

OUR LAND OUR RIGHTS

Development
Education
Resource
for Senior
Primary



Trōcaire

TABLE OF CONTENTS

INTRODUCTION

| | |
|---------------------------------|----------|
| About Trócaire | 4 |
| How to Use this Resource | 5 |
| Curriculum Links | 6 |

CLASSROOM ACTIVITIES

| | |
|---|-----------|
| Activity 1: This is Our Land | 7 |
| Activity 2: Listening to Land | 8 |
| Activity 3: Children’s Rights | 9 |
| Activity 4: My Land My Rights | 11 |
| Activity 5: Stay or Go | 12 |
| Activity 6: Forced to Flee | 13 |
| Activity 7: The Global Goals | 14 |
| Activity 8: Trócaire Game Changers | 15 |

| | |
|-----------------------|-----------|
| MORE RESOURCES | 16 |
|-----------------------|-----------|

Produced by Development Education
Team, Trócaire, 2019
Author: Lydia McCarthy

Thank you to the teachers and students
who piloted and contributed to this
resource: Emma Cranny, Richard Casey,
Sean O’Donaile, Séamus Ó Cadhla,
Sr Anne Neylon



Evelyn (36) Northern
Uganda. Photo credit:
Gary Moore

ABOUT TRÓCAIRE

'Trócaire' is the Irish word for compassion. The organisation was set up in 1973 as a way to:

- **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. Real and lasting change can only happen when people secure their basic rights. Thus, our focus is on transforming the lives of poor, marginalised women, men and children.

HOW WE WORK

We work collaboratively with local Church and civil society organisations across the world to bring about change at individual, community, society and institutional levels.

- Supporting people to secure their basic rights
- Mobilising communities to prepare, respond and recover from crises
- Strengthening civil society to challenge unfair social norms
- Engaging with those in power to influence policy

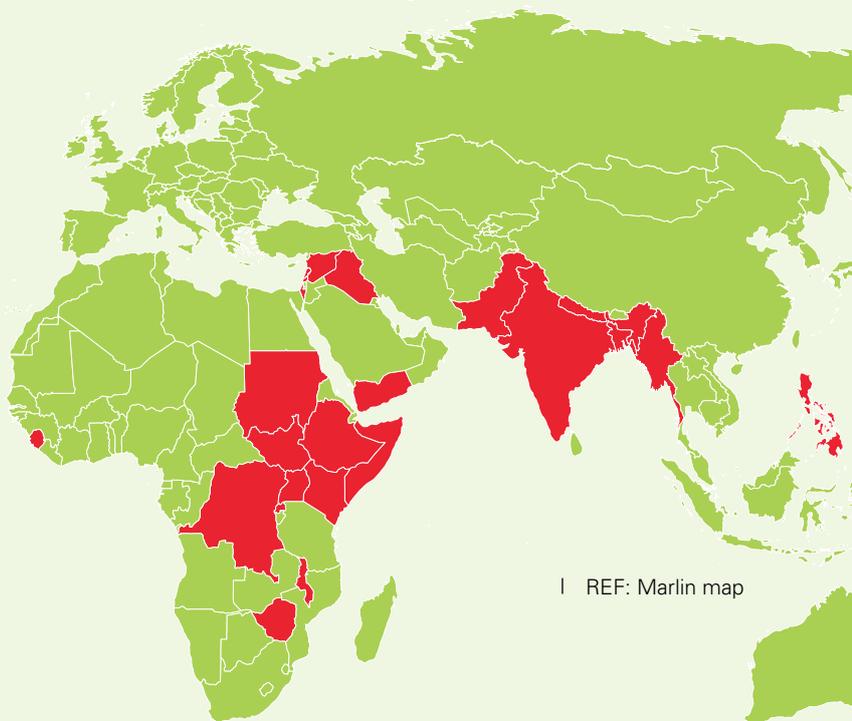
LAND – A HUMAN RIGHTS AND JUSTICE ISSUE

In our world today, one quarter of families are landless. This is often as a result of conflict caused by the actions of: governments or corporations;

local elites who profit from land grabs; family and clan members who deprive women and girls of their land rights. Losing land often means a loss of independence and leads to poverty. Land is more than a piece of arable ground. It is a strategic socio-economic asset, particularly in poor societies where wealth and survival are measured by control and access to land.

Across the countries where Trócaire works, more than half of the population earns its living from farming. Although these rural communities spend a large part of their lives in places where food is produced, many do not own or control land. When people are forced off their land, they are denied their rights, their livelihoods and their rights as human beings.

WHERE WE WORK



REF: Marlin map

HOW TO USE THIS RESOURCE

Development Education is a creative educational process that increases children's understanding of our interconnected world. The activities in this resource explore the connection between land, children and their rights.

Download the accompanying PowerPoint presentation from: trocaire.org/education/landrights

Create a land rights gallery on a wall in your school. Add to it during each activity by displaying the children's work.



The relevant PowerPoint slides are outlined at the beginning of each activity.



Sprout asks a key question in each activity. Assess children's learning by questioning them.



Bertie provides information for teachers. Read before you begin each activity.

Roni, María and Maya live in different parts of the world, but they are connected by their struggle for land rights.



Photo credit:
Gary Moore

Roni (10) lives in Northern Uganda. Since his father's death, his family is slowly being pushed off their land by a clan member. Trócaire's partner, Acholi Religious Peace Initiative, is facilitating a mediation process between the two parties to keep Roni's family on the land.



Photo credit:
Manuel Morillo

María (9) lives in Guatemala. Her family has been pushed off their land by a private company. Trócaire is supporting them through our partner CUC, a cooperative labour organisation working for the rights of indigenous farmers.



Photo credit:
Simon Walsh

Maya (10) is from Syria. Her family has been pushed from their land as a result of a civil war. They have fled to safety in a neighbouring country, Lebanon. Trócaire is providing Maya and her community with a safe-haven centre where she and her siblings love to play in the playground, do art and attend classes.

CURRICULUM LINKS

Some of the activities in this resource may be challenging for third class students. See the early childhood resource, *Our Land*, for further activities.



| Republic of Ireland | | Strands | Strand Units |
|---------------------|--------------------------|---|---|
| Activity 1 | English | Competence & confidence in using language | Reading; Oral Language |
| | Visual Art | Drawing | Interpret imaginative themes |
| Activity 2 | Geography | Human environments | Natural environmental features and people |
| | Music | Listening & responding | Exploring environmental sounds |
| Activity 3 | SPHE | Myself and the wider world | Developing citizenship |
| | Geography | Natural environment | The local, natural environment |
| Activity 4 | Geography | Human environments | People and other lands |
| | SPHE | Myself and the wider world | Developing citizenship; National, European and wider communities |
| Activity 5 | History | Eras of change and conflict | The Great Famine |
| | Drama | Drama to explore feelings, knowledge and ideas | Exploring and making drama |
| Activity 6 | Maths | Data | Representing and interpreting data |
| Activity 7 | Geography | Human environments | People and other lands; Trade and development issues |
| | SPHE | Myself and the wider world | Developing citizenship |
| Activity 8 | SPHE | Myself and the wider world | Media education |
| Northern Ireland | | Strands | Strand Units |
| Activity 1 | Language and Literacy | Talking and Listening | Responding to text |
| | The Arts | Art and Design | Drawing |
| Activity 2 | The World Around Us | 1 – Interdependence 3 – Place | People/Environment/the Natural world How place influences the nature of life |
| Activity 3 | PDMU | 2 – Mutual Understanding in the Local and Wider Community | 6 – Rules and Responsibilities 8 – Similarities and Differences |
| | The World Around Us | 3 – Place | How place influences the nature of life |
| Activity 4 | PDMU | 2 – Mutual Understanding in the Local and Wider Community | 8 – Similarities and Differences |
| | Language and Literacy | Talking and Listening | Prepare and give a presentation |
| Activity 5 | The World Around Us | 2 – Movement and Energy 4 – Change over time | The movement of people The consequences of change in the world around us |
| | The Arts | Drama | Explore a range of cultural and human issues using role play |
| Activity 6 | The World Around Us | 2 – Movement and Energy | The Movement of People |
| | Mathematics and Numeracy | Handling Data | Interpret a wide range of tables, lists, graphs and diagrams |
| Activity 7 | The World Around Us | 4 – Change over time | The effects of positive and negative changes globally |
| | PDMU | 9 – Learning to live as members of Community | Our role as Consumers |
| Activity 8 | Language and Literacy | Writing | Create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics |

ACTIVITY 1: THIS IS OUR LAND



AIM

To explore the concept of land and visually represent its connections to the children's lives

RESOURCES

Six sheets of coloured A3 paper, A4 paper for each child, colouring pencils



Explore land as a concept rather than a physical place. For instance, land is an integral part of how we live our lives. Physically, we use land to grow food for survival. Socially, we play with friends and family outdoors. Culturally, land influences customs and traditions such as music and stories. Land influences our identity, both locally and nationally. We are part of a town/county/country.

THIS IS OUR LAND

Our land is connection ...
community

country

Land is dance, duty and dress.

Our land is food ...

forests

futures

Land is heritage, history and hope.

Our land is precious ...

preserved

protected

Land is spiritual, sacred and story.

What happens to all these things when our land is

Extorted?

Exploited?

Exploded?

Step 1: Lead a class brainstorm on how land affects the children's lives – physically, socially and culturally.

Step 2: Read 'This is Our Land' poem out loud. Children close their eyes and listen.

Children share with their partner what images came to mind. Discuss imagery as a class. Show the poem on the board (Slide 3) and read it out loud again. Discuss the format the poem is written in. Explain difficult language the children may not understand: in this context, 'exploited' means land being taken away in an unfair way; 'extorted' means land being taken by force.

Women in the Polochic Valley, Guatemala. Photo credit: Manuel Morillo

Step 3: Divide class into six groups and assign each a set of words from the poem with the same letters. Exclude the 'e' words for now. Each group divides a sheet of coloured A3 paper into three. Children write their set of words. They discuss what each word means, how it is connected to land and examples of connections to their own life; for example, 'community' is a group of people living in the same place, a community shares land, my community is ...

Step 4: Give an A4 sheet of paper to each student. Encourage them to pick one word and illustrate what they discussed. Hang up the coloured sheets on the display board. Cluster the children's pictures around their group of words brainstorm. Lead children on a gallery walk, encouraging them to explain their drawing. Whole class discussion: *Is land important to us? What might happen all of these things if land was taken away?*

Extension activity: Children bring items from home to represent their word. Add to the land gallery.





María (9), Guatemala playing with a leaf pin wheel. Photo credit: Manuel Morillo

ACTIVITY 2: LISTENING TO LAND



AIM

To explore the concept of land through sounds

RESOURCES

Four land audio clips, four land images, four land video clips (all in the PowerPoint presentation)



What are the different ways land is used?



The audio clips explored in this activity are recordings of Evelyn's daily routine. Evelyn is from Northern Uganda. She is mother to Patricia, who is on the Trócaire box, and Roni, who features in Activity 4. This helps children to understand that people all around the world use land; however, the ways in which we use the land may vary.

Step 1: As a class, look at the gallery created in Activity 1. Remind children of the poem and how the class chose to visually represent land. Explain that today the class will listen to the land. Bring the class outside. Children close their eyes and listen for sounds. Encourage them to connect the sounds they hear to words in the poem.

Step 2: Back in the classroom, play the four land audio clips. Between each clip, children individually write down what they think they hear. Play the audio clips a second time and children suggest what the sounds are.

Step 3: Show land images on the board. Play the audio clips again. In groups, children match each sound to an image.

Step 4: Play the four land videos and children assess if they were correct. Whole class discussion: *Was the sound different to what you thought it was? What similarities are there between these videos and your lives? What differences?*

Extension activity: Using Teacher's mobile phone, or a school camera, record sounds and videos connected to the land in the local community.

ACTIVITY 3: CHILDREN'S RIGHTS



What are my rights as a child? How are my rights connected to land?

AIM

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

RESOURCES

Children's rights cards on page 10



The United Nations (UN) is an international intergovernmental organisation that promotes cooperation between countries. It was set up in 1945 after the Second World War, to prevent such a conflict from happening again. The headquarters are in New York. Other main offices are located in Vienna, Geneva and Nairobi. For further information, visit: un.org

The United Nations Convention on the Rights of the Child (UNCRC) is an internationally binding agreement on the rights of children. It was formally agreed by the UN General Assembly in 1989. The rights are all seen as necessary for the development and dignity of the child. Most countries in the world have ratified it (made it official locally), including Ireland in 1992 and the UK in 1991. This means that the Irish and UK governments are committed to promoting, protecting and fulfilling the rights of children. The United States of America is the only country that has not ratified the convention.

Economic, social and cultural rights are a cluster of articles within the Convention. They include the right to an adequate standard of living (food, clothing and housing), the right to the highest standard of health, the right to social security, and the right to education. There is no specific right to land; however, land is integral to realising all of these other rights. To be denied access to land denies a child their rights.

Step 1: Show the UN logo on the board and ask children to suggest what it represents. The world map represents all the people and the countries of the world. The North Pole is at the centre. We are used to seeing the North Pole at the top of the world map and Europe at the centre. Countries in other parts of the world put themselves at the centre. Discuss this different perspective. The wreath in the UN logo is made of crossed branches of the olive tree, representing peace. White and blue are the official colours of the UN. Explain the history and role of the UN.

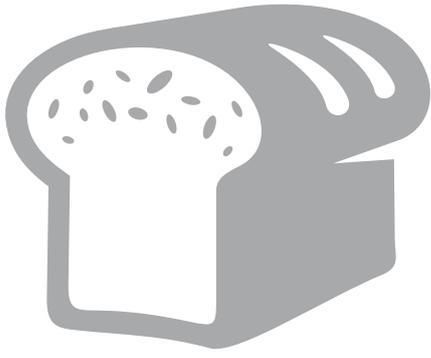
Step 2: Ask the class what children need, and what they should be able to do, in order to live a healthy and happy life. Make a class list. Explain that the UN also made a list. It is called the Convention on the Rights of the Child.

Step 3: Photocopy and cut up a set of children's rights cards for each group of four. Identify how many were included on your class list. What buildings/places in the local community support these rights; for example, the playground supports the right to play and rest; the hospital supports the right to healthcare; farms support the right to food. Draw a children's rights map of the local community including these places. Stick the children's rights cards onto the relevant areas in the community map. Hang the maps in the land rights gallery.

Step 4: Whole class discussion: *Are any of the children's rights being denied in the local community?* For example, no footpath on the road to school is denying the right to be safe walking to school.

Extension activity: Malala Yousafzai from Pakistan came to public attention by writing for BBC Urdu about life under the Taliban. She spoke about her fight for girls' education in her community. She was just eleven years old. Encourage the children in your class to write about a children's rights issue in the local community. Publish on the school website or in the local newspaper.





Every child has the right to food.



Every child has the right to a home.



Every child has the right to clean water.



Every child has the right to play and rest.



Every child has the right to education.



Every child has the right to be safe.



Every child has the right to be listened to.



Every child has the right to healthcare.



Every child has the right to protection from war.

ACTIVITY 4: MY LAND MY RIGHTS



AIM

To examine the impact of land being taken from people

RESOURCES

Six photocard (included in this resource), large sheets of paper, markers, blu tack

In what ways is land taken from people around our world? How does it affect their rights?

Read the information about Roni, María, Maya and Reem on the back of the photocards before you begin this activity. Remind children that this is only one family from each of the three countries; they do not represent the diverse lives of the population in each country.



UGANDA



GUATEMALA



LEBANON



Step 1: Divide children into six groups, numbering them one to six (group one and two are Uganda, group three and four are Guatemala, group five and six are Lebanon). Give the photocard with the corresponding number to each group. Use blu tack to stick the photo onto the large sheet of paper. Children should not read the information on the back of the photocard until later in the activity. Children write questions around the photo.

Step 2: Swap the sheets: group one and two swap; group three and four swap; group five and six swap. Children read the questions. Read the information on the back of the photocards. Write the answers to the questions with a different colour marker. Remind the children that it is okay if they do not find answers to all of the questions. Discuss what they think the answers could be.

Each group presents the answers back to the group that originally wrote the questions.

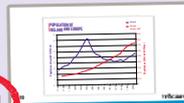
Step 3: Children prepare a presentation in their country groups. They inform the class what they learned from the two photos. Questions they should cover: Who is the child? Where are they living (point out on a class map)? How do they depend on land? What similarities are there between your lives? What challenge are they facing?

Step 4: Remind children of the poem from Activity 1. Discuss whose land is being exploited, extorted and exploded. Look at the children's rights card from Activity 3. Whole class discussion: *What rights are they being denied?*

Extension activity: Write a diary entry from the perspective of Roni, María or Maya.

ACTIVITY 5: STAY OR GO

19



20



AIM

To understand the difficult decision people sometimes have to make to leave their land

RESOURCES

Copy books, 'hot seat' chair (ideally a high stool so that all the class can clearly see the person sitting in it)



What factors make people decide to leave their land?

'You have to understand, no one puts their children in a boat unless the water is safer than the land.' This evocative line from the poem 'Home', by Somali-British poet Warsan Shire, captures the difficult decision refugee parents have to make when leaving their home. Parallels can be made with Irish people making the decision to emigrate during the Great Famine. Despite the threat of a perilous journey and a difficult life in a strange land, over two million people left Ireland from 1845–50. That was equal to a quarter of the total population of the country. 70 per cent went to the USA, 28 per cent to Canada and 2 per cent to Australia. These boats were often called 'coffin ships', as many people died while making the journey. Many of those who emigrated came from the poorest areas of Ireland, where Irish was spoken. This meant that when they arrived they had to learn English as a new language. Encourage children to empathise with the difficult decisions families are forced to make in extreme situations around our world today.

Step 1: Show 'Population of Ireland and Europe' graph on Slide 19. Whole class discussion: *Why did the population decline? Where did the people who emigrated go? Why did the population not decline in the rest of Europe? Do you think it was an easy decision to leave Ireland?*

Step 2: Play 'Leaving Home: The Story of Brigit and Sami' (follow link on Slide 20 of the PowerPoint presentation). This animation tells the stories of two children from different parts of the world, faced with the difficult decision of whether or not to leave home. This animation draws on similarities between the Irish experience of migration during the Great Famine, and the current refugee crisis. After watching the animation, whole class discussion: *Did anything surprise you? How are Brigit and Sami's stories similar?*

Step 3: Divide the class in two. Tell one half they will be able to ask Brigit questions, the other Sami. Play the animation again. While watching, children write questions that they would like to ask. Model sitting in the 'hot seat'. Children ask questions and you answer in character as Brigit. Select a child to go into character as Sami in the hot seat. Children ask questions.

Step 3: Use conscience alley methodology to help Sami in his dilemma to stay or go. This drama methodology is also known as decision alley or thought tunnel. Children form two groups: stay and go. Groups discuss reasons he should stay or go. Each member should have a different argument. Each group forms a line, facing each other. Sami walks between the lines as each member of the group speaks their advice. When Sami reaches the end of the line he makes his decision.

Extension activity: From the perspective of Brigit or Sami, children write a letter to their new community, letting them know how to make them feel welcomed.

Shoes in Maya's home,
Lebanon. Photo credit:
Simon Walsh





Maya (10), Reem (7) and Amira (11), Lebanon. Photo credit: Simon Walsh

ACTIVITY 6: FORCED TO FLEE

22



How many people are forced from their homes in our world?



AIM

To represent and interpret migration statistics on graphs. This activity is suitable for sixth class/P7. If you are working with younger students, you may need to reduce the number of statistics.

RESOURCES

Rulers, protractors, pencils, blank maps

Step 1: Divide the class into pairs. Photocopy and distribute the 'People on the Move' definitions (below) to each pair. Children discuss and match a definition to Migrant (2), Refugee (1), Internally Displaced Person (4) and Asylum Seeker (3). Discuss as a class.

Step 2: Show and read the statistics on Slide 22. Discuss ways this information could be represented visually (bar chart, pie chart, pictogram, and world map). Divide class into groups and assign a statistic and chart type to each group. Children write three questions under their graph.

Step 3: Set up stations for each graph. Children move around to each station and answer the questions under each graph.

Step 4: Whole class discussion: *Are you surprised by the statistics?* Display the graphs on the land rights gallery.

Extension activity: Watch and learn about Trócaire's support to refugees in over ten countries around the world: trocaire.org/education/landrights



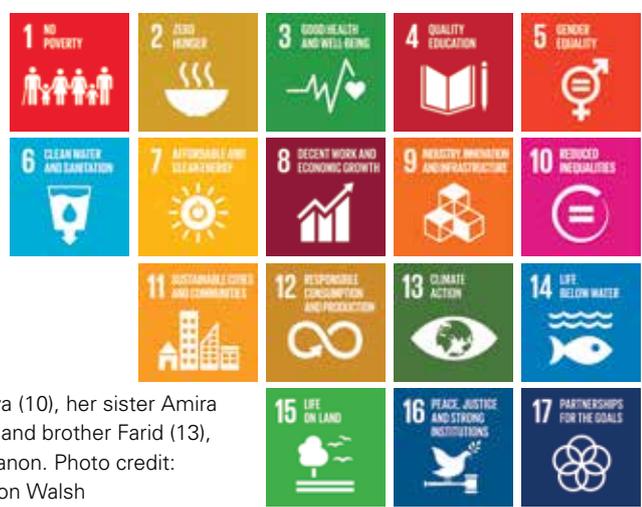
Migrant

Refugee

Internally Displaced Person (IDP)

Asylum Seeker

- 1) A person who is forced to leave their own country because their life is in danger, and seek safety in another country. This might be because of violence, conflict, discrimination (religious, racial, social or political) or natural disasters.
- 2) A person who decides to leave their country to seek a better life elsewhere, often to find better work opportunities than in their home country.
- 3) A person who has left their own country. They are asking the government of another country if they can stay there and be officially recognised as a refugee.
- 4) A person who is forced to leave their home because their life is in danger, seeking safety and protection in another part of their own country.



Maya (10), her sister Amira (11) and brother Farid (13), Lebanon. Photo credit: Simon Walsh

ACTIVITY 7: THE GLOBAL GOALS



AIM

To develop an awareness and understanding of the Global Goals for Sustainable Development

RESOURCES

'Human Beans' animation, post-it notes, access to the internet, sheets of A3 paper



What is sustainable development and how will the Global Goals help us to achieve it?

Development means change. Trócaire wants the world to develop, but in a way that is sustainable. This means developing in a way that will not harm the lives or ignore the rights of future generations. In September 2015, seventeen Global Goals for Sustainable Development were adopted by world leaders at a UN summit. These goals universally apply to all countries, therefore Ireland and the UK are committed to achieving them. Efforts will be made by governments, institutions and citizens from the 193 UN member states across the globe to end all forms of poverty, fight inequality and protect the planet. Access to, control over and protection of land is critical to achieving the Global Goals.

Step 1: Children calculate what age they will be in the year 2030. In pairs, discuss what world they would like when they are that age; for example, a world free of war, a world where everybody goes to school, a world where girls and boys are treated equally. Record five on a post-it note. Two pairs join up, discuss both post-it notes and create a new list of five. Those four then join up with another group of four, discuss both post-it notes and create a new list of five. Join up with another four and create another list of five. Continue until a class consensus list is developed. Discuss what changes would need to happen in order to achieve this type of world.

Step 2: Play the 'Human Beans' animation (follow the link on Slide 25 of the PowerPoint presentation). Introduce the Global Goals for Sustainable Development. Explain that the UN has come up with a plan to ensure the world changes in a way that is fair for all people and protects our environment. Give the focus questions and play the 'Human Beans' animation again. Focus questions: *What is sustainable development? How will the Global Goals ensure sustainable development?*

Step 3: Divide the class into pairs. Assign a goal to each pair. Children write five questions about their goal and research the answers on the internet. A useful document to start with is 'The World We Want' (follow the link on Slide 26 of the PowerPoint presentation). This child-friendly version of the proposal for the Global Goals was written by the Latin-America and Caribbean Movement for Children.

Step 4: Children create a poster to explain their goal. Present to the class. Discuss which goals relate to land rights. Display the posters on the land rights gallery.

Extension activity: Students create their own bean comic to teach other students in school about the Global Goals.

ACTIVITY 8: TRÓCAIRE GAME CHANGERS



How to enter Trócaire Game Changers Competition

Step 1: Research different types of games with your students. For examples of games that explore human rights and other Development Education themes, go to: trocaire.org/gamechangers

Step 2: Children create a game to share what they have learned about children's rights.

Step 3: Invite others in your school to play the game(s). Record how many people played, and their feedback.

Step 4: Complete the entry form at: trocaire.org/gamechangers. Submit the game(s) and form(s) to Trócaire by **Friday, 12 April**.

Every student that enters the competition will receive a certificate. The game designers of eighteen shortlisted games will be invited to a celebration event in the **Helix, Dublin** on **Thursday, 16 May 2019**. All shortlisted entries will be awarded plaques for their schools. The overall winner will win a class trip to the **Cool Planet Experience in Enniskerry, Co. Wicklow**. For more information, read the leaflet included in this resource, or log onto: trocaire.org/gamechangers

Jessica (12), Honduras, plays a game to learn how to respond to a flood in her community.
Photo credit: Santiago Agra Bermejo

AIM To create a game to communicate children's rights

Trócaire Game Changers is a competition for young people who want to change the world and believe games are a way to do it! Games submitted must fall under one of the following game formats:

BOARD GAME | CARD GAME | VIDEO GAME



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

**For more resources to explore human rights,
climate change and social justice issues, visit:
trocaire.org/education**

**Would your students like to learn more about the
Mayan Civilisation?**

Our World Our History explores early people and
ancient societies, including information on the Maya
People.

Call to order the resource and we will post it to you.

Trócaire, Maynooth,
Co. Kildare, Ireland

T: +353 (0)1 629 3333

E: Mary Boyce at:
mary.boyce@trocaire.org

Trócaire, 12 Cathedral Street,
Dublin 1, Ireland

T: +353 (0)1 874 3875

E: dublincentre@trocaire.org

Trócaire, 9 Cook Street,
Cork, Ireland

T: +353 (0)21 427 5622

E: corkcentre@trocaire.org

Trócaire, 50 King
Street, Belfast BT1
6AD, Northern Ireland

T: +44 (0) 28 90 808 030
E: infoni@trocaire.org



*Trócaire gratefully acknowledges support received from Irish Aid to conduct
Development Education and Public Engagement activities in Ireland. The content,
approaches and activities outlined in this resource are entirely the responsibility
of the author(s) and do not necessarily represent or reflect the policy of Irish Aid.*

Front cover: Maya (10) Lebanon. Photo credit: Simon Walsh. María (9) Guatemala.
Photo credit: Manuel Morillo. Patricia (7) Uganda. Photo credit Gary Moore
Back cover: Primary school children, Northern Uganda. Photo credit: Gary Moore

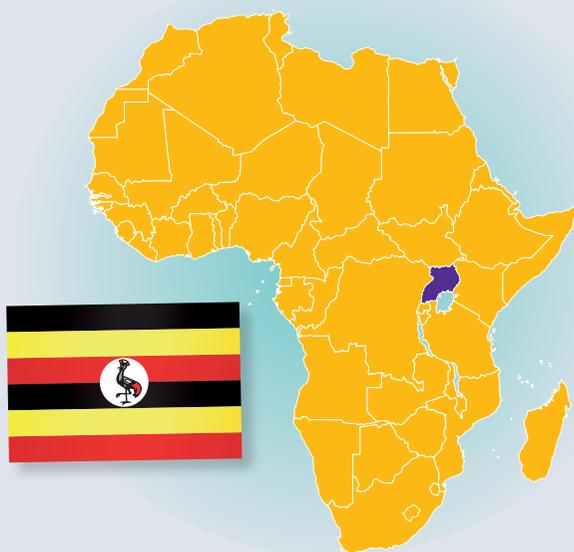
REF: E6

Printed on responsibly sourced paper. Please recycle me





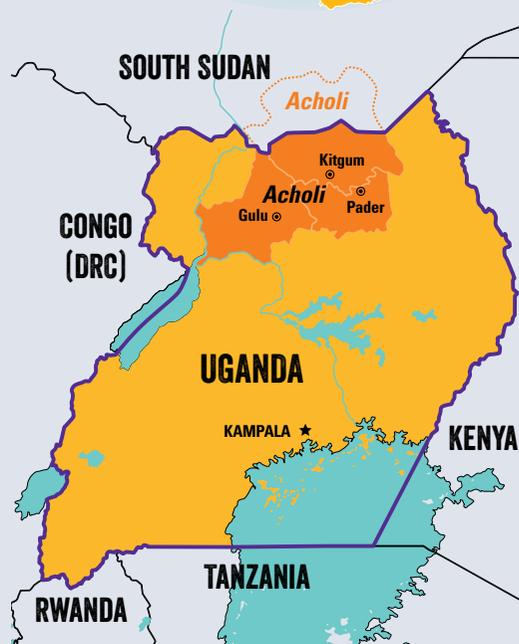
Roni is ten years old. He lives in Uganda, a country in East Africa. He lives with his mother, Evelyn, older sister Flavia, younger sister Patricia and his brother Ivan. His other older sister Barbara is away in boarding school and comes home during the holidays. Their father died from an illness in 2011.



Roni's family lives on an area of land with two traditional huts. One hut is used for cooking and sleeping. The other hut is for storage. The roof is thatched with spear grass. It needs to be changed every three years. Evelyn gathers the materials and somebody else does the work.

The huts are surrounded by long grass and a garden where the crops grow. They have no running water or electricity in their home. They collect water from a bore hole that is a five-minute walk away. They use a solar battery to power a bulb and to charge Evelyn's mobile phone. Everyday Roni puts the solar panel on the roof. He leaves it out under the sun from sunrise to sunset. When he connects it to a bulb he gets light. The family use it at night for reading. Evelyn bought it at the local market for 15,000 UGS (€3.50/£2.99). The family sleep on locally made papyrus mats.

Nearly forty million people live in Uganda. Most of the population live in rural areas and depend on farming land to live healthy and happy lives. Uganda gained independence from Britain in 1962. There is a range of tribal groups in the country, each with their own traditions and languages. Roni is part of the Luo tribe in the region known as Acholi Land, in Northern Uganda. Roni speaks Acholi at home but learns through English at school. There are over forty languages in the country, but English and Swahili are the official languages.



The family has pet doves. Evelyn explains, 'Doves are the beauty of the home. When they fly they make the house beautiful.' They have two goats called Arach and Omiya. Evelyn breeds them and sells their kids to pay for school and medicine. In 2017, when Roni was very sick, she was able to sell a goat to pay for his hospital stay.



Evelyn (36), Northern Uganda with her goat. Photo credit: Gary Moore



English

Good morning (to one person)
 Good morning (to a group of people)
 How are you?
 I am fine
 Good afternoon/evening
 Goodbye and good luck (safe journey)

Acholi

Icoo nining
 Wucoo nining
 Kop angoo
 Kope
 Irii maber
 Wudong maber

Pronunciation

Ich-o ni-ning
 Wu-cho ni-ning
 Kop-ango
 Ko-pe
 Ir-ii maber
 Wudong

Reverse photo: Flavia (17), Ivan (13), Roni (10) and Patricia (7) on their farm. Photo credit: Gary Moore

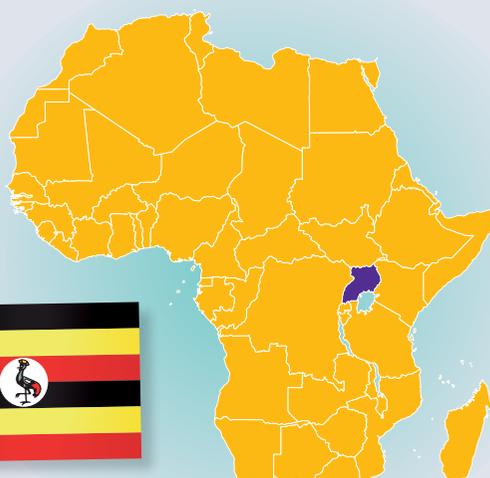
Trōcaire

REF: E5





Roni is ten years old. He lives in Uganda, a country in East Africa. He lives with his mother, Evelyn, older sister Flavia, younger sister Patricia and his brother Ivan. His other older sister Barbara is away in boarding school. She comes home during the holidays. Their father died from an illness in 2011.



Roni's family depends on the land surrounding their huts to grow food to eat. Things were better when Roni's father was alive. He made money by making and selling bricks. He had a right to the land they live on, so the family knew they were safe. Now Evelyn must look after her five children on her own. She has a right to the land; however, her husband's family is claiming she does not.

Roni helps her to dig in the garden on weekends and when he is on school holidays; however, he is worried that if the land is not there for him when he grows up, he will have to try and find a job to survive. He would like to be a driver.

Roni's family grows and eats a variety of foods.

- Cassava, a root vegetable
- Tomatoes
- Yams (like sweet potato) are very sweet and mostly eaten with tea instead of a biscuit
- Sweet potatoes are chopped, dried and stored for times when there is no food
- Lady fingers look like small courgettes
- Passion fruit grows on a tree
- Papaya grows on a tree

Evelyn cooks dinner for the family during the day. They eat when they get home from school. Usually dinner is vegetables from the garden and sometimes beans from the market. She cooks the food on an open fire inside the hut, using firewood or charcoal. She uses a wooden spoon called a mingling stick to stir the food. They eat leftovers for breakfast the next morning. They sit on a papyrus mat outside the hut and eat from their own plates. The children eat beans and rice for lunch at school.



Above: Roni (10) in school, Northern Uganda. Below left: Patricia (7) plays ball with school friends. Photo credit: Gary Moore

Roni likes going to school. He is in second class/P3. The school day starts at 8:30 a.m. and ends at 4 p.m. Students then do one hour of communal work, such as cleaning the school grounds. Games begin at 5 p.m. They go home at 6 p.m. There are one hundred children in Roni's class. The subjects they do include maths, English, arts and crafts, religious education, social studies, science, creative arts and performance, library, music and PE. He loves to read at school.

Roni plays football with his friends at break time. They make their own balls out of plastic bags scrunched together and wrapped with netting. His sister Patricia loves to play dodgeball. To play dodgeball, one player stands in between two other players. One throws the ball, aiming at the player in the middle, who tries to dodge. If the player in the middle is hit, they swap places. The two outside players take turns throwing the ball.



Reverse photo: Flavia (17), Ivan (13), Roni (10) and Patricia (7) eat breakfast cooked by Evelyn before school. Photo credit: Gary Moore

Trōcaire

REF: E5





María is nine years old. She lives in Guatemala, a country in Central America. She shares her home with her mother, Adela, her father, José, her two older sisters, Jessica and Ana, and her two older brothers, Walter and Edgar. Edgar's wife, Flavia, and their son Joel also live in the house.

Nearly seventeen million people live in Guatemala. The name 'Guatemala' comes from a Mayan word meaning 'land of the trees'. The country gained independence from Spain in 1821. In Guatemala, there is mainly a mix of people of Spanish descent and indigenous (local) Maya people. María lives in the Polochic Valley in eastern Guatemala. This land has been home to the indigenous Mayan Q'eqchi, Xinka and Garifuna people for hundreds of years. Spanish is the official language in Guatemala. There are also twenty-four indigenous languages spoken, twenty-two of which are Mayan. María speaks Q'eqchi.



María's family lives in a community with seventy-two families. Her house is made from wood. She does not have running water or electricity in her home. Her family use the river to wash themselves, their clothes and their dishes. They have a small solar panel to charge a battery for a light. When that doesn't work they use candles. María helps her mother to wash the dishes and clothes, bring maize (corn on the cob) to the mill, feed the chickens and look after her baby nephew. María's father and brothers work on the collective fields called the 'milpa'. María loves the houses and church in her community.

María gets up at 5 a.m. and helps with household chores before school. She walks to school with her siblings and neighbours. It is a forty-minute journey. School begins at 7 a.m. and finishes at 12:30 p.m., Monday to Friday. The primary school has two classrooms, one for infants to third class/P1-P5 and another for fourth to sixth class/P6-P7. María is in the younger classroom with thirty-eight children. Both of the teachers are men. The subjects María studies are Spanish, maths, science, social studies and PE. Her favourite things to do at school are reading, writing and painting. María thinks that studying is very important. She wants to be a teacher when she is older.

Music and games are an important part of family life. María plays with her cousins. They play Cat and Mouse, and dodgeball. She loves to make airplanes out of leaves and run around the fields.

Reverse photo: María, her sister Jessica, her cousin Oswaldo and her neighbour Jennifer play ball. Photo credit: Manuel Morillo



English

Hello
How are you?
I am fine, thanks
Goodbye

Q'eqchi

Chan xaawil
Chan ru wankat?
Chaab'il, b'antyoX
Inwan b'i'

Pronunciation

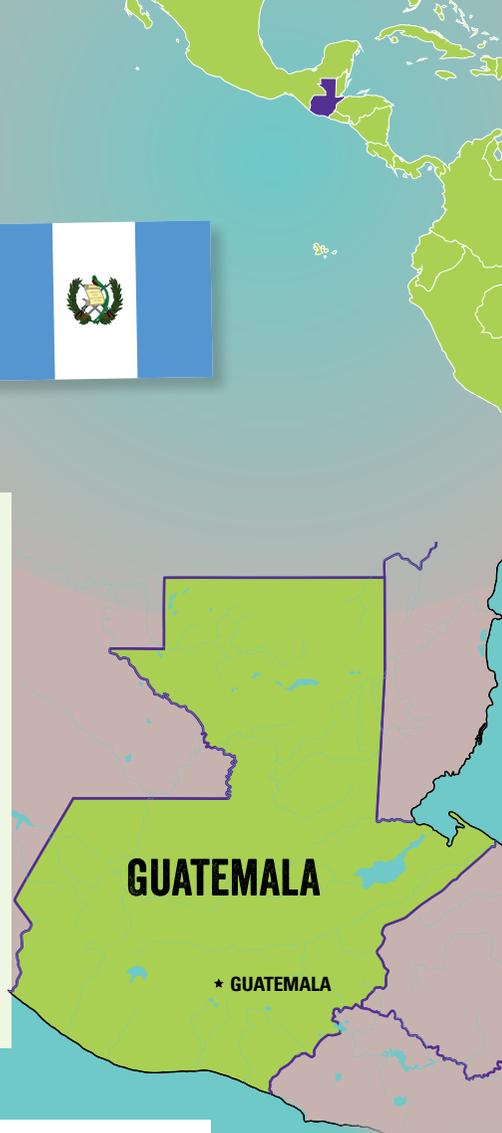
Chan shak-wheel
Chan roo kwan-cat
Shah-beel, ban-tee-osh
In-kwan bee

Trócaire





María is nine years old. She lives in Guatemala, a country in Central America. She shares her home with her mother, Adela, her father, José, her two older sisters, Jessica and Ana, and her two older brothers, Walter and Edgar. Edgar's wife, Flavia, and their son Joel also live in the house.



The families in María's community were pushed off their land by a wealthy landlord in 2011. The families were given one hour to leave. Their homes and possessions were burned. The landlord and a big company planted a crop of sugar cane on the land, but two years later it was abandoned. The families returned in 2015. They are frightened the landlord will come back and push them off their land again. Today, María's family is growing maize (corn on the cob), rice, chili, bananas, beans and squash. Maize is very important to them. They usually keep thirty bags to eat, and sell about fifteen bags. They get between 50 and 90 quetzals (€6–€10/£5–£9) per bag. They use this money to buy things for the family, such as clothes. They say that maize is sacred because they depend on it to survive. María's brother Edgar says, 'When you lose your maize, you lose your life.'

As well as maize, María's family eats beans, rice and eggs. Sometimes they eat fish, pork, potatoes and tomatoes. On special occasions they have chicken. When the family was pushed off their land they were hungry, because they had no land to grow their food. At dinner time María's father, brothers and the young children eat first. Then María

and her sisters eat. The last person to have dinner is María's mother. Tortillas are made from corn and eaten with every meal. María looks forward to learning how to make tortillas when she is older as it is an important job for the grown-up women in the family. The dishes are washed the next morning because it is dark after dinner.

Land is sacred to the Mayan way of life. The Maya live in harmony with the natural world, and treat it with respect. The Mayan religion, which is much older than Christianity, sees holiness in earth, sky and water. The 'spirit of the maize' is said to live in the land. Before sowing maize, the members of the community say prayers to the heart of the sky and earth. The picture on the back of this card shows a Mayan ceremony. They light candles for a good crop.

The candles are different colours:
yellow for the maize;
green for Mother Nature;
red for the sun and for blood that has been spilled;
black for the night and for suffering;
blue for where air comes into the world;
and white for where air goes out.

Once the maize is ready to harvest, the families ask the permission of the gods to cut the maize. Candles are lit. After the first ears of maize are cut, they are sprinkled with incense and offered to the gods in thanks for the harvest.

María's sister Ana (18) has been helping at home since she finished primary school. She runs a little shop (*tienda*) next to their house. When the family has extra money they buy goods for the shop, such as sugar, eggs, soap and beans. The shop used to be in their house. María's dad didn't like that so he bought some wood and built a shed next to the house for the shop. There are two shops in the village.

Reverse photo: Traditional Mayan ceremony. Photo credit: Manuel Morillo

Trōcaire

REF: E5





Maya is ten years old. She lives in a rented house near a refugee camp in Lebanon with her mum, dad and siblings. She has an older brother, Farid, who is thirteen years old. Her sister Amira is eleven years old. Her younger sister Reem is seven years old and her younger brother Nabil is five.



| Flag of Lebanon



| Flag of Syria

Maya is originally from a neighbouring country called Syria. Her family was forced to leave their home when a war broke out. There are 1.5 million refugees from Syria in Lebanon. Arabic and French are the main languages spoken in Lebanon. Many speak English too. Maya's family speaks Arabic. Syria is very close to where they are staying; however, they cannot go home until it is safe.

Maya's favourite food is mujaddara, a lentil and rice dish. She helps her mother to cook. Her family eats meals together in the kitchen. After they are finished eating, Maya helps to clean the dishes and the rooms. Sometimes she plays afterwards.

| Amira (11) eating food cooked by the family.
Photo credit: Simon Walsh



Maya loves school. She is in third class/P5. She loves language and especially learning English. She really likes her teacher. He does puzzles with the class. He also teaches them about cleaning. The class watched a movie about cleaning. Children often huddle around to do group work together in the classroom. Maya's mother is learning to be a hairdresser. Maya would like to be a hairdresser too.



| Maya (10) skips with a rope. Photo credit: Simon Walsh

Maya plays together with her brothers and sisters. They like playing cards, marbles and skipping. Sometimes they play WWF (wrestling). Maya loves to play in the water but she cannot swim. She also loves her dolls but they are old now. Sometimes she plays football with her brother Farid. They also share a green bike. They used to have two bikes but one was stolen. Her younger brother Nabil loves playing in his red toy car. Maya's favourite colour is red. She loves Indian Bollywood movies and would love to star in one.



English

Hello

How are you?

I am fine, thanks

Goodbye

Arabic

Marhaba (informal)

Salaam Aleikum (formal)

Kefak (m) / kefik (f)

Ana mnih, shukran

Salamat

Reverse photo: Maya and her siblings in a refugee camp playground built by Trócaire's partner SAWA. Photo credit: Simon Walsh

Trócaire

REF: E5





Maya is ten and Reem is seven years old. They live in a rented house near a refugee camp in Lebanon with their mum, dad and siblings. Their older brother Farid is thirteen years old, their sister Amira is eleven years old and their younger brother Nabil is five.

| Photo credit: Simon Walsh

Maya and Reem are originally from a neighbouring country called Syria. Their family was forced to leave their home when a war broke out. There are 1.5 million refugees from Syria in Lebanon. Arabic and French are the main languages spoken in Lebanon. Many speak English too. Maya and Reem's family speaks Arabic.



| Flag of Lebanon



| Flag of Syria



In their home in the camp in Lebanon there are two bedrooms, one living room and a big kitchen. Maya is sometimes happy living there, sometimes not. Her brother Farid explained that they are happy because they have lots of friends; however, sometimes they feel that the local people don't like Syrians. This causes fights.

| Photo credit: Simon Walsh



Maya or Reem cannot remember their home in Syria. Their mother tells them that they were living in a very nice neighbourhood with a lot of houses, apartments and businesses. Their house had a balcony with flowers. Maya and Reem draw pictures of what their mother describes. Maya draws a house and Reem draws trees and flowers.

| Photo credit: Simon Walsh

Reverse photo:
Reem (7) draws a picture of home.
Photo credit: Garry Walsh, Trócaire

Trócaire

REF: E5