

BRIGHTER FUTURES AHEAD

A Development
Education
Toolkit for
Youth Groups



trōcaire

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.

OUR IMPACT

Working with partners to:



Trócaire believes that every person 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.

Trócaire's development education work engages young people and their youth leaders through

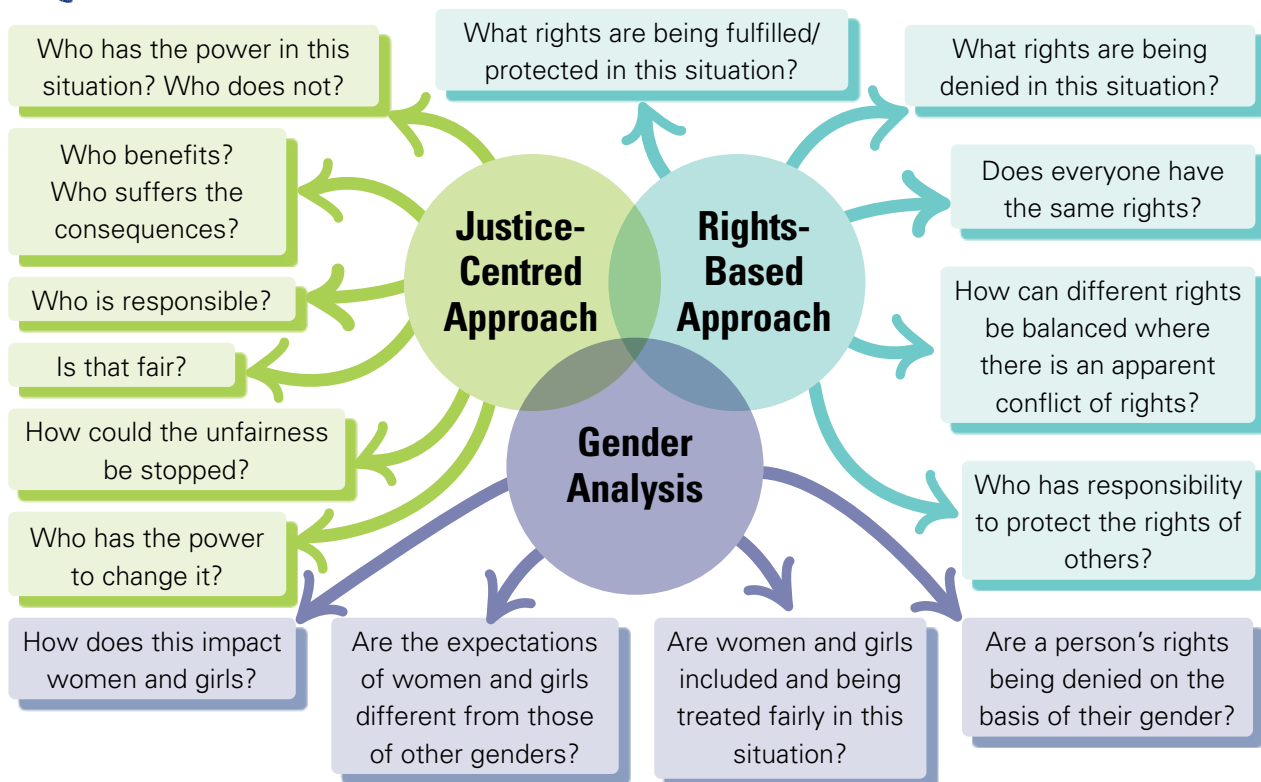
a process of exploration, reflection and action. Young people are supported to make connections between their own lives and global justice issues, and to be empowered to make a positive difference in the world.

Also check out our Trócaire and the Global Goals resource, which will help to introduce the theme of sustainable development. The resource can be found [here](#).

HOW TO USE THIS RESOURCE

This resource was designed in a way that supports you to facilitate engaging sessions that will bring an increased awareness through critical questioning of global issues and provide some tools to take action. Please follow all Covid-19 guidelines and, when necessary, adapt the activities for online use.

ROLE OF CRITICAL QUESTIONING



By exploring topics through a global lens, you are linking into the National Youth Work Strategy and the National Quality Standards frameworks below.

NATIONAL YOUTH STRATEGY: Five Outcomes	North/South Education and Training Standards Committee for Youth Work (NSETS), National Quality Standard Framework (NQS): Five Core Principles
● Active and healthy, physical and mental well-being	Young person-centred
● Achieving full potential in all areas of learning and development	Committed to ensuring and promoting the safety and well-being of young people
● Safe and protected from harm	Educational and developmental
● Economic security and opportunity	Committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults
● Connected, respected and contributing to their world	Dedicated to the provision of quality youth work and committed to continuous improvement

WHAT'S IN THIS RESOURCE?

This section will give you a rundown of what is in this resource, which you can discuss with your group. This resource contains six sections. Each section contains a number of interactive and engaging activities. Before the main sections, there are some introductory and wellness practices, which you can see below. It is suggested that Section Two: Power is carried out as the first main activity. You can then invite your group to vote on what they would like to try next and in what order they would like to cover the remaining activities. If you are choosing on behalf of the group, it may be useful to know that the order in which the activities are presented is the order they are likely to work best.

Meet the Family

We will meet Thandekile and her children and learn about their experiences and life in Zimbabwe.



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

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What's the Sitch?



Look at the snapshots of the situation in Ireland and Zimbabwe regarding climate change, gender and food security and discuss.

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For more information on this resource, please sign up to our continuous professional development (CPD) session [here](#) or scan the QR code below.

Sustainable Development Goals

Learn about the Sustainable Development Goals and how they relate to youth work.



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Creating a Safe Environment

In exploring the issues with young people, it is vital to create a safe space to encourage full participation in discussions. We strongly recommend that you create a group contract at the beginning of the programme and follow any Covid-19 safety regulations. Always be aware of a young person's reactions and follow up with them where appropriate. Always check in with your group to ensure the activities are safe for, accessible to and respectful of everyone. When in doubt, ask. Where adaptations are needed, ask your participants what feels comfortable for them and include support persons where appropriate.

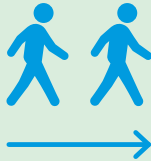
Section One: Take Care

We all know how to look after our physical health. But perhaps you might not be so sure how to take care of your mental health, and the last couple of years have been particularly challenging for the mental health of people across the globe. Global issues are taking a toll on young people's mental health, with six in ten young people aged sixteen to twenty-five very or extremely worried about climate change to the point that they are considering not having children. On pages 10–13 you will see the range of wellness exercises for young people to do at the start and/or at the end of each workshop. The exercises you and your group like can always be repeated and adapted. Remember, your well-being and the well-being of your group always come first.

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Section Two: Power

This is the core activity that you will do as a group. It will help you to better understand food insecurity, gender inequality and climate change. The brilliant thing about a power analysis is that once you understand what it is and how to do it, it can be used in any situation to deconstruct power dynamics. Once you have done this core exercise you can then allow your group to choose follow-up activities.



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Section Three: It's Not Just



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

This activity links the SDGs to Thandekile and her family's story and allows the group to explore and connect the many intersectional (multiple) inequalities that the family faces as a result of global inequality.

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Section Four: Harvest for the Future

Learn about agroecology and come together to play the Harvest for the Future game.



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Section Five: Activism



What's activism? Activism is the use of creative methods to make positive change in the world. Making positive change in the world can happen in lots of different ways. Roll up your sleeves and get creative with your group!

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Thandekile watering her vegetable beds in the community garden. Photo credit: Caritas Bulawayo Office, Prosper T. Dube

Section Six: Let's Grow Together

A mix of forest bathing, or a nice walk (also good for mental health) somewhere you can forage for some seeds that you will later plant in your community garden. **#GrowwithTrocaire**

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MEET THE FAMILY

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

Global inequality has meant that circumstances were already difficult for Thandekile and her family. Thandekile always puts her family first. She does everything in her power to provide for them, even when the odds are stacked against her. Before Covid-19, the family was already facing food insecurity as the impacts of climate change continued to worsen causing droughts and heavy rainfall, which meant the failure of their crops. They, along with other families across Zimbabwe, would often go nights without eating because food was not available in their community.

The arrival of Covid-19 was catastrophic for the family. Thandekile's husband, Donovan, for a time lost his job because of the pandemic. He later contracted the virus and tragically died.

Thandekile enjoys working with Trócaire's partner, Caritas Bulawayo. She works with Caritas Bulawayo in the community garden where she

helps to grow food, and where information on watershed management and planting methods is provided.

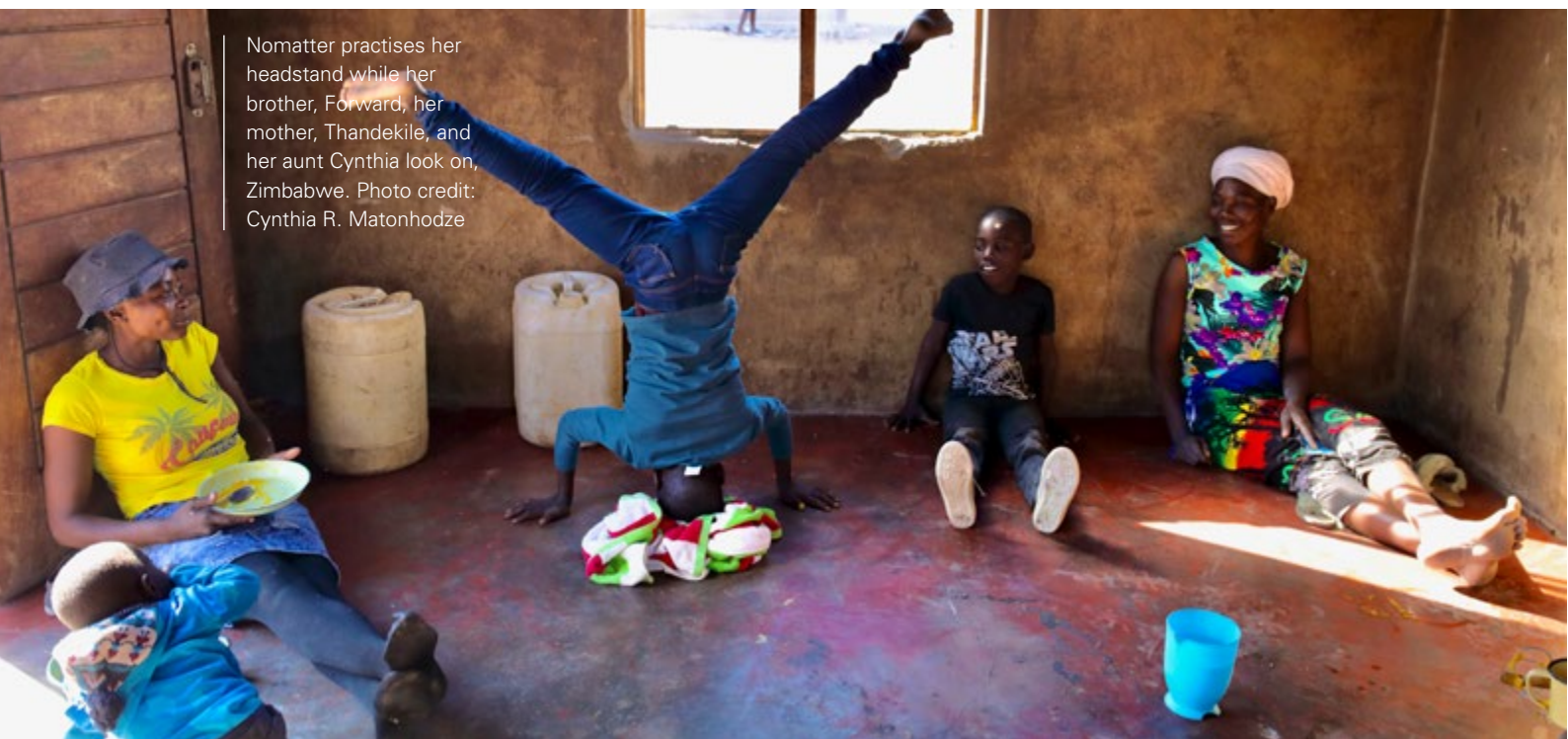
Thandekile and her family face multiple difficult challenges, not only the effects of climate change and the Covid-19 pandemic. Throughout this resource, we will learn more about the complex challenges the family has faced.

The family's story is an individual one, and is only one perspective from Zimbabwe. Please be aware that not everyone in or from Zimbabwe has had the same experiences. Each person that Trócaire works with has their own personal and individual experiences. Even when some of those experiences, such as drought or Covid-19, are shared, we each experience them in our own way. As we act as global citizens, it is important that we don't make assumptions or stereotype individuals.

What's in a Name?

In parts of Zimbabwe, children are named to reflect things happening in the lives of their family when they are born. Nomatter and Forward's names reflect the hopes and wishes of their parents. Nomatter's name reflected a wish that she might make a difference in the world, no matter what. Forward was named with hopes that he might grow to help his family, and humanity, to move forward into a brighter future.

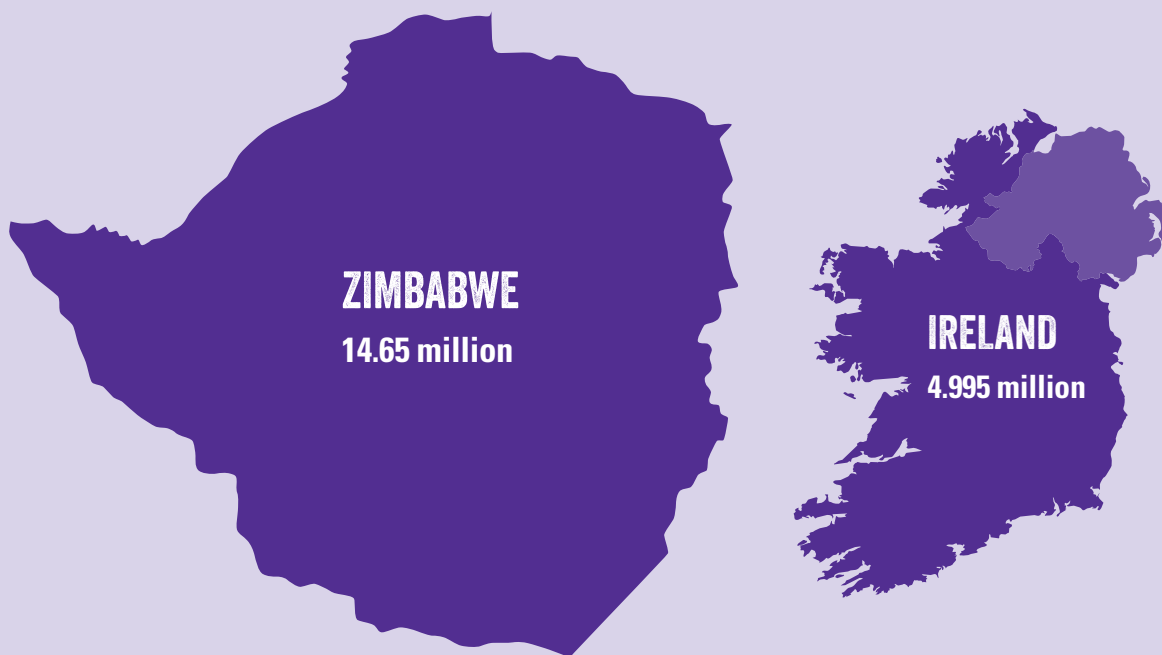
Nomatter practises her headstand while her brother, Forward, her mother, Thandekile, and her aunt Cynthia look on, Zimbabwe. Photo credit: Cynthia R. Matonhodze



WHAT'S THE SITCH?

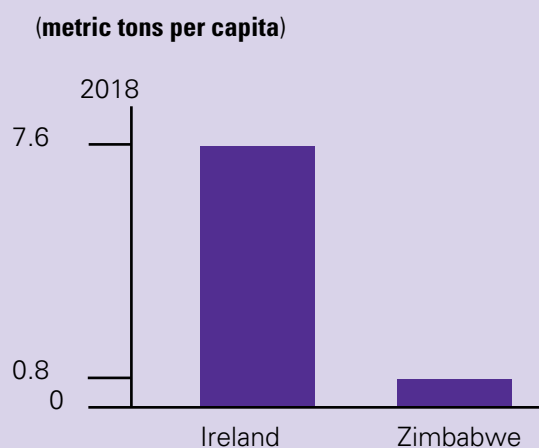
Here are some snapshots from Zimbabwe and Ireland that look at where both countries are in terms of climate impacts, gender equality and food security.

CLIMATE IMPACTS



Zimbabwe is approximately 390,757 square kilometres and Ireland is approximately 84,421 square kilometres, making Zimbabwe almost five times larger than Ireland. Despite being almost five times smaller than Zimbabwe, with a population almost three times smaller, **Ireland's CO2 emissions are almost seven times greater**, which has a negative climate impact globally. Zimbabwe is one of the countries that is least responsible for climate change and yet it suffers greatly as a result of the effects of climate change, with the frequent occurrence of droughts that limit water availability and negatively impact agriculture.

Source: <https://data.worldbank.org/indicator/EN.ATM.CO2E.PC>



GENDER EQUALITY

The Covid-19 pandemic highlighted stark global inequality and was a challenging time for every country in the world. In Zimbabwe, it was particularly challenging as 7 million people were already experiencing poverty. The country is prone to drought and has limited health resources, which is an ongoing challenge. In both Zimbabwe and Ireland, girls and women have disproportionately been affected by the impacts of Covid-19, through an increase in unpaid care work, negative health impacts and an increase in gender-based violence. There was a 60 per cent increase in reports of incidents of gender-based violence during the 2020 lockdown in Zimbabwe, while in Ireland, there was a 43 per cent increase.

What is unpaid care work?

Unpaid care work is all unpaid services provided, usually to family members, including care of persons, housework and voluntary community

work. This work is essential to the state but often is undervalued and, therefore, is unpaid.



What is gender-based violence?

Acts of violence that result in physical and/or psychological harm carried out on the basis of gender identity.

Zimbabwe: Women make up 81 per cent of unpaid family workers in agriculture and rural women often work up to eighteen hours a day, spending at least 49 per cent of their time on agricultural activities and 25 per cent on domestic activities.

Ireland: The average time spent on care work per week is 10.6 hours for men and 21.3 hours for women. On average, 81 per cent of women and 44 per cent of men participate in housework on a daily basis. The average time spent on this work is 14.5 hours per week: just under 20 hours for women and 7 hours for men. ([Source](#))

The majority of the 1.3 billion people in poverty worldwide are women.



ZIMBABWE: FOOD SUSTAINABILITY

Droughts and floods, as well as price inflation, have increased significantly in recent years posing a huge threat to the ability of people to grow or access enough food to feed themselves.



What is being done?

Caritas Bulawayo works with Thandekile's community to ensure that they benefit from the sustainable use and management of natural resources with agroecological practices. The community is provided with trainings, mentorship and support to the local farmers.

IRELAND: FOOD SUSTAINABILITY

Despite the fact that Ireland places second on the Global Food Security Index, there are still people in Ireland who are food insecure and Ireland also has high amounts of food waste. The average Irish household throws out 150 kg of food waste each year – at a cost of about €700 (£600). ([Source](#))



What can I do?

- 1) Avoid generating food waste
- 2) Share surplus food
- 3) If you don't already, try composting your food waste
- 4) If you don't have access to compost, you can help by ensuring you are separating your food waste into the correct bin

Employment in agriculture in Zimbabwe was reported at 66.27 per cent of the total employment population, while in Ireland employment in agriculture accounts for 13 per cent.

Discussion Questions

- What did you learn about Ireland and Zimbabwe?
- Was there anything that surprised you?

Join us to learn more!

Would you like the opportunity to learn more about this resource? If so, please [sign up](#) to one of our CPD sessions in early February. Together, we will explore the resource, look at different ways to use the activities and the supplementary resources on our website.

SUSTAINABLE DEVELOPMENT GOALS

Global Goal 2: Zero Hunger



End hunger, achieve food security and improved nutrition and promote sustainable agriculture

This toolkit for youth groups explores SDG 2: Zero Hunger and SDG 5: Gender Equality through the story of Thandekile and her family in Zimbabwe.

'The COVID-19 pandemic added an additional 132 million people to the total number of undernourished in the world in 2020 and has exposed the food systems that were already broken.'¹ In every region of the world, healthy diets are unaffordable to many people, especially to those who are experiencing poverty. Food insecurity, like other stresses and crises, exacerbates gender-based violence.² World leaders (including Ireland) have committed to achieving seventeen Sustainable Development Goals or Global Goals between 2015 and 2030. These goals cover many big issues, such as poverty, hunger, education, climate, equality, innovation, peace and partnerships. One of the key principles of the SDGs is the pledge to 'leave no one behind'. Those 'left behind' are overwhelmingly women;

¹ Trócaire, [Fixing the Food System](#), 2021, p. 3.

² Ibid.

Global Goal 5: Gender Equality



Achieve gender equality and empower all women and girls

therefore, we will also work on Global Goal 5: Gender Equality by including gender analyses to activities and keeping our focus on women and girls. The universal nature of the SDGs means that all countries have a responsibility to achieve the goals, in their own country and in countries throughout the world.

How the SDGs relate to Youth Work and Global Youth Work

Global youth work involves exploring global issues with young people through non-formal education. The aim is to explore a young person's role in their local community and within a globalised world. Global youth work aims to empower young people to develop the knowledge and skills to tackle these issues and explore their own values, beliefs and connections with the wider world. By exploring topics through a global lens, you are linking into the National Youth Work Strategy and the National Quality Standards frameworks.

SECTION ONE: TAKE CARE

These short practices can be used before and after each activity and at any point in a person's life to help maintain good mental health. They are particularly useful at the beginning of activities to focus attention and at the end of activities to help calm the mind and body.

What is self-care?

Self-care means taking the time for yourself to do things that you enjoy or that make you feel good. Practising self-care can help to improve your physical and mental health.

What is collective care?

Collective care means taking the approach that group well-being is a shared responsibility. Practising collective care can help to improve the entire group's physical and mental health.

Activity 1: Box Breathing

Self-care



Time

5 mins



Materials

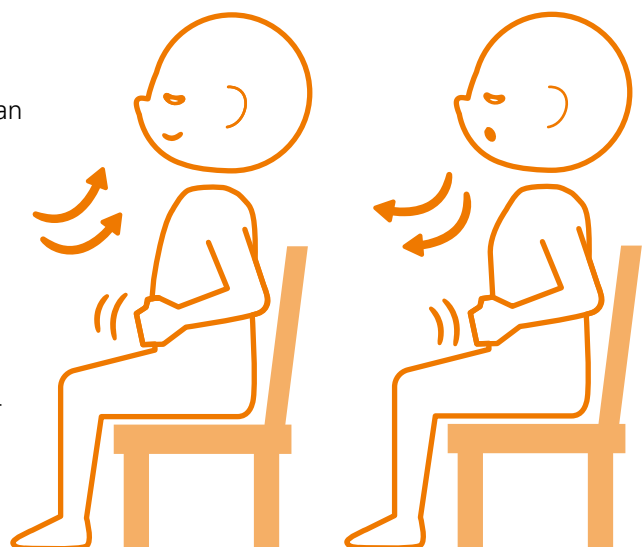
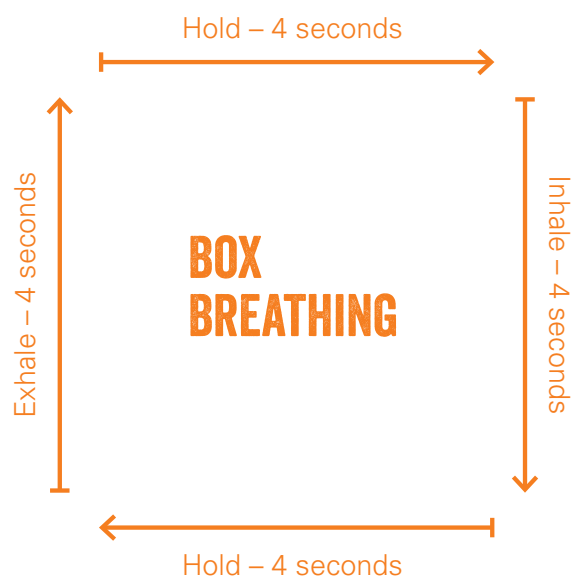
None

Facilitator Note: This can be used at the start and end of any activity, along with the other wellness activities. It works best with multiple practices.

Optional extra: It might help participants to see a square as they do this exercise, so perhaps a square could be drawn somewhere visible to everyone.

Encourage the group to sit or stand comfortably. Explain that this exercise can be used anywhere at any time and the more practice the better.

Explain that this is a breathing exercise that can be done with eyes open or closed, whichever feels most comfortable. Invite the group to imagine a box and visualise their breath going around the box in even four-second stages. Guide the group to inhale (breathe in) for four seconds, counting with them – one, two, three, four. If they feel comfortable and able, guide the group to hold their breath in for four seconds. Then slowly and gradually exhale (breathe out) for four seconds, followed by another hold for four seconds.



Activity 2: Helping Hand³

Self-care



Time

5–10 mins



Materials

None

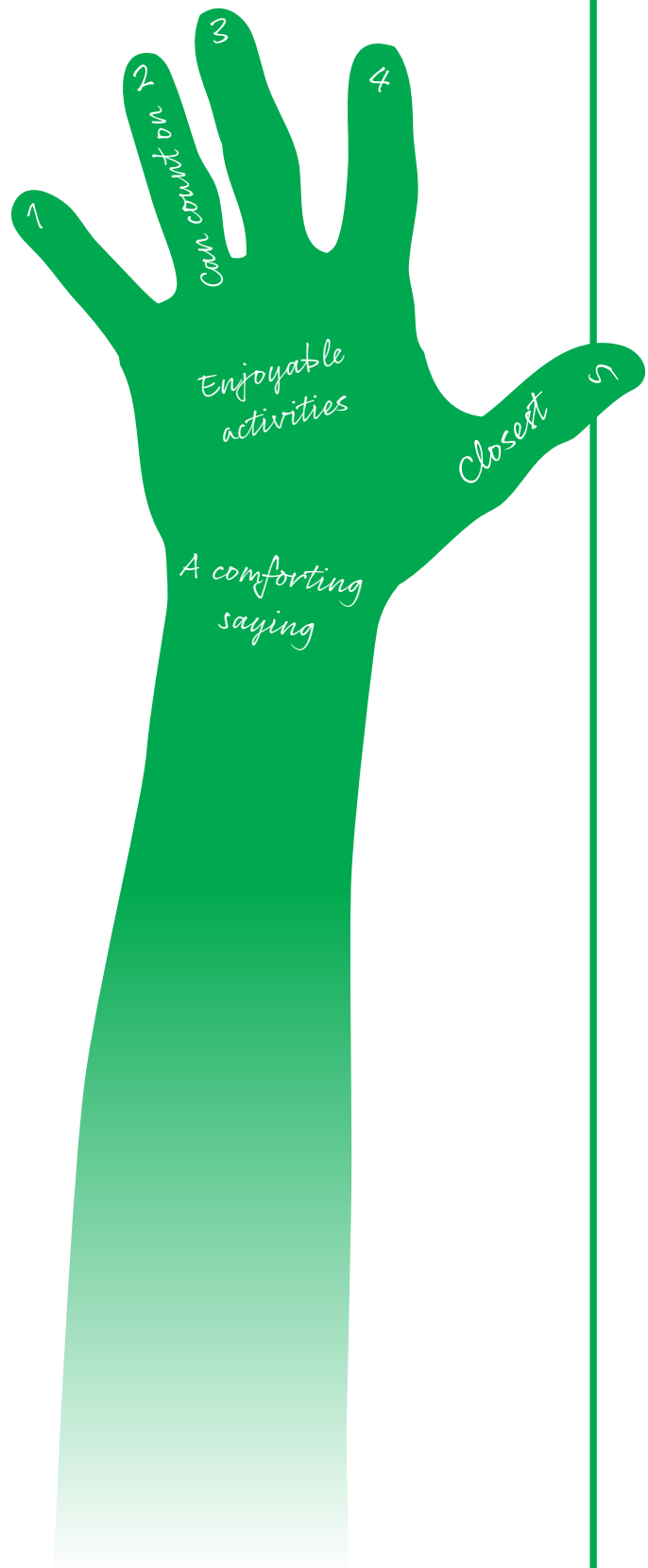
Facilitator Note: This activity is best done at the start of an activity and highlights to participants their support system and the power within.

Begin by explaining to the group that they do not have to share anything that they have thought about. This is just for them. Follow the transcript below to guide the group through this activity.

- Using your hand, list five supportive figures for you in your life now – one on each finger. If you want, you can think of the person closest to you as being on your thumb.
- Pick a finger with a ring on it, or imagine a ring on one of the fingers if you are not wearing a ring. The person on the ring finger is the one you would call or go to if you had a challenge or difficulty. This might be the person on your thumb who is closest to you, but it might also be another person. Who is the person?
- On your palm, imagine enjoyable activities that you do to relax and have fun.
- On your wrist, imagine a comforting saying.

Discussion Questions

- How did that feel? What did you like or not like?
- Could you imagine doing something like that yourself at home?
- Did you learn something new about yourself?



³ This activity and the balloons activity are adapted from the Inspire Guide and Toolkit

Activity 3: Balloons

Collective care



Time

5–10 mins



Materials

Balloons (air blown to varying sizes). To mark floor space, choose one of the following: cones/small bean bags/decoration tape. Music (optional)

Facilitator Note: This activity is light and fun but has a deep meaning that demonstrates the importance of collective care, how we look after each other as a group. It highlights the importance of working together.

Ask for three volunteers from the group. Mark out a space on the floor with cones/small bean bags/decoration tape (about a metre squared) for each of the three people. They must stay inside this square. Tell the volunteers that the goal is to keep the balloons in the air. If one of their balloons touches the floor, they must sit down.

Throw balloons to each of the three people, one balloon at a time. Start with big balloons and over time add more and more balloons, including smaller balloons. Very soon all three people will be out.

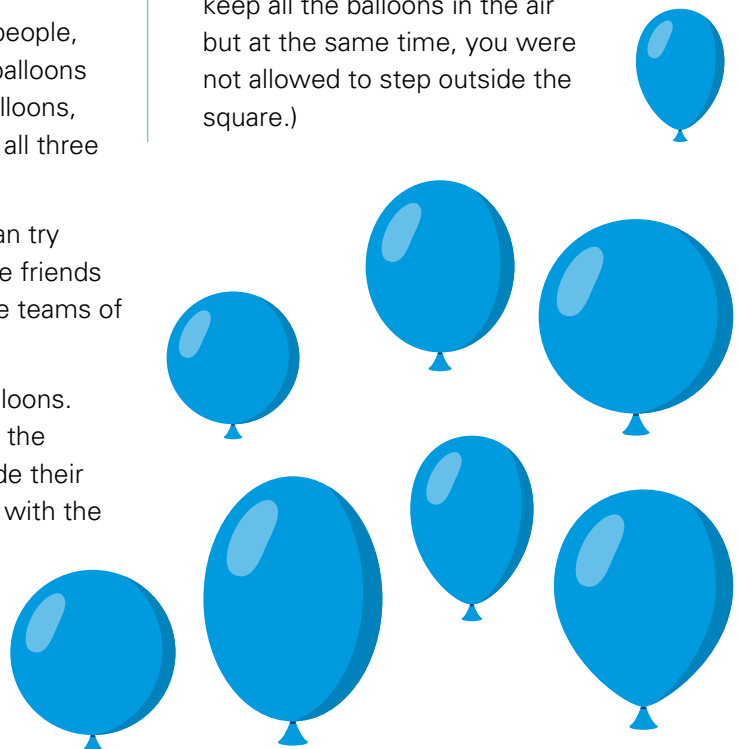
Tell the three participants that they can try again and this time they can call some friends to help them. You will now have three teams of three or four people.

Repeat the game by throwing the balloons. The teams must keep the balloons in the air. All team members must stay inside their space during the activity. Again, start with the big balloons and over time add more and more balloons, including smaller balloons. The last team standing wins a prize (for example, a bag of chocolates to share).

Facilitator Note: Don't be too strict about the rules. For example, for stepping out of the space. If a team does step out of the space very obviously, you might ask them to sit down, but otherwise maybe just give a gentle reminder and keep the game going.

Discussion Questions

- What do you think the balloons signify? Participants might say tasks, problems, worries, stress or responsibilities. Tell them that all these answers are correct. Explain that the balloons are all the things we have to 'keep up in the air' in our lives. Even a small thing like this (show balloon) that you can easily manage on its own, can be the one thing that becomes too much when you are managing many other stresses or responsibilities.
- What was it like at the start? When did it get more difficult? Was it the biggest balloon that made it too difficult to keep going? What kinds of things made it easier? (For example, working together in teams, using strategies, supporting each other.)
- Was the game fair? (No. The rules of the game were not fair and made it impossible to keep everything in the air – you had to keep all the balloons in the air but at the same time, you were not allowed to step outside the square.)



Activity 4: Spheres of Control

Self-care



Time

5–10 mins



Materials

Blank paper
and pencils/
pens/markers

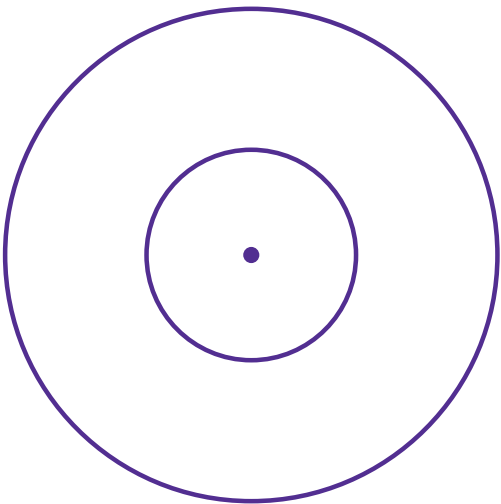
Facilitator Note: This is a good exercise to use if there is a lot going on in a young person’s life or they are feeling out of control or stressed. It can apply to any situation they face as an individual or group.

Ask each person to draw a dot in the centre of the page with a small circle around it, followed by a larger circle and a box around the edge of the page. You can show them the example below.

Explain that the dot represents them and the small circle represent things they can control. Everything within the larger circle is a thing they cannot control but can respond to, and outside of this circle are things they have absolutely no control over. Explain that sometimes things can feel too much or out of control. When these times arise, it may be good to focus on the things we can control and the positive things we can do when we feel overwhelmed. Highlight the fact that while we cannot do everything or control everything, we do have the power to focus on those things that are within our control, including how we respond to situations.

Ask your young people to think of something that is on their mind and to jot down which parts of that are within their own control and which are outside their control.

I Cannot Control	I Can Respond	I Can Control
What others think of me	With positive affirmations to myself	What I think of myself
What others say about me	With positive affirmations to myself	What I say to myself – no negative self-talk
The weather	Being prepared for what is forecast	Being prepared
Traffic	Leave early to avoid it, avoid busy routes	Being prepared to hit traffic
Climate change	Making sustainable choices	My climate-positive actions



SECTION TWO: POWER



Time

60 mins



Materials

Draw the four dimensions of power (see below) in a visible location or print copies to be shared among the group

Power analysis is a powerful tool that can help you better understand any issue or context.

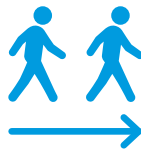
Activity 1: Conceptualising Power

Ask the group: When we think of power, what words come to mind? When you are ready write down all the words on sticky notes and place them around the room.

Summarise any themes or connections that may have been made with the words. Explain there are lots of different kinds of power and power can be experienced in different ways.

Activity 2: Walking Debate

Ask the group to gather in the middle of the room. Explain that the right side of the room represents 'agree' and the left represents 'disagree'.



Ask the group to move around the room to represent how they feel in relation to the following statements.

- 1) We all have power within us.
- 2) We can work together to be more powerful.
- 3) When we work together, we are more powerful and can support others.

- 4) There are different types of power.
- 5) Power can be used positively and negatively.
- 6) We all have the power within us to do good.
- 7) It is not right to use our power over someone else.
- 8) It is a human rights abuse to use our power over someone else.
- 9) Everyone can have power.
- 10) Power is not in limited supply.

Ask some people at random why they have chosen their response. At the end of the debate thank them for their participation and explain that the statements are all true.

Activity 3: Four Dimensions of Power

Explain to the group that you are now going to talk about the four dimensions of power.

Power over is built on force, coercion and control. It is often understood as power over someone else.

Power with is shared power that grows out of working together. It is built on respect and working together to make decisions.

Power to is ability to do something, and to do it without using your power over someone else. It is the power to make a difference, to create something new, or to achieve goals.

Power within is related to a person's inner self, their sense of self-worth. It includes an ability to recognise individual differences while respecting others.

Ask the group to break into smaller groups. In the smaller groups, choose one of the following topics: food insecurity, gender inequality or climate change. When you have chosen your issue, please talk about how we see power at play in the four dimensions. Invite the groups to feedback what was discussed.

Over

With

To

Within

Facilitator Note: Highlight the different types of power that exist as these will support the group to take action, as well as building personal awareness of how they can use their own individual power.

Discussion Questions

- How did it feel doing that exercise?
- When might this exercise be useful to do again?

SECTION THREE: IT'S NOT JUST



Time

60 mins



Materials

[Global Goals Photo Pack](#)

Familiarise the group with the Sustainable Development Goals.

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. This is a set of seventeen goals whose main aims are to end all forms of inequality and protect our planet.

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

Watch [here](#) to learn about the SDGs.



Share Thandekile's story and ask what SDGs could relate to her story. Explain that there are many different challenges (including the compounding impacts of the global health pandemic) that

Thandekile faces and discuss how they impact her life.

Optional extra: Read more about Thandekile's story on page 6 and about Zimbabwe on page 7.

THANDEKILE'S STORY

Thandekile is a thirty-one-year-old woman who lives with her two children, Nomatter (11) and Forward (8), in the Matabeleland South Province of Zimbabwe. The Covid-19 global health pandemic had many negative effects on the family. During the lockdowns, most businesses closed which meant that many people became unemployed, schools closed and markets shut.

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. Thandekile hopes that her children will become graduates and be successful in life. She is glad Nomatter and Forward are back at school, even if it is only for three days a week.



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

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 has 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 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.



Clothes hang out to dry outside the home of Thandekile and her children, Nomatter (11) and Forward (8). Photo credit: Cynthia R. Matonhodze

Game Instructions

Print the Global Goals Photo Pack and place the Global Goals cards in a visible location. Mark the start line at the back of the room and the finish line at the front of the room (this can also be done outside).

Ask the group to line up in a straight line, side by side at the start line. To account for inequality, anyone who is or identifies as a women, girl, other gender, person of colour, minority ethnicity, (dis)ability can take a step forward for each intersection (i.e. for being a girl and a person of colour) as a head start before the game begins.

Explain to the group that you will read out some quotes from Thandekile. You should take a step forward if you hear something you can relate to an SDG. Do the first as an example: 'We would go some nights without eating.' This relates to SDG 2: Zero Hunger, which means the person who made the connection takes one step forward. The group takes a step forward for every SDG they can relate to the family's story. They can also bring in knowledge and facts about Zimbabwe to support linking to SDGs. The first person to reach the finish line wins.

Facilitator Note: To encourage discussion and make sure the young people are thinking about the SDG links, ask questions to those who take a step forward. (Which SDG does this quote link to? How?) If using a small space, only allow them to take a step forward the size of their own foot, as if they were walking a tight rope.

Family Statements

- 1) We would go some nights without eating.
- 2) Even though I am not educated, I am able to be a responsible mother who can provide for her children.
- 3) As a daughter-in-law, I have no claim to the land. This is traditional land so it has no title deeds

or anything. And say if I were to remarry, I will definitely have to leave this homestead.

- 4) Education is important as it makes it easier to live the life that you want, you can go wherever you want, you can get the job you desire and get a better income without struggling, that's why I want my children to get good education.
- 5) Covid-19 affected me a lot in my life because I lost my husband, who succumbed to the disease. Covid-19 also affected the children's lives. They stopped going to school and now that they have resumed, they only go for three days in a week.
- 6) Covid-19 also affected my ability to earn an income as at times I would be so stressed and too sick to even go out and work. I did not have means to pay school fees for the children, to buy uniforms and all other basic needs because I had no source of income.
- 7) In my community, I wish we could get help on sinking a borehole that we can use as a water source for farming as a community. As for now, we walk for one hour and thirty minutes to go to the gardens where people cultivate vegetables.

Discussion Questions

- How did it feel to play that game?
- How did it feel for those who did not get to take a step forward at the start of the game?
- What different issues did the family have to deal with?
- What impact does food insecurity have on the family's life?
- What impact does gender inequality have on the family's life?
- What impact does climate change have on the family's life?
- Are there any similarities to the family's experiences and people's experiences in Ireland?



SECTION FOUR: HARVEST FOR THE FUTURE

Activity 1: Agroecology

Watch the video [Let's Grow Together](#) and learn about how agroecology (Ag-row-e-col-e-g) can fix the global food system, in a fair, just and sustainable way while also empowering women and youth.

Activity 2: Harvest for the Future

Play the Harvest for the Future board game with the young people. The game can be downloaded [here](#). Explain the instructions, then allow thirty

minutes to play the game. Once the game is completed, go through the debrief activities.

Activity 3: Go Social

Make a short video (one minute max) on your phone that would work on social to share what you have learned from the video and game that could help inform others.

Share your videos with Trócaire's by emailing denise.kiernan@trocaire.org and keep an eye on Trócaire's social to see your video is uploaded.

SECTION FIVE: ARTIVISM



Time

60 mins +



Materials

Recycled materials, art materials

Activism can be carried out in many ways. It is a creative way of carrying out activism. With your group, you can have a profound impact through art. This activity will provide you with the tools to have a big impact and send a strong message to your chosen audience.

Activism can also be used as an awareness-raising tool. During the Covid-19 pandemic in Zimbabwe, posters for risk communication were developed and put up in key community areas, such as local shops, meeting points, churches and community gardens. This small act has meant that Thandekile and her family have adopted protective behaviours, such as handwashing, social distancing and mask wearing.

Step 1: Use the guiding questions with your group to decide on your project.

Step 2: Collect the materials for the project.

Step 3: Share your creation with Trócaire by emailing denise.kiernan@trocaire.org.



Forward (8) wears a mask and gets his temperature checked before entering class as his school seeks to contain Covid-19. Photo credit: Cynthia R. Matonhodze

Guiding Questions

- Who is your target audience?
- Where is best for this audience to see this project? For example, online, classroom, public space.
- What would catch this audience's eye?
- What is the message you want to send with this art?
- What feelings would you like to evoke?
- What colours and materials can be used to bring out these emotions?
- What action would you like your audience to take?
- Can you put into practice a zero waste output and use recycled materials?

Facilitator Note: Ensure your art is age appropriate for participants and target audience.

Optional extra: Make a mini-documentary of your process and/or output that can be shared on our Trócaire media.

Mural by artist Emmalene Blake of environmental activist Berta Cáceres, who was murdered in 2016, after a long battle to stop construction of an internationally financed hydroelectric dam on the Gualcarque river, which the indigenous Lenca people consider sacred. Photo credit: Mark Stedman



SECTION SIX: LET'S GROW TOGETHER

Activity 1: Learn about Agroecology

As demonstrated in this [video](#), food insecurity, which is compounded by gender inequality, affects people across the world. Thandekile highlights that she faced food insecurity even before losing her husband and supporting her family on a single wage. As a result, her family would go days without eating. Thandekile delayed seed planting until the burial of her husband – it is a cultural norm to stay housebound until the burial – which adversely affected her produce.

Thandekile is already practising agroecology. She says that through Caritas Bulawayo, Trócaire has been helping to address food insecurity, 'We participate in different projects, which help us sustain ourselves throughout the year. We have been helped through the community garden (which is ninety minutes walking distance) to plant vegetables, seed banks where we store seeds from our fields, and they have taught us watershed management, Covid-19 awareness and planting methods.'

Activity 2: Grow Together with a Community Garden

Community gardens increase the availability of nutritious foods, bring communities together, reduce environmental hazards, improve mental health and air quality. Importantly, they can also be great fun and are rewarding. Learn more about growing your own food by playing Harvest for the Future on page 17.

There are lots of ways to get started:

Go for a nature walk and, if possible, spend some time forest bathing, as this can be good for mental health. While you are there, check for seeds that can be safely cultivated. Always ask permission when seed harvesting. Take only a small amount from a strong and healthy plant without damaging the plant. Dry the seeds in a dry, warm location for a few weeks. When the seeds are fully dry, place them in a labelled paper envelope in an airtight container in a cool, dark, dry place until you are ready to sow them. The seeds can last in this way for many years.

| Thandekile (31) prepares melon inside her home in Zimbabwe. Photo credit: Cynthia R. Matonhodze





Thandekile watering her vegetable beds in the community garden. Photo credit: Caritas Bulawayo Office, Prosper T. Dube

What is Forest Bathing?

Forest bathing and forest therapy (or shinrin-yoku) broadly means taking in, in all of one's senses, the forest atmosphere. Not simply a walk in the woods, it is the conscious and contemplative practice of being immersed in the sights, sounds and smells of the forest.

Check among the group for spare compost and pots. Ask the group to save seeds from their garden in pods and capsules and from food such

as fruit, nuts and berries. Ask group members to link with family and friends who would be happy to share cuttings that can be easily rooted and replanted.

Your group can also purchase seeds from a local garden centre. See below for some gardening inspiration and guides on how and when to plant some vegetables.

Your community garden doesn't need to be in a garden; it can be windowsills, a porch or a patio. When short on space, go vertical!

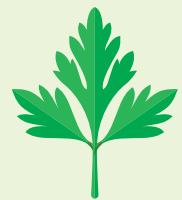
GROWING SALAD LEAVES February–October

- 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



Share your images and videos of your community garden on social media. Use the hashtag **#GrowwithTrocaire**. We would love to follow your work and share your progress with other groups around Ireland!

GAME CHANGERS



Create Your Own Game

Ask the students the following questions:

- What types of games do you play? Sample answers: video games, board games, card games
- What are the components of the games you play? Sample answers: dice, tokens, cards, mouse, controller, board, timer, pen.
- What are the names of the games you play? Sample answers: Snap, Snakes and Ladders, FIFA 20.
- What are the themes of the games you play? Sample answers: war, money, history, sports.

Inspired by Trócaire's development education games, create your own game.

- Divide the young people into groups.
- Brainstorm a theme and ideas for a game.

- Once each group has an idea for a game, invite the group to ask themselves the following questions:

- 1) Theme/Context: What is the message in this game? (For example, food insecurity, Covid-19, climate change)
- 2) Narrative: What is the story running throughout this game?
- 3) Dynamics: What's happening in this game? (verbs and actions)
- 4) Mechanics: What are the rules of the game? (details, restrictions)
- 5) Components: What are the materials, concrete objects, resources needed for the game? (For example, cards, dice, counters, pens, board)
- 6) Visuals: What does the game look like? (colour, design, images, text)

Assessment for Learning

Invite the group to:

- Playtest the game with their classmates, friends and family.
- Score each other's games out of ten.

- Assign two stars and a wish – two positive aspects about the game and something that could be improved.

The group should take on board the feedback and tweak the game as appropriate – then playtest again!

Entries must be submitted by 8 April 2022 in one of the following categories:

Senior Primary

Post-Primary

Youth Groups

How are the games submitted?

Games can be created by an individual, group or class. The game must have been played by others; for example, friends, families, other young people in your class.

For more information regarding the Game Changers 2022 programme and competition, including a guide, entry forms and examples of previous winners, log onto:

trocaire.org/gamechangers



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

Cover photo: Secondary school children on their way to school in Zimbabwe.
Photo credit: Cynthia R. Matonhodze

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