GROWING THE FUTURE

A Development Education Resource for CSPE in Post-Primary Schools

trócaire

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Thandekile (31) and her daughter, Nomatter (11), bring water back to their home in Zimbabwe. Photo credit: Cynthia R. Matonhodze

HOW TO USE THIS RESOURCE

Welcome to **Growing the Future**, a Trócaire resource for the post-primary **CSPE** classroom.

This resource supports teachers and students to understand the current issues facing families and communities in **Zimbabwe**, primarily **food security**, but also **climate change** and **Covid-19**. The activities focus on understanding the current situation, but also looking to the future, and encouraging students to come up with solutions for existing problems, leading to a **brighter future** for all. Each activity will contain a short section for the educator to give the context for the activity. We recognise that any resources focusing on global issues can resonate with individuals because of their lived experience; therefore, we advise that you read this resource and modify it if you feel that there is anything that may affect an individual child.

CSPE Learning Outcomes

Strand 2: Global Citizenship

2.5 examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries, and how they are working to overcome this.

2.6 express an informed opinion about the root causes of poverty, both locally and globally.

2.9 analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions.

2.10 evaluate how they can contribute to responding to one challenge currently facing the world.

The SDGs

Throughout the resource, students are encouraged to engage with a number of SDGs, including the following:

Additional Content

This booklet is only one element in a suite of resources designed for use in the CSPE post-primary classroom. Many of these additional resources are referred to in the activities, and include the following:

- Growing the Future PowerPoint
- SDG Photo Pack
- Harvest for the Future game

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 for educators in February 2022. Together, we will explore the resource, and look at different ways to use the activites and the supplementary resources on our website. Please sign up here.

SUGGESTED TEACHING PLAN

The following is a suggested plan for using the resource in one block; however, please adapt this plan to suit your circumstances and group.

Lesson	CSPE Learning Outcomes	Materials	Activities
Lesson One: SDG 2 – Zero Hunger	2.6	· Growing the Future PowerPoint · Post-Primary Photo Pack · Large blank sheets of paper	1) Think, Pair, Share 2) Questioning an Image 3) Ranking the Images 4) Telling a Story Using Images
Lesson Two: A Closer Look at Food	2.6	· Internet access · Growing the Future PowerPoint · Sticky notes and markers	1) Food Pyramid Relay 2) The Calorie Challenge 3) Where Does Our Food Come From?
Lesson Three: Global Inequalities in Food Distribution	2.6	· Growing the Future PowerPoint · Worksheet 1: Newspaper Article	1) Group Brainstorm 2) Hunger in Europe 3) Food Insecurity in the Media
Lesson Four: Food Insecurity	2.6 and 2.9	· Large blank sheets of paper · Sticky notes and markers	1) Global Hunger – Fact or Fiction? 2) Problem Tree 3) Walking Debate
Lesson Five: A Focus on Zimbabwe	2.5	· Growing the Future PowerPoint · Worksheet 2: Thandekile's Story · Internet access · SDG Photo Pack	1) Zimbabwe 2) Case Study 3) Supporting People and Families in Zimbabwe
Lesson Six: Let's Grow Together! Agriculture in Zimbabwe	2.5 and 2.10	· Harvest for the Future game · Growing the Future PowerPoint · Worksheet 3: Agroecology · Internet access	1) Harvest for the Future 2) Agroecology 3) Resilience
Lesson Seven: Let's Grow Together! Our School	2.10	· Internet access · Worksheet 4: Futures Thinking	1) Vision for the Future 2) School/Community Gardens
Lesson Eight: Game Changers	2.10	· Assorted recycled materials	1) Create Your Own Game

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.

Trocaire'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, these crises have also brought communities together with a strong sense of compassion and caring for one another, serving 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.

An important aspect of the work of Trócaire in Zimbabwe is working with local partners and localisation. This means that local people and organisations play a central role in longer-term development programmes. In Zimbabwe, Trócaire works with a wide variety of local partners; for example, Caritas Bulawayo, a key partner in the area focused on in this resource. This means that the work in Zimbabwe benefits

from the knowledge, skills and relationships of these partners. Trócaire provides funding and technical support, and works alongside these partners in difficult situations. For more information on localisation, please read Trócaire's report More than the Money: Localisation in Practice.

Trócaire works with local partners in Zimbabwe 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.

'There is Hope if We Act Together', Trócaire mural in Skerries, Co. Dublin. Designed by Milverton National School. Photo credit: Trócaire

WHAT IS DEVELOPMENT EDUCATION/ GLOBAL CITIZENSHIP EDUCATION?

Development education or **global citizenship education** (DE/GCE) is an active and creative process designed to increase awareness and understanding of the world we live in. It challenges perceptions and stereotypes by encouraging optimism, participation and action for a just world.

DE/GCE is an important tool in making sense of the complex issues that prevail in our ever-changing world. Trócaire uses **DE/GCE** to inform learners about global issues such as poverty, injustice, gender equality, humanitarian crises and climate change using a human rights lens. Our work engages children, young people and educators through a process of interaction, reflection and action. They are supported to make connections between their own lives and international social justice issues, and empowered to make a positive difference in the world.

It is important to note that the Zimbabwe-related content in this resource focuses mainly on one family's experience and perspective, but there are many more. It is important as educators that we avoid reinforcing negative stereotypes through the activities contained in this resource. Covid-19, climate change and food insecurity are a reality for the people featured here, but not everyone in, or from, Zimbabwe has had this experience. Remind

Thandekile (31) helping daughter, Nomatter (11), and son, Forward (8), with their homework inside their home in Zimbabwe. Photo credit: Cynthia R. Matonhodze
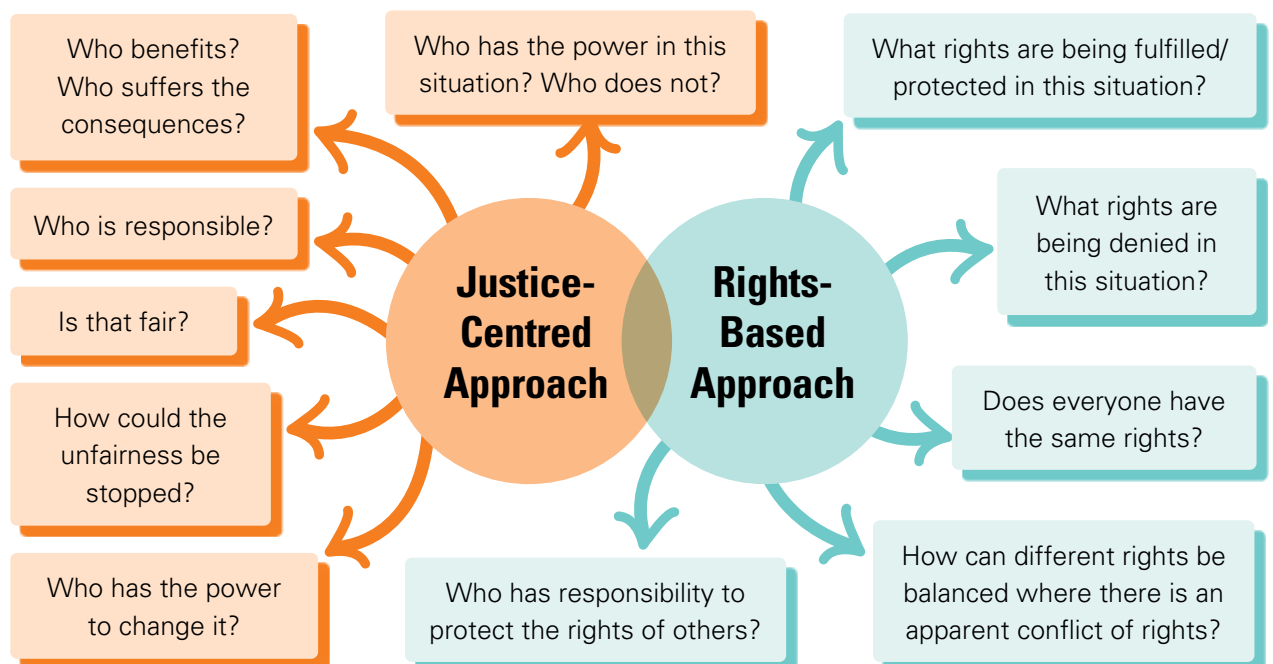
your students that this is only one part of the story of Zimbabwe. Where possible, focus on positive aspects of the country as a balance. Zimbabwe is one country out of fifty-four in the entire continent of Africa; therefore, it is essential to avoid describing the families as 'living in Africa'.

KEY TERMS

SDGs →	The Sustainable Development Goals or Global Goals are a collection of seventeen interlinked goals designed to be a 'blueprint to achieve a better and more sustainable future for all'.
Justice →	The quality of being just; righteousness, equitableness, to uphold the justice of a cause.
Global perspective →	A global perspective is when someone can think about a situation as it relates to the rest of the world.
Undernourished →	When people do not take in enough calories to meet minimum physiological needs.*
Malnutrition →	When people have an inadequate intake of protein, energy and micronutrients.*
Food insecurity →	A situation that exists when people lack secure access to sufficient amounts of safe and nutritious food for normal growth and development, and an active and healthy life.*
Wasting →	Low weight for height, generally the result of weight loss associated with a recent period of starvation or disease.*
Stunting →	Low height for age, reflecting a sustained past episode or episodes of undernutrition.*

*Source: Food and Agriculture Organization of the United Nations

ROLE OF CRITICAL QUESTIONING

Who benefits? Who suffers the consequences?

Who has the power in this situation? Who does not?

What rights are being fulfilled/protected in this situation?

Who is responsible?

What rights are being denied in this situation?

Justice-Centred Approach

Rights-Based Approach

Is that fair?

Does everyone have the same rights?

How could the unfairness be stopped?

Who has the power to change it?

Who has responsibility to protect the rights of others?

How can different rights be balanced where there is an apparent conflict of rights?

LESSON ONE: SDG 2 – ZERO HUNGER

Teacher Note: The resource begins with an investigation into the need for an SDG focusing on hunger. Encourage the students to think about hunger in different forms, and in different contexts. Use the photos and statistics to help illustrate the complex issue that is hunger, and the urgency of dealing with it on a global scale.

CSPE Learning Outcome: 2.6 express an informed opinion about the root causes of poverty, both locally and globally.

ACTIVITY 1: Think, Pair, Share

Why do we need a goal on Zero Hunger? Ask the students to consider this question by themselves, then discuss with a partner (or as a whole class). Allow each student to make one or two suggestions to the whole class.
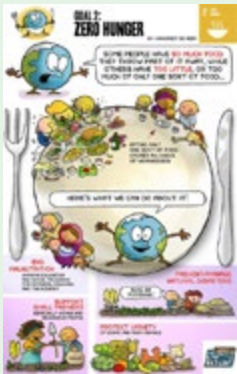
ACTIVITY 2: Questioning an Image

Arrange the class into groups of four or five. Photocopy and distribute the images contained in the Post-Primary Photo Pack.

Ask each group to choose one image from the pack. Position the photograph in the middle of a large sheet of blank paper and ask the group to list the questions raised by the image. Appoint one member to take note of the questions. Some of the questions may be directly related to the image and others only indirectly. The group then reports their work to the rest of the class.

ACTIVITY 3: Ranking the Images

Ask each group to rank the images in order of which says the most about the question: Why do we need a goal on Zero Hunger? Encourage the students to discuss, argue, criticise, defend, compare and contrast. Each group must come to a consensus on which is their top image. A vote within the group may be required to achieve this. Compare chosen images with other groups.

ACTIVITY 4: Telling a Story Using Images

Using the Photo Pack, each group must tell the story of why we need an SDG on Zero Hunger. Students should come up with a narrative for their answer and order the photos so that they correspond with the flow of the narrative. Each group must nominate two representatives to present their story to the whole class.

Allow the students to source a maximum of two extra images to use in their narrative. Students must use a minimum of five images from the Photo Pack.

Nomatter (11) and Forward (8) feed the chickens outside their home in Zimbabwe, while their mother, Thandekile, looks on. Photo credit: Cynthia R Matonhodze

LESSON TWO: A CLOSER LOOK AT FOOD

Teacher Note: Calories consumed is one measurement used for undernourishment, and an important indicator of food insecurity. It will be helpful at this point for students to think about the calorie content of different types of food, and to develop an awareness of how much food makes up the recommended daily allowances. Looking at different food types will also provide a base of knowledge for later activities on agroecology, resilient foods and school/community gardens. It is important during this activity to ensure that no students feel uncomfortable talking about food and calories. Careful consideration was given to the inclusion of this activity, but if there is a risk of students being negatively affected, please adjust the activity as appropriate.

CSPE Learning Outcome: 2.6 express an informed opinion about the root causes of poverty, both locally and globally.

ACTIVITY 1: Food Pyramid Relay

Draw a food pyramid on the board, or use the blank food pyramid on slide 12 of the Growing the Future PowerPoint.

Arrange the students into groups of four or five, and give each group different colour sticky notes and markers. Explain that this is a relay race. They must draw a piece of food on a sticky note, then go up to the food pyramid and stick it in the correct place. They will have five minutes to draw as many foods as they can and stick them up on the pyramid.

The rules:

- The group must take it in turns to draw and put their sticky note on the pyramid.
- Before adding multiple sticky notes to any levels of the pyramid, the group must have at least one food in each level, then at least two in each level, and so on.
- The groups will have five minutes to complete the activity.
- The winning group will have the most identifiable foods in the correct places on the food pyramid.

Once the time is up, examine the sticky notes, discarding any that are not identifiable as a food, and award points to those in the correct place. Then move to slide 13 of the PowerPoint and show the full version of the food pyramid. Allow time for the students to consider any differences between their suggestions and the official food pyramid.
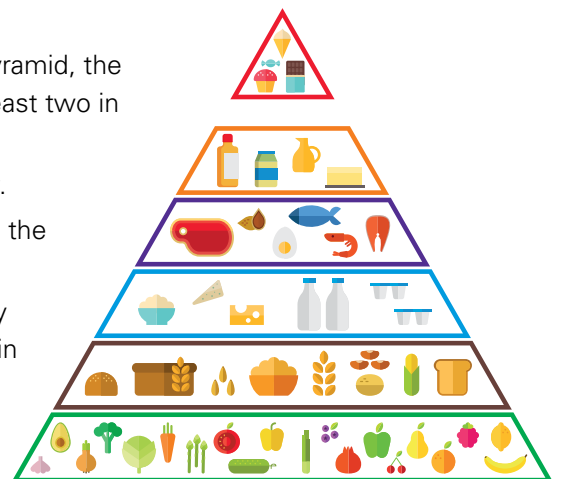
ACTIVITY 2: The Calorie Challenge

According to both the HSE in Ireland and the NHS in the UK, the recommended daily calorie intake is as follows:

Men need approx. 2,500 calories a day
Women need approx. 2,000 calories a day
Children need approx. 1,800 calories a day

In groups, ask the students to put together a menu for one day that they think adds up to the recommended 2,500 calories for men. Assume that the menu is for three main meals, breakfast, lunch and dinner. Snacks are allowed also.

Once they have decided their menu for the day, use the NHS Calorie Checker to see how close they got to the 2,500 target.

Ask the students to identify anything that surprised them about the amount of calories in different foods. How difficult do they think it is to keep to 2,500 calories on average per day?

Extension Activity

Counting calories is one of the ways that insecurity is assessed. According to the Food and Agriculture Organisation of the United Nations (FAO), adults consuming less than 1,800 calories per day are considered undernourished. Ask the students to think of other ways in which food insecurity can be assessed. Examples include height (stunting) and weight (wasting), the composition of a person's diet, household income, medical issues, increasing number of people using food banks and other charities.

ACTIVITY 3: Where Does Our Food Come From?

In Ireland, we **produce a lot of our own food**, we also **import food from overseas**, as well as **exporting food produced here to other countries**. Put the following three headings on the board and ask the students to make suggestions for each category. Allow students to question anything they disagree with or do not understand; for example, it might surprise students to know that Ireland imports a huge amount of potatoes!

Food We Produce

Food We Import
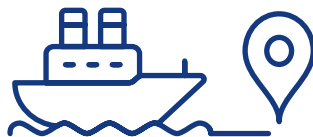
Food We Export

Food miles indicate how far our food has travelled to get to our plates. For this activity, we will use the example of a banana, a popular food in Ireland but one that cannot be produced in the Irish climate. Bananas are one of Ireland's largest imports every year.

Conduct a poll to find out the following:

- What percentage of the students in the class eat bananas?
- How regularly do they eat bananas?
- How many bananas on average does the class eat in a week?

Next, ask students to suggest the different stages of producing and getting bananas to us. Write their suggestions on the board, ensuring that the following stages have been covered:

- Most of our bananas are grown in Central America
- Bananas are grown on banana plants
- After nine to twelve months, the bananas are harvested
- The bananas are brought to a processing plant, where they are washed and cut into bunches of six

- They are transported by lorry to the nearest port
- They are packed on refrigerated ships to prevent ripening during passage to Ireland, which takes seven to ten days
- On arrival in Ireland, the bananas are sent to be ripened, then to our supermarkets

Discussion Questions

- What are the benefits and challenges of having access to foods from around the world?
- What might influence our ability to access these foods?
- Who benefits from Ireland importing large quantities of bananas from countries in the Global South?
- How does buying Fairtrade products make a difference?
- What are the benefits and challenges of growing food locally in Ireland? In other parts of the world?
- How can we have a more sustainable approach to sourcing our food while also ensuring to protect the rights of the most vulnerable people in the world, who often rely on growing and selling cash crops like bananas?

LESSON THREE: GLOBAL INEQUALITIES IN FOOD DISTRIBUTION

Teacher Note: It is important that food insecurity and hunger are not situations students associate with one or two regions of the world. They can occur anywhere and there are many contributing factors. We will use hunger in Europe after World War I as an example. It is essential in this lesson that students understand the myriad reasons for food insecurity, in particular those more recent examples, like conflict, increasing inequality in the world, political instability and, of course, climate change.

CSPE Learning Outcome: 2.6 express an informed opinion about the root causes of poverty, both locally and globally.

Access to food is a basic human right. The United Nations Universal Declaration of Human Rights (UDHR), Article 25 states that:

> Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, **including food**, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

However, many people are denied access to the nutritious food needed for a healthy lifestyle. This can happen for a variety of reasons.

ACTIVITY 1: Group Brainstorm

Write the following question on the board for the students: What factors contribute to food insecurity? Ask the students to come up with as many factors as they can and record their answers on the board. If the students have not suggested all of the answers below, please add them to their answers. Encourage students to discuss these suggestions.

Quality of Food • Conflict • Civil War • Access • FOOD INSECURITY • Climate Change • Availability • Increasing Population Levels • Natural Disasters • Drought • Inequality • Pandemics

Extension Activity

Ask the students to think of places in the world that are affected by any of the factors listed. The Trócaire website would be a good place to start researching.

HUNGER MAP of EUROPE

Famine Conditions

Food Shortage approaching Famine Point

Serious Food Shortage

Sufficient Present Food Supply But Future Serious

Peoples already receiving American aid

Unclassified

DECEMBER 1, 1918

America's food pledge 20 million tons

ACTIVITY 2: Hunger in Europe

Conduct a whole-class discussion using the map on slide 14 of the Growing the Future PowerPoint.

Using the lens of food insecurity, ask the students to consider the following questions:

1) Where is this a map of?

2) When was this map created?

3) What is this map trying to show us?

4) Who is this map for?

5) Who do you think created this map?

6) What are the contributing factors to the food insecurity shown in this map?

7) What does this map tell us about food insecurity?

8) What other questions does this map raise?

Explain to the students that this map prefaced a 1918 book by the United States Food Administration, titled *Food Saving and Sharing: Telling How the Older Children of America May Help Save From Famine Their Comrades In Allied Lands Across the Sea.*

ACTIVITY 3: Food Insecurity in the Media

Food insecurity can hit everyone at different points, depending on circumstances. Ask the students to think of other examples where food insecurity is or has been an issue, and why that is. Examples include Ireland during the Great Hunger in the mid-1800s, the temporary unavailability of some foods due to the Covid-19 pandemic and Brexit in the UK and Europe, and the worldwide impact of climate change.

Copy and distribute Worksheet 1: Newspaper Article. This article was published in October 2021 and is taken from the *Guardian* website. Either alone or in small groups, ask the students to read through the article, then conduct an analysis of the article using the questions on the second page of Worksheet 1: Newspaper Article.

WORKSHEET 1: NEWSPAPER ARTICLE

UN development goal of zero hunger 'tragically distant', global index shows

Campaigners fear climate breakdown, Covid and violent conflict are threatening any progress made in food security in recent year

Saeed Kamali Dehghan Thu 14 Oct 2021 10.01 BST

Global targets to eradicate hunger by 2030 will be missed as a 'toxic cocktail' of the climate crisis, conflict and the Covid-19 pandemic reverses progress, new projections have revealed.

The fight to end hunger is 'dangerously off track' and the UN sustainable development goal of zero hunger 'tragically distant', according to the 2021 Global Hunger Index (GHI), published on Thursday. Forty-seven countries will fail to achieve even low levels of hunger (ie countries that have adequate food and low numbers of child deaths) by 2030 and millions of people will experience severe hunger in the coming years.

The findings come amid warnings from the UN's food agency, the World Food Programme (WFP), that an average temperature rise of 2C from pre-industrial levels will mean 189 million more people going hungry.

Hunger levels around the world have been declining since 2000, according to the GHI, but progress is slowing, showing 'signs of stagnating or even being reversed'. Sub-Saharan Africa and south Asia have the highest levels of hunger.

The GHI score is calculated using four indicators, including undernourishment, child wasting (children under the age of five with low weight to height ratio), child stunting (children under the age of five with low height for their age) and child mortality rates.

Undernourishment is particularly high in sub-Saharan Africa, while south Asia has high levels of child wasting. Countries are ranked on a 100-point scale: a score of 50 or above is classified as 'extremely alarming'. Somalia, with a rating of 50.8, is the only country out of 135 ranked to fall into this category.

At least five countries have levels of hunger that are 'alarming' – Central African Republic, Chad, the Democratic Republic of the Congo, Madagascar and Yemen. A further 31 countries have 'serious' levels of hunger.

Fourteen countries succeeded in reducing their GHI score by a quarter between 2012 and 2021.

'A toxic cocktail of climate crisis, the Covid-19 pandemic and increasingly severe and protracted violent conflicts is threatening to wipe out any progress made against hunger in recent years,' said Dominic MacSorley, Concern's chief executive.

'Violent conflict is now the primary cause of hunger, and it is worsening food security and malnutrition around the world at a ferocious rate this year,' he said. 'The GHI report shows that conflict is a major driver of hunger in eight of the 10 countries with hunger levels classified as "alarming" or "extremely alarming".'

The report said that in 2020 more than half of the people grappling with undernourishment, which reflects on insufficient calorie intake, lived in countries affected by conflict and violence.

'After decades of decline, the global prevalence of undernourishment – one of the four indicators used to calculate GHI scores – is increasing,' the report says. 'This shift may be a harbinger of reversals in other measures of hunger.'

David Beasley, the WFP's executive director, said: 'Large swathes of the globe, from Madagascar to Honduras to Bangladesh, are in the throes of a climate crisis that is now a daily reality for millions. The climate crisis is fuelling a food crisis.'

The agency said tens of thousands of lives are at risk in southern Madagascar, where famine-like conditions have been driven by climate breakdown. Consecutive droughts have pushed nearly 1.1 million people into severe hunger.

Source: *The Guardian*, www.theguardian.com

WORKSHEET 1: NEWSPAPER ARTICLE

Analysis Questions

- Who is telling us this information? Who else do we hear from in the article?

- Can you identify an 'us' and 'them' in the article? Is anybody portrayed negatively in the article?

- Who, if anyone, is portrayed as having the solution in this instance? Who is winning and who is losing in this situation?

- What are the main factors that contributed to this situation/issue? What systems and structures allow this to continue to be an issue? What actions or inactions might impact this issue? In what ways does this issue link with our everyday lives in Ireland?

- What inequality or unfairness can you see in this issue/situation? Why is it unfair? Who/what group would you like to hear more from? What can be done to ensure that those who are marginalised have more of a voice and power?

- What do you think the future holds for the issue/people involved? What does the future look like in five years? Fifteen years? Fifty years?

- What are possible responses and/or solutions to improve this situation? Who benefits from each response? To what extent do the solutions address the complex set of factors involved in the issue? Is there a solution or set of solutions that have the strongest potential for positive change? What options do we have as Irish/European/global citizens to effect change? To what extent are the solutions proposed sustainable?

- How do you feel about the use of images in this article?

- What is the article telling us about food as a human right?

LESSON FOUR: FOOD INSECURITY

Teacher Note: This activity builds on the previous activities on food and hunger by taking a deeper dive into the problem of food insecurity. Beginning with an activity that focuses on myth-busting, the students will then use the problem tree and walking debate to begin to break down the issue into causes and effects/impacts, before taking an initial look at some possible solutions. It is important that students begin to formulate their own views on this issue, and understand how they think and feel about it. Encourage students to critically engage with this issue and to question everything. Ensure that they probe all suggestions, and encourage them to continually ask, 'Why?'

CSPE Learning Outcomes: 2.6 express an informed opinion about the root causes of poverty, both locally and globally; **2.9** analyse one global issue under the headings: causes, consequences, impact on people's lives and possible solutions.

ACTIVITY 1: Global Hunger – Fact or Fiction?

To open the discussion about food insecurity, go through each of the following statements and ask the students to decide if they are fact or fiction. After each correct answer is revealed, encourage the students to comment and discuss.

There is not enough food in the world to feed everyone.	**Fiction!** The world produces more than enough food for everyone, but the distribution of this food is unequal for many reasons. (https://news.un.org/en/story/2019/10/1048452)
The main driver of hunger around the world is conflict.	**Fact!** 60 per cent of the world's hungry people live in zones affected by conflict, which is the main driver in eight out of ten of the worst hunger crises; for example, in Yemen and Syria. (https://www.wfp.org/ending-hunger)
Climate change poses only a small risk to food security.	**Fiction!** Food production is likely to fall in response to higher temperatures, water scarcity, greater CO2 concentrations in the atmosphere and extreme events such as heat waves, droughts and floods. (https://www.globalhungerindex.org/issues-in-focus/2019.html)
Around the world, a child dies from malnutrition every minute.	**Fiction!** Every ten seconds a child somewhere dies from malnutrition – that's six every minute. (https://www.worldhunger.org/world-hunger-and-poverty-facts-and-statistics/)
The country currently experiencing the most severe hunger-related issues is Somalia.	**Fact!** Somalia has ranked as the worst affected country in the latest Global Hunger Index. (https://www.globalhungerindex.org/)
The world is on track to meet the targets in SDG 2: Zero Hunger by 2030.	**Fiction!** Progress towards the targets is stagnating and in some cases is being reversed. (https://www.globalhungerindex.org/)
One in fifteen people around the world goes to bed hungry at night.	**Fiction!** Climate change, disasters, inequality and, most recently, the Covid-19 pandemic mean that **one in nine people** globally is still going to bed hungry and famine looms for millions. (https://www.wfp.org/who-we-are)

For more information on the facts associated with hunger and food, see DevelopmentEducation.ie's series of resources on myths about global issues.

ACTIVITY 2: Problem Tree

Using a large blank sheet of paper and some markers or sticky notes, students should complete a food insecurity problem tree. The trunk of the tree is the problem: Food Insecurity. The roots of the tree are the causes of the problem, some of which have already been discussed. The branches and leaves are the effects or consequences of the problem. An example is included on slide 15 of the PowerPoint.
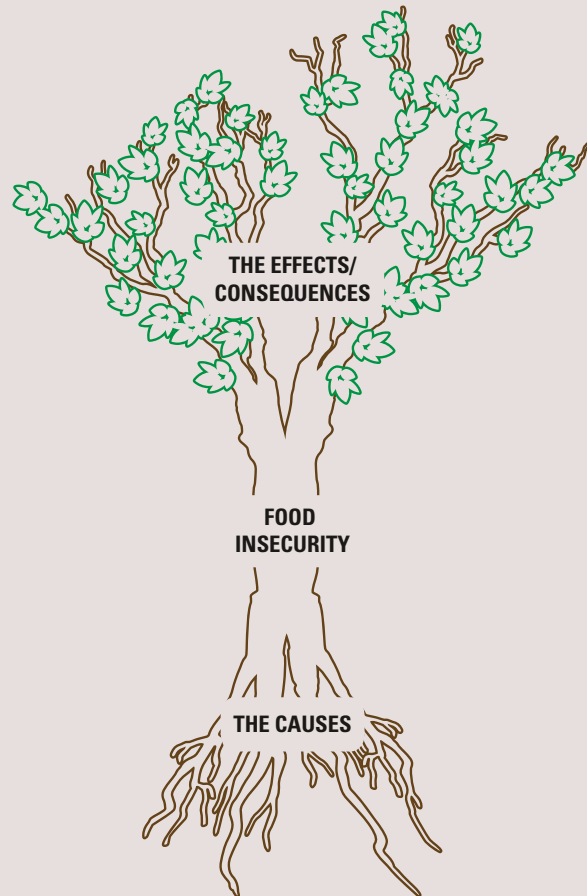
The Causes: Encourage students to think of some of the possible causes first. Suggest that they refer back to lesson two for help with this. As the students come up with each cause, add it to the tree, then encourage them to ask: Why is this a cause of food insecurity? When they have answered that question, add their answer below the original. Repeat this process for every cause suggested. This will encourage students to go deeper into the causes of the main issue. They might be surprised by what they come up with.

Encourage the students to look for connections between the different causes. On their sheets, ask them to draw lines between the causes they have identified as being connected.

The Effects/Consequences: Informed by the causes and their analysis of each, ask the students to come up with effects/consequences of food insecurity. Ask them to consider their own lives first, and what would be different if they had limited access to quality or nutritious food.

THE EFFECTS/ CONSEQUENCES

FOOD INSECURITY

THE CAUSES

Then, ask them to consider the wider effects, on families, communities and society in general. After the discussion, share slide 16 of the PowerPoint, showing the four pillars of food security.

Solutions/Preventions: Ask the students to suggest solutions to the causes and effects on the problem tree. Add potential solutions to the tree in a different colour.

ACTIVITY 3: Walking Debate

Designate one side of the classroom as 'agree', and one side as 'disagree'. Explain to the students that they will hear a series of statements (slide 17), and they must decide if they agree, disagree or are somewhere in-between. They then position themselves in the room to reflect their viewpoint. If restrictions do not allow for class movement, ask the students to stand up if they agree, or remain sitting if they do not. Choose some students to explain their viewpoint for each statement.

Statements

- Everyone has the right to nutritious food.
- Hunger and malnutrition are the biggest problems facing the world today.
- The reason people are hungry is that there is not enough food for everyone on the planet.
- Hunger and malnutrition only impact people in countries in the Global South.
- Growing more of our own food will help prevent hunger and malnutrition.
- We should keep all the food we produce and stop exporting to other countries.
- Solving climate change will solve world hunger.
- It is the job of governments to feed people who are hungry.

LESSON FIVE: A FOCUS ON ZIMBABWE

Teacher Note: Zimbabwe is the focus country for our resources this year. Again, emphasise that the experience of Thandekile in the case study is only one story from Zimbabwe, and does not represent everyone's experience. Activities 1 and 2 will give students a broad idea of Zimbabwe, with a deeper dive through the case study. Activity 3 takes the students a little further into some specific examples of Trócaire's work supporting partners and communities in Zimbabwe. Emphasise the support role of Trócaire here, and that we work with local partners, like Caritas Bulawayo, to support people to take control of their lives and circumstances.

CSPE Learning Outcome: 2.5 examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this.

ACTIVITY 1: Zimbabwe

Begin by asking the students to suggest something they know about Zimbabwe. Write all suggestions on the board, even if you know they are incorrect.

Take the students through slides 18 to 26 of the PowerPoint, putting a tick beside anything they got correct, and putting a line through anything they got wrong.

ZIMBABWE GENERAL INFORMATION

- Zimbabwe has ten provinces.
- It borders Zambia, Mozambique, South Africa and Botswana.
- Zimbabwe's biggest cities are Harare (capital) and Bulawayo.

ACTIVITY 2: Case Study

Distribute Worksheet 2: Thandekile's Story. After the students have read the case study, ask them to suggest the three words that come to their mind. Write these words on the board, or on sticky notes and place on the board or a sheet of paper. Alternatively, if the students have access to phones, tablets or computers, consider using a word cloud site, like Mentimeter.

Thandekile and her children are living in a very complex situation. They are facing not just one issue, but many.

Using Trócaire's SDG Photo Pack, ask the students to identify what issues are evident in the case study and the SDGs that are relevant to each issue. Write each issue on the board with the relevant SDG beside it. For example, the students might identify Covid-19 as an issue and link it to SDG 3: Good Health and Well-being. However, allow the students to link to whichever SDGs they feel are relevant.

Once the issues and SDGs are chosen, rank them in terms of their impact on the daily lives of Thandekile and her family. For example, the students may decide that droughts and floods, linked to SDG 13, are having the biggest impact. If so, put this one first.

Ask the students: How does the daily experience of Thandekile and her family compare to your life? Guide the students to identify similarities and differences, and to suggest reasons why. For example, they may draw a comparison between the experience of going to school during the pandemic in Zimbabwe and Ireland. Encourage students to identify the similarities (face masks) and the differences (access to vaccines).

MATEBELELAND, ZIMBABWE...

ACTIVITY 3: Supporting People and Families in Zimbabwe

Watch Impact of Covid-19: Zimbabwe Crisis 2020, which looks are Trócaire's work in Zimbabwe (slide 27).

- Ask the students to list the particular impacts of Covid-19 on people in Zimbabwe.

- Are these impacts similar to or different from the impacts felt by people in Ireland during the pandemic?

Watch Surviving through Covid-19 in Zimbabwe (slide 28).

- In what way is Trócaire's partner, Caritas Zimbabwe, supporting people in Zimbabwe through Covid-19?

- Ask the students their view on the method of support.

- What actions can we take in Ireland that would have a positive impact on the lives of the people in Zimbabwe who are struggling in the face of climate change and Covid-19?

Partnership is a key aspect of Trócaire's work in Zimbabwe, and all over the world. Trócaire has been a partnership organisation since its foundation in 1973, and partnership is at the heart of how Trócaire works. Partnership is also central to achieving the SDGs. It is essential that everyone works together to achieve the SDGs, through creating partnerships and working in partnership towards the goals.

17 PARTNERSHIPS FOR THE GOALS

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

WORKSHEET 2: 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.

Thandekile's husband, Donovan, worked in South Africa and sent money back to the family, which Thandekile added to through her own work buying and selling various goods from South Africa. 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 tragically died.

Climate Change

Circumstances were already difficult for Thandekile and her family. 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. 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 in their community. The impact of Covid-19 has compounded these effects, and Thandekile and her family now rely on outside help for survival. Women, the primary producers of food, have also faced increased levels of gender-

based violence during the pandemic, with a 60 per cent increase in reports of gender-based violence incidents to service providers during the 2020 lockdown. Thandekile has seen how damaging this can be.

Covid-19

Covid-19 has had other impacts on the children quite aside from the tragedy of their father's death. Nomatter said, 'During the lockdown schools were closed. We stayed for a long period of time at home, helping by doing household chores. Now we are going to school but for just three days in a week instead of the usual five days. We are told to wash our hands all the time. We always wear masks in class and around the school. When we arrive at school, the teacher checks our temperature and sanitises our hands. I do not like masks; they are hot and sometimes the teacher cannot hear me when I talk with a mask on. I do not like Covid and I pray it goes away.'

Bothwell Maromo is a teacher at Nomatter's primary school and says that Covid-19 has had a huge psychological impact on the teachers and

children. 'We were all afraid we were going to die or to lose our relatives. Socially, we couldn't visit our relatives. The school closed for over six months and only opened for three months in 2020. This was a big challenge as the new curriculum had just been introduced in 2020 and the children did not get to cover much of it. It greatly affected the children. At home, they didn't have a chance to read books during those six months. Some students forgot how to read.'

However, the pandemic has perhaps had an influence on what Nomatter wants to do in the future. 'I wish to be a nurse so that I help the sick,' she said, smiling and brightening up immediately when she speaks of the future. She wishes to be a nurse at the local hospital. She understands that nurses help the community by helping the sick and she would like to do the same.

Hope for a Brighter Future

Determined to provide for her two children, Thandekile began buying and selling women's clothes in order to make money. 'My wish is to be able to provide for all their needs, so I hope that my business will grow. My hope is that my children will be able to continue in school and be successful in life.' Trócaire has been working in Zimbabwe since 1980 in areas such as humanitarian aid, food security, women's empowerment and human rights issues. In

Forward (8) wears a mask and gets his temperature checked before entering his school. Photo credit: Cynthia R. Matonhodze

Thandekile's community, Trócaire, with our partner Caritas Bulawayo, operates community gardens in which local people can plant vegetables, store seeds and learn about watershed management and planting methods. The garden is also used for Covid-19 awareness training.

Thandekile says, 'The greatest gift that people can give to one another in life is food and money, because we need it to survive. What gives me hope is that I am still alive despite all that we have been through as a family. Whatever the problems you have been through in life, it is important to dust yourself off and move on, have hope and work hard for the children even if it's very difficult. I thank the people of Ireland for all the help you give to us. Please do not tire.'

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

LESSON SIX: LET'S GROW TOGETHER! AGRICULTURE IN ZIMBABWE

Teacher Note: This activity will use games-based learning to help students build an awareness and understanding of the particular problems facing many rural people and communities in Zimbabwe. The subsequent activites build on the game and focus on the benefits of an agroecology approach as supported by Trócaire and others in Zimbabwe.

CSPE Learning Outcomes: 2.5 examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this; **2.10** evaluate how they can contribute to responding to one challenge currently facing the world.

ACTIVITY 1: Harvest for the Future

Play the Harvest for the Future board game with your students. The game can be downloaded here.

Explain the instructions to your students, then allow thirty minutes to play the game. Once the game is completed, go through the debrief activities.
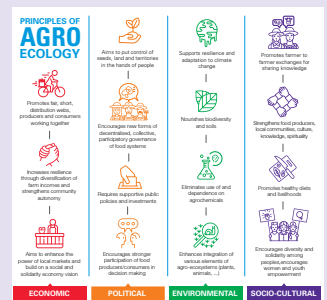
ACTIVITY 2: Agroecology

Watch the Agroecology: The Next Evolution in Food Systems animation (slide 29). Ask the students the explain the difference between the mainstream approach first developed in the mid-twentieth century and the agroecology approach, and to record any ideas on Worksheet 3: Agroecology.

Watch the Let's Grow Together video, which describes how the main elements of agroecology help build a resilient and sustainable food system. Emphasise to the students that there is a lot to agroecology and that they should not worry about remembering everything. Encourage them to note the bits that resonate with them most on Worksheet 3: Agroecology. Share the agroecology principles image on slide 30 of the PowerPoint.

Extension Activity

Look at the SDG 2 targets on slide 9 of the PowerPoint. Remind the students of the principles of agroecology on slide 30, then ask them which targets would be positively affected if agroecology were more widely adopted.

ACTIVITY 3: Resilience

The resilience of food is a very important factor in building a sustainable food system. When it comes to growing food, different locations have different issues to contend with; one area of the world might experience increasing rainfall and flooding due to climate change, while another might experience more frequent and prolonged droughts. Ensuring that the appropriate crops are grown, for example, will make a massive difference. In Zimbabwe, and more broadly in Africa, certain foods are more resilient and more nutritious, therefore provide a better option for families experiencing food insecurity. Have a look at slide 25 of the PowerPoint. First of all, ask the students if they recognise the food, then ask them to suggest why these foods might be a good choice for vulnerable households and communities in places like Zimbabwe. Read the information provided on the slide about each food to the students.

WORKSHEET 3: AGROECOLOGY

FOCUS ON AGROECOLOGY

LET'S GROW TOGETHER

LESSON SEVEN: LET'S GROW TOGETHER! OUR SCHOOL

Teacher Note: It is an essential aspect of development education to look to a better, more hopeful future. This activity encourages the students to imagine what that better future can be, and also consider what the alternatives may be. A real action that students can take is to engage with an existing school/community garden, or to examine the potential of starting a new garden in the school. It is part of an initiative called #GrowwithTrocaire. We want to hear stories of schools around the country working to build a sustainable future for all by focusing on what they can do locally and using sustainable practices.

CSPE Learning Outcome: 2.10 evaluate how they can contribute to responding to one challenge currently facing the world.

ACTIVITY 1: Vision for the Future

Arrange the students into two groups and give each a different future scenario from Worksheet 4: Futures Thinking. Ask each group to consider the following questions in relation to their scenario:

- What are some of the good things/difficult things about this future?
- Who will benefit and who will lose in this future?

Ask each group to draw their assigned version of the future, showing us what has happened to communities in Ireland, communities overseas and what the planet will look like.

Discuss how the pictures created relate to the students' own hopes for the future. Is there any common agreement about what they want? Join together to make a list of the essential criteria for a happy, healthy and sustainable future for all. How does your list compare to the Global Goals? Finally, have a vote in the class. Ask the students to vote for which version of the future seems the most likely right now. What do we need to do to ensure that it is the sustainable version of the future that transpires?

ACTIVITY 2: School/Community Gardens

School or community gardens are a wonderful way for young people to learn about and get involved in developing areas of their school or community to help reconnect with the natural world, learn about gardening, agriculture and forestry.

School gardens are used for:

- Education
- Growing healthy food
- Contributing to a healthy environment
- Providing a space for people to come together and connect with nature, and have different sensory experiences
- Contributing towards a more sustainable food system
- Your school may already have a school garden. If so, congratulations, we hope it is going well. If not, we would like to encourage you to join Trócaire's drive to 'grow together' in 2022 to help contribute to a more sustainable food system, and a sustainable future for all, and to show solidarity with Thandekile and her family and the millions of others struggling with food insecurity around the world.

Check out this TED talk on the guerrilla gardening phenomenon that has gained in popularity over the last few years, but has in fact been around for centuries.

We do not recommend that you or your students start taking over parts of the school without consultation, but there may be areas in the school where it might be possible to apply some of the elements of guerrilla gardening, and make a massive difference. You do not have to plant crops – but maybe a small bush or some flowers. Use pots if no green space is available. Everything we plant can make a difference!

Teacher Note: Please watch the video before showing it to the students and make sure the language (in particular the last minute) and message is appropriate.

There are many excellent organisations in Ireland that can help with setting up and maintaining a school garden, including:

https://www.greenschoolsireland.org/

https://www.biodiversityinschools.com/school-gardens.html

https://www.schoolearthed.ie/who-we-are.html

https://www.bordbia.ie/primary-school/organic-gardening-for-primary-schools/

https://schoolgardening.rhs.org.uk/resources/info-sheet/setting-up-a-school-garden

What To Do

1) Show slide 36, containing a summary of what food security for the planet actually means. Ask the students to think about how agroecology and school/community gardens can contribute to this idea.

2) If you do not already have a community garden in your school, please look around and see if there is an appropriate space where you can start one. Make sure to seek permission from your principal and school council.

3) Make a plan for what your garden will be used for. Is it to make the school look nicer? Is it to grow food for the canteen? Something else? Can you link it to community or school projects already taking place?

4) Think creatively. Can you apply the principals of guerrilla gardening (with permission) to your school? Are their potential spaces around the school to use? Remember, it doesn't matter how small or seemingly inappropriate, it can still work!

5) Windowsill gardening. If you don't have lots of space, or for an easy way to get started, why not do some windowsill gardening? Many options are perfect for school windowsills, such as herbs, small vegetables and radishes. Visit the Eco-Schools website for more suggestions.

6) Tell us about your projects! Please share your projects with us in whatever way you choose. We would love to get pictures, blogs, stories, documentaries, games, presentations, tweets, posts – anything really. We want to grow a community in Ireland of schools who are 'growing together' for a more sustainable future, and link this community to the wider world. Use the hashtag **#GrowwithTrocaire** on social media or send updates on your projects to us in Trócaire.
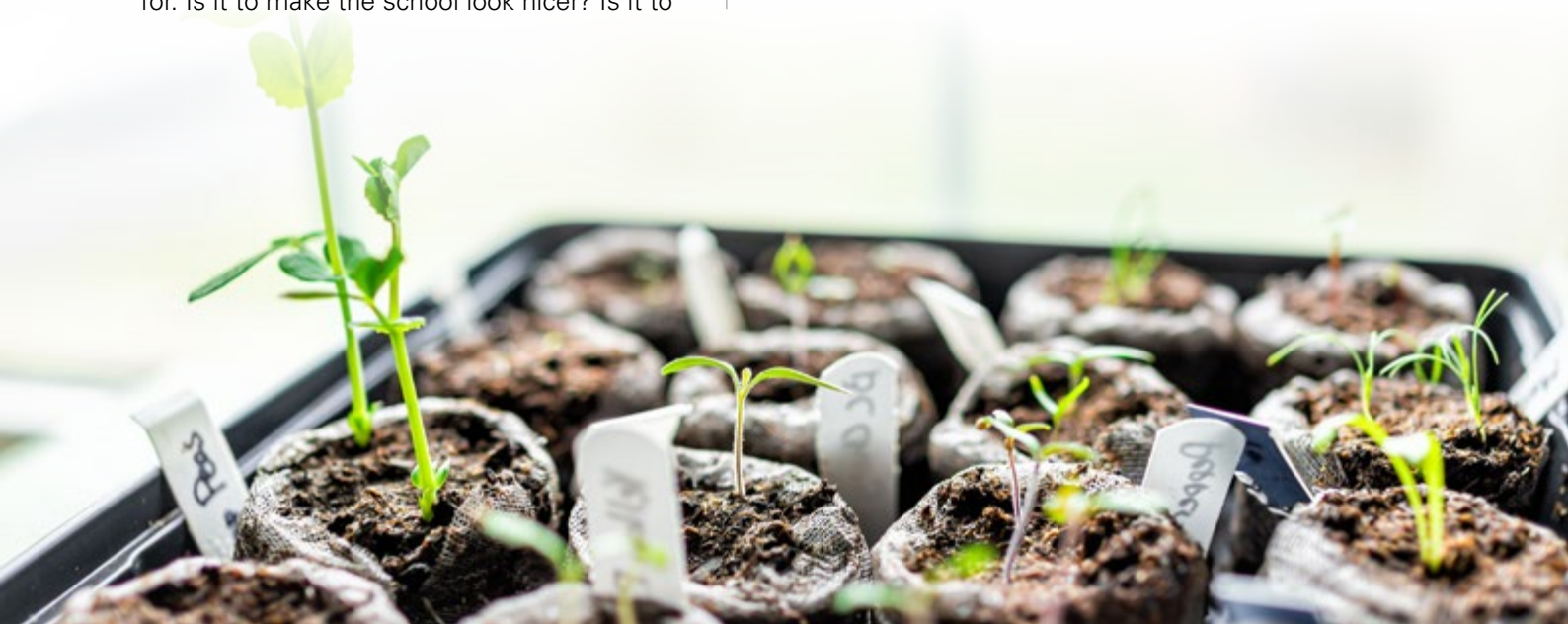
WORKSHEET 4: FUTURES THINKING

Edge of Disaster

It is 2050. Since 2022 governments have been slow to make important decisions about stopping climate change, ending poverty and fighting inequality. They thought that these problems were manageable, and could be fixed over time without massive government intervention; they were wrong. Many communities have been destroyed by climate change, agriculture has failed in many parts of the world, and there is now not enough food to go around. People are dying of starvation across the Global South, and have been forced to leave their homes. Many species of animal and plant are now extinct, and even drought-resistant crops are now failing in the extreme temperatures. Supplies of fossil fuels are running out, though consumerism is still rampant. People still want to buy the things they desire but do not need. Some people still claim humans are not to blame for climate change, and that we just have to learn to deal with it. Meanwhile, millions of people across the world are on the move to escape the worst effects.

Technological Fix

It is 2050. Since 2022 there has been a huge interest in technology because people thought that new technology and inventions would be the way to create a sustainable world. There have been some fantastic new inventions for agriculture, which have made it more productive and reduced the need for small farms across the world. Mega farms now produce more food than ever before. However, the technology is expensive. Only rich countries can afford to use this technology, so agriculture is now a thing of the past in many countries in the Global South, which is ravaged by climate change. Food is plentiful, but must be shipped into many countries each week in enormous container ships. Land that was once agricultural is used for other purposes, mostly housing for an ever-increasing global population, now standing at 10 billion.

Sustainable Living

It is 2050. Since 2022, we have made big changes in our governments, in our workplaces, in our schools and in our homes. There is less of a gap between the rich and the poor, due to the growth in awareness that we need to ensure human rights are respected and that everyone has an equal opportunity to live in a safe community, to be healthy and achieve their dreams. We have managed to stop the most damaging effects of climate change because we realised that caring for the environment, other people and future generations makes our own lives much better. People spend more time outdoors, enjoying nature and evidence suggests that people are happier now than they have ever been. School and community gardens have sprung up everywhere. Green spaces are now places of great beauty and are used to grow healthy food for local people. Even though the global population is now 10 billion, people in all countries have never had better access to food, or healthier diets.

LESSON EIGHT: GAME CHANGERS

Teacher Note: Game boxes are available from Trócaire to help your students design their games. To order a box, please contact stephen.farley@trocaire.org. Otherwise, use any materials available, including recycled materials. We don't mind seeing games on the back of cereal boxes! We would love to see games about food security or agroecology. Students can enter their games into the Game Changers competition detailed in this lesson. Games design workshops are available for groups who wish to enter the competition. To request a workshop, please contact gamechangers@trocaire.org.

CSPE Learning Outcome: 2.10 evaluate how they can contribute to responding to one challenge currently facing the world.

ACTIVITY 1: 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 students into groups.
- Brainstorm a theme and ideas for a game.

- Once each group has an idea for a game, invite the students 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 students 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.

Students 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 2021 programme and competition, including a teacher's guide, entry forms and examples of previous winners, log on to: trocaire.org/gamechangers

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

For more development education resources exploring human rights and the sustainable development goals, visit:

trocaire.org/our-work/educate/post-primary/

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

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