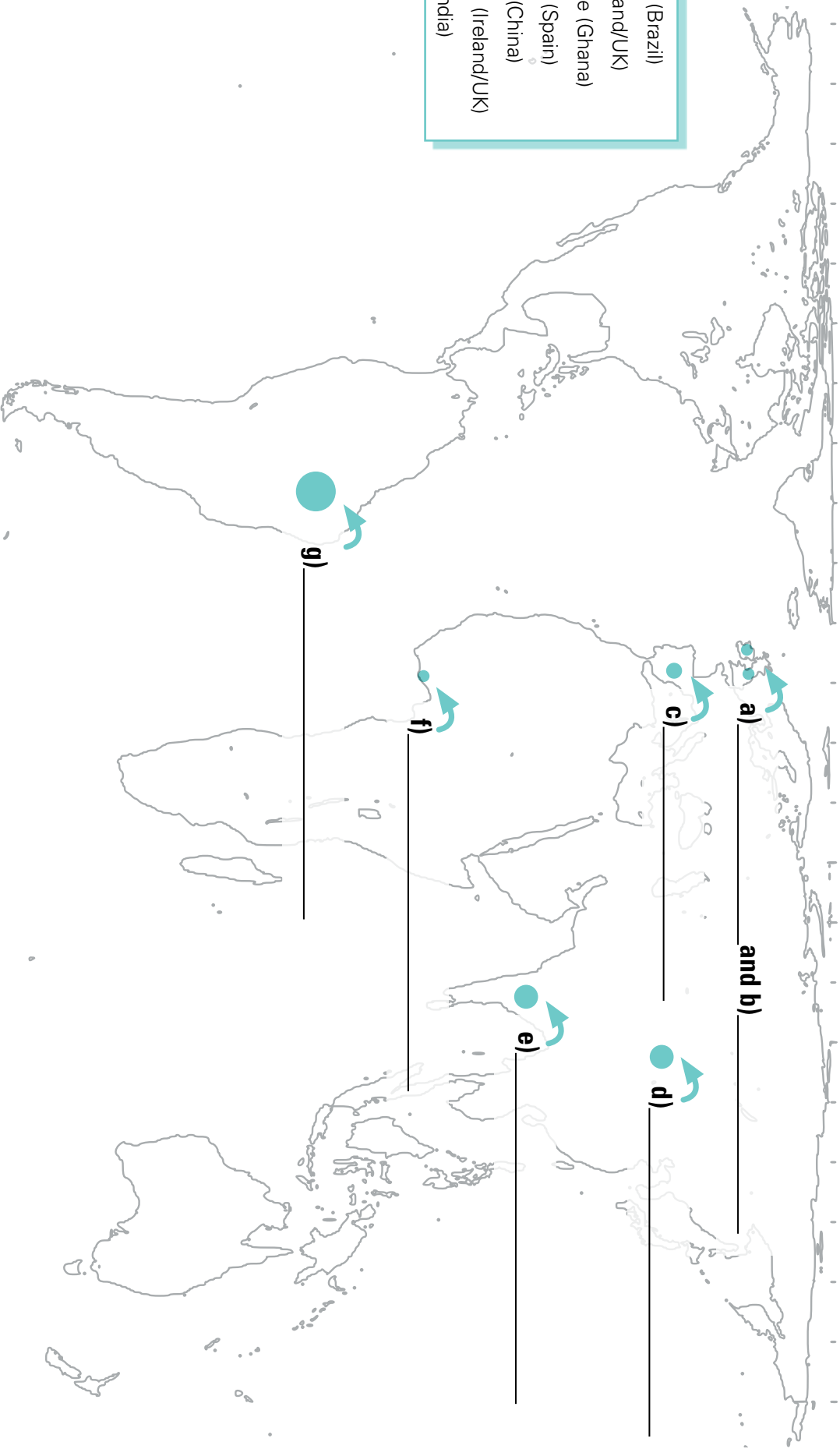
Fill in the gaps and complete the food groups. Write the different food groups in the column on the left and examples of foods that are in each group in the column on the right.

S _____		
F _____ and O _____		
P _____		
D _____		
C _____		
<u>Fruit and</u> <u>V</u> _____		apple ...

# WORKSHEET 7: WHERE DOES OUR FOOD COME FROM?

There are different foods that you can grow in different places. Match the food on the right with the correct places on the map. Write your answer in the answer box.

- Bananas (Brazil)
- Milk (Ireland/UK)
- Chocolate (Ghana)
- Oranges (Spain)
- Peanuts (China)
- Potatoes (Ireland/UK)
- Beans (India)





# LESSON 5: HARVEST FOR THE FUTURE

**Subject:** SPHE/PDMU

**Topic:** Game-based learning and growing food

**Time:** 50–60 minutes

**Resources needed:** [Harvest for the Future](#) game board

**Learning outcomes:** The children will ...

- become aware of the potential of using games to achieve key curriculum skills
- become aware of the importance of food for growth and development

## 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 1: My Favourite Game

**Step 1:** In groups, ask the children to discuss what their favourite games are. Include the following questions:

- What type of game is it? For example, is it a video game, board game or card game?
- What is the main theme of the game? For example, adventure, money, history, sports.
- What makes it fun? For example, is it competitive, educational, easy to win?

**Step 2:** Ask each group to present their favourite games to the rest of the class. Make a class list of all the children's favourite games.

**Step 3:** Ask the children: Can we learn new information when we play games? Why/why not?

### Activity 2: Harvest for the Future

**Step 1:** Print a copy of the [Harvest for the Future](#) game board for each group. Print and cut out the Crop Cards and place them on the board.

**Step 2:** In groups, the children read the instructions and play the game.

**Step 3:** After playing the game, discuss the debrief questions as a whole class.



**Teacher Note:** Did the children like learning when they played the game? You can find more development education games designed by Trócaire at: [trocaire.org/gamechangers](https://trocaire.org/gamechangers).

### Activity 3: Become a Game Changer

Using the learning from playing Harvest for the Future, why not work with the class to design their own game and enter the Game Changers competition? Game Changers is a programme and competition for young people who want to change the world and believe games are a way to do this. Trócaire invites your young people to create a game that explores a theme linked to the Sustainable Development Goals (SDGs).

**Step 1:** Visit [trocaire.org/gamechangers](https://trocaire.org/gamechangers).

**Step 2:** Sign up for the Game Changers 2021/22 programme.

**Step 3:** Create your own game to raise awareness about the SDGs.

**Teacher Note:** If you want to find out more about Game Changers or Trócaire's development education games, please contact [gamechangers@trocaire.org](mailto:gamechangers@trocaire.org).

# LESSON 6: CLIMATE CHANGE

**Subject:** Drama/Art

**Topic:** Climate change and food security

**Time:** 50–60 minutes

**Resources needed:** [Climate Change Explained](#) animation, Worksheet 8: Drama Scenarios, a world map, paper, colours and other craft materials

**Learning outcomes:** The children will ...

- explore the effects of climate change on food insecurity
- cooperate and communicate with others to write a drama

**Climate change** is a significant change in the climate that a region experiences. While this can be caused by natural factors, the term 'climate change' is now generally used to describe the changes in our climate caused by human activity. Trócaire believes that climate change is more than an environmental issue; it is a **justice issue**.

**Climate injustice** refers to the fact that those suffering most because of climate change are the vulnerable women, men and children around the world who have done the least to cause it. In Zimbabwe, Thandekile and her family are having to cope with the heavy rainfalls and droughts caused by climate change. The effects of climate change, including three droughts and a severe cyclone in the past five years, mean that crops are failing, affecting the family's ability to feed themselves.

**Climate action** refers to the urgent need to take action to tackle climate change and its impacts. 'Climate Action' is Goal 13 of the Global Goals for Sustainable Development. Find more information on Goal 13: Climate Action [here](#).

## Activity 1: Climate Change Explained

**Step 1:** Ask the class if they have heard about climate change. Ask them to share what they know about it.

**Step 2:** Show the [Climate Change Explained](#) animation in which CJ the Bee talks to the class about climate change. Explore this question with the class: What did CJ mean by 'extreme weather'?



**Step 3:** Read the following statements aloud and ask the students to decide whether they refer to climate or to weather:

- 1) I like to light the fire in winter because it is cold and rainy outside. (Climate)
- 2) It is rainy today and we can't go and play outside. (Weather)
- 3) I am planning to go to the beach in Spain this summer. In the summer it is always warm there. (Climate)
- 4) We can go to the park this weekend because the news said it is going to be sunny. (Weather)

**Teacher Note: Weather** refers to short-term events. The weather changes every day.

**Climate** refers to long-term events. Climate means the type of weather in a place over years and years.



## Activity 2: Climate Around the World

**Step 1:** Display a world map and discuss the different climates in different parts of the world. Point out the equator and explain that as you move away from it, the weather gets colder. Show Zimbabwe and Ireland on the map and explain that Zimbabwean weather is much warmer than Irish weather because Zimbabwe is much closer to the equator.

**Step 2:** Have a class discussion about the different actions we can use to illustrate 'hot' and 'cold' for different countries; for example, if pretending to be in a hot country, the children could pretend to drink a glass of water, rub their forehead, or put on sun cream; and for cold countries, the children could pretend to shiver, put on extra clothes, pretend to light a fire, or huddle together. Discuss possible actions as a class.

**Step 3:** Ask the students to get up and walk around the classroom. Explain that while they are walking, you are going to ring a bell (or whistle) and then shout the name of a country while pointing to the map. Once you shout the name of a country, the students need to stop moving and perform an action that shows whether its climate is hot or cold; for example, if you say 'Iceland', the children need to stop walking and perform an action that illustrates that they are in a cold environment, but if you say 'Australia', the children will pretend that they are warm. Repeat this a couple of times, encouraging the children to use different actions each time.

**Step 3:** Explain that next time the children hear the bell (or whistle) and a country, they should freeze and perform a still image to represent their action. Explain that once they have frozen, you will place your hand on one child's shoulder and that child will be allowed to speak and describe what is happening in their still image. Repeat two or three times.

## Activity 3: If I Were You

**Step 1:** Print Worksheet 8: Drama Scenarios and cut out each scenario. Divide the class into groups of four or five and give one scenario to each group.

**Step 2:** Give the children ten minutes to prepare a three-to-five-minute drama based on their scenario. They must not tell the other groups what their scenario is.

**Step 3:** Select various groups to perform their drama for the rest of the class. After each performance, ask the rest of the class about the drama: Who might these people be? What is happening in the scene? How has climate change affected this family? How does the family feel? What are they thinking?

**Step 4:** After all groups have performed, discuss the following as a whole class:

- What are the similarities between all the scenarios? (Answer: All families are facing food insecurity because of climate change.)
- What differences can you spot between the scenarios?
- What are the extreme climate events happening in each scenario? What actions can we take to reduce the effects of climate change?

**Teacher Note:** Follow the Covid-19 restrictions in place in the classroom.



# WORKSHEET 8: DRAMA SCENARIOS

**Marta (girl, twelve years old), Spain**

You live in a small coastal village in Spain with your mum, dad and two sisters. There was a bad storm last year that closed your school for two days. Your dad owns a small fishing boat. His fishing boat got damaged in the storm and now he cannot catch as many fish, so it is difficult for him to make money.

**Carla (girl, eight years old), Honduras**

You live with your family on a sandbar in the Omoa district, close to the border with Guatemala. Climate change is causing the sea level to rise and the beach to erode. Your family and other members of the community are at risk of losing their homes. The soil is now salty, so you can't grow rice and vegetables. Hurricane season (May to November) is coming soon and you are scared because your house is often flooded and damaged during hurricane season. Sometimes your family is evacuated for days at a time.

**Alex (boy, seven years old), Kenya**

You live in Ishiara, in the Eastern Region of Kenya with your mum and five siblings. You live in a two-bedroom house made from wooden poles and mud. There is no running water or electricity. Your mum is a farmer. As the planet warms, droughts are becoming more frequent and your mum can no longer depend on food or income from farming to survive. Instead, she relies on rearing chickens and goats and taking on casual jobs like collecting firewood to sell at the market.

**Mahlet Ali (girl, thirteen years old), Ethiopia**

You live with your family in a small village in northern Ethiopia. Your family has two plots of land where they grow vegetables, cereals and grains. You like helping your dad on the farm. You and your family depend on these crops for food to eat, and to make money (by selling the food in the market). These crops need rain to grow, but in recent years, your area has experienced less and less rain. Now your family is working harder than ever, but unreliable rainfall is out of their hands.

**Lovemore (boy, nine years old), Zimbabwe**

You live with your mum and two brothers in a small village in Zimbabwe. Your mum grows maize, beans and sometimes sweet potatoes. You use this food to eat and to sell in the market. In recent years, your community has been affected by extreme weather, including a cyclone that destroyed most of your crops. Your mum is working harder than ever, but the farm is not producing enough crops to feed you and your brothers.

**Orla (girl, ten years old), County Tyrone**

You live with your mum, dad and sister in the Sperrin Mountains in County Tyrone. Your family owns a small farm. You have sheep, cows and some chickens. Your parents make a living by selling goods produced on your farm, such as milk, eggs, vegetables and cheese. Last summer, an unusual storm caused floods and landslides. Many farms have been badly affected, including yours. Livestock was lost and land was covered in a thick layer of silt.

**Mark (boy, ten years old), County Cork**

You live in Cork city with your mum. She works part time. Because of global warming, it has been more difficult to grow food around the world. In recent years, food prices have increased. Sometimes your mum doesn't have enough money to buy food and needs to get help from local charities.



# LESSON 7: IMPACTS OF CLIMATE CHANGE

**Subject:** Art

**Topic:** Climate change and food security

**Time:** 60 minutes

**Resources needed:** Magazine cut-outs, old wrappers, glue, colours, A2 sheet of paper/card

**Learning outcomes:** The children will ...

- construct a collage in groups, using recyclable materials, that represents the theme of 'climate change'

## Global Climate Strikes

On 20 September 2019, hundreds of thousands of people in ninety-nine countries took part in a coordinated global climate strike demanding urgent action to tackle the climate crisis. The then sixteen-year-old Swedish activist, Greta Thunberg, and her 'Fridays for Future', a call for radical intervention to address global warming, inspired the movement. The climate strikes included school children of all ages across the island of Ireland, from Belfast to Cork and from Dublin to Galway.



## Activity 1: Fighting Climate Change

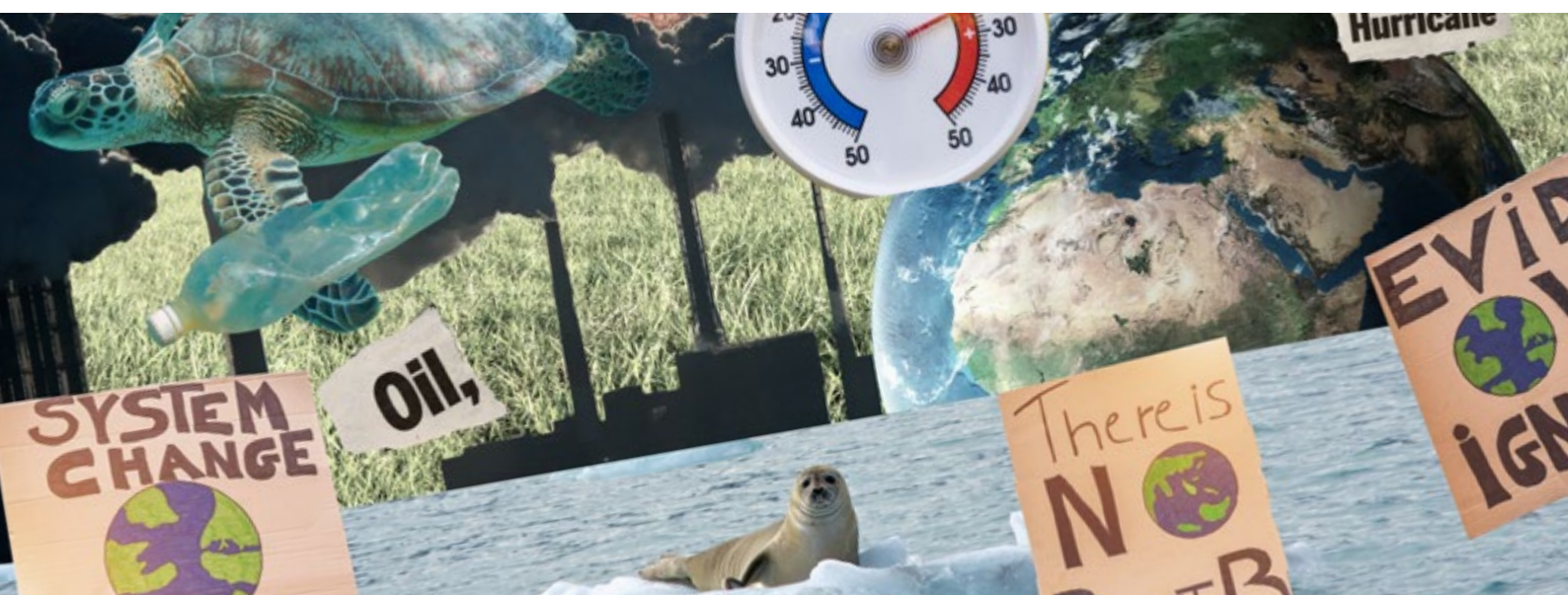
**Step 1:** As a whole class, share ideas on what can be done to reduce the impacts of climate change. For example, we can buy food sourced locally to reduce carbon emissions, we can switch off the lights/electronics when we are not using them, we can walk or cycle to school.

**Step 2:** Ask the children to collect images from old magazines/newspapers that could be used to create a collage which represents the impacts of climate change. They can use images from other sources also as long as they are recyclable materials (for example, wrappers/images from food products).

**Step 3:** In groups, ask the children to design a collage entitled 'Fighting Climate Change' with the materials they have brought in from home.

**Step 4:** Once all collages have been completed, each group will nominate a speaker. Invite one speaker up to the top of the class to sit on the 'Artist's Chair' to talk about their collage. The rest of the class will have an opportunity to give feedback on the collage and ask questions.

**Step 5:** Be proud! You and your students have worked hard on the climate crisis. Creating awareness is an important step towards a brighter and more sustainable future. Show your work by displaying your class collages in your school and by sharing a picture of them on your school website/social media platform.



# LESSON 8: LET'S GROW TOGETHER



**Subject:** SPHE/PDMU

**Topic:** Growing your own food

**Time:** 50–60 minutes

**Resources needed:** Seeds, container or garden space, soil, nutrients and water

**Learning outcomes:** The children will ...

- learn how to care for plants
- experience how to grow their own food
- increase their confidence to try new activities

Plants are a very important part of our environment; they provide us with food and oxygen. All plants need basic things to grow, such as water, nutrients, air, light, soil, space and time. It is much better for the environment when we grow our food locally. Ask your class why they think this is.

## Activity 1: Grow with Trócaire #GrowwithTrocaire

**Step 1:** Decide what you want to plant. On the next page, you will find some ideas of vegetables that you can grow in your garden, in pots or on windowsills. You can use one of these ideas or come up with your own.

**Step 2:** Gather your materials.

**Step 3:** Start growing some vegetables.

**Step 4:** Take pictures of your vegetables and share them on your social media. Use the hashtag **#GrowwithTrocaire**. We would love to follow your work!

**Teacher Note:** If you are a teacher from NI working towards the green flag, you are in luck! This project can count towards your green flag. Visit the [Eco-Schools](https://www.ecoschools.ie/) website, and use the hashtag **#windowsillschoolni** as well as **#GrowwithTrocaire**.



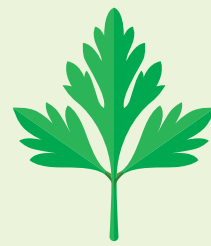


**GROWING SALAD LEAVES****February–October**

- 1) Fill a large container 3/4 full with peat-free compost
- 2) Sow a thin layer of seeds and cover with roughly 1 cm of soil
- 3) Water the pot well and place on a sunny windowsill
- 4) Water when soil surface is dry
- 5) Harvest within five to eight weeks

**GROWING SOFT HERBS****February–October**

- 1) Fill a small pot with drainage holes 3/4 full with soil and sow herb seeds (for example, basil, parsley, coriander)
- 2) Cover, water and leave on a sunny windowsill
- 3) Once roots begin poking out of the bottom, transplant the herb into a larger pot
- 4) Harvest when plants are 15 cm tall

**GROWING RADISHES****February–September**

- 1) Fill a container with drainage holes 3/4 full with peat-free soil
- 2) Sow the seeds in a thin layer on the surface
- 3) Cover, water well and place on a sunny windowsill
- 4) Harvest when the roots are 2–3 cm. Gently rinse under water and eat

**GROWING BABY CARROTS****February–September**

- 1) Fill a large container with drainage holes 3/4 full with soil
- 2) Ideally sow fast-growing varieties, such as Early Nantes, over the surface and lightly cover
- 3) Water well and place in a sunny spot. Continue to water when soil is dry
- 4) Harvest after roughly sixty days



# 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!**

Create a game to play with friends and family.

## BOARD GAME | CARD GAME | VIDEO GAME



The competition is open to students in third–sixth class/P5–P7. Entries must be submitted by 8 April 2022. To download game design guidelines, entry forms and last year’s winning games, log onto: [trocaire.org/gamechangers](https://trocaire.org/gamechangers)

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

Produced by Development Education Team, Trócaire, 2022.  
Authors: Laura Rio Fernandez and Niall Quillinan. A special thank you to the educators who helped to develop and pilot this resource.

Cover photo: Nomatter (11) and her brother, Forward (8), walking to school, Zimbabwe. Photo credit: Cynthia R. Matonhodze

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### Contact us:

Trócaire, Maynooth,  
Co. Kildare, Ireland  
T: +353 (0)1 629 3333  
E: Niall Quillinan, Primary  
Development Education Officer:  
[niall.quillinan@trocaire.org](mailto:niall.quillinan@trocaire.org)

Trócaire, 50 King Street,  
Belfast BT1 6AD,  
Northern Ireland  
T: +44 (0) 28 90 808 030  
E: Laura Rio Fernandez, Development Education  
Officer NI: [laura.fernandez@trocaire.org](mailto:laura.fernandez@trocaire.org)

Trócaire, 9 Cook Street,  
Cork, Ireland  
T: +353 (0)21 427 5622  
E: [corkcentre@trocaire.org](mailto:corkcentre@trocaire.org)

[www.trocaire.org](https://www.trocaire.org)



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REF: P1