

Daisy's World



**JOIN
THE
FIGHT
FOR
JUSTICE**

Education Resource for
Preschools

About This Resource

Children aged three to six can demonstrate logical thought, take into account another's perspective, recognise problematic situations, understand the cause of problems, predict consequences, take action and find a way to solve problems.¹

This resource focuses on a community in Kenya in the context of climate change as seen through the eyes of Daisy, a five-year-old girl. The activities link with *Aistear*, *Síolta* and the Northern Ireland Curriculum/Foundation Stage, and provide opportunities for young children to build on their own perceptions, knowledge and experiences. Through the activities, children are facilitated to think critically about some of the issues facing Daisy's community, and are encouraged to take action.

Background Information on Climate Change

Climate change refers to a significant change in temperature, rain and wind over a prolonged period of time. Climate refers to changes that happen over years, decades or even centuries. It is different from weather, which refers to the day-to-day changes in the atmosphere – the sunshine, wind and rain that is happening around us. Human activity is causing climate change. By burning fossil fuels (coal, oil and gas) due to increased industrialisation and transportation, we have increased levels of carbon dioxide (CO₂) in the atmosphere, which is contributing to global warming. A global rise in temperatures, more erratic weather conditions and rises in sea levels are leading to land loss, drought and flooding in different parts of the world. For Trócaire, climate change is the greatest injustice of our time – those who are contributing least to climate change are suffering the most, while those with the most power are failing to address the issue. Families that depend on rainfall to grow crops are particularly vulnerable, as an increase in drought and floods makes it more difficult to produce enough food to feed themselves. Out of necessity, people may resort to activities such as deforestation, sand harvesting and charcoal making, which further impact on the environment. Individuals or whole families are migrating from rural areas to urban areas in search of work. This is the experience in Daisy's community.

Trócaire is supporting communities affected by climate change in different parts of the world. It is also raising awareness of the urgent need to address climate justice, and is calling for action by our government at national and international levels.

Background Information on Kenya

Kenya is one of fifty-four countries in Africa, the world's second-largest continent. It is a diverse country in terms

1. Ruane et al., (2010) *Young Children's Engagement with Issues of Global Justice*, Trócaire/SPDDCU.
2. Aistear, *The Early Childhood Curriculum Framework* (NCCA, 2009).
3. Síolta, *The National Quality Framework for Early Childhood Education* (CECDE, 2006).
4. *Northern Ireland Curriculum: Foundation Stage* (CCEA, 2006).

Icons used in this resource



This icon links the activity to *Aistear*,² *Síolta*^{*3} and the NI Curriculum/Foundation Stage⁴

* *Síolta* Standards are abbreviated, e.g. S5 denotes Standard 5



This icon highlights ideas for your **Trócaire Better World Award** entry. Compile a folder recording the children's engagement with the activities. Submit your entry to Trócaire by Friday, 15 April 2016.



This icon directs you online to trocaire.org/education/lent2016, and other relevant websites, for further information and ideas.

of population, with over forty different ethnic groups, each with their own language. English is the official language and Swahili is the national language. Kenya's economy relies on tourism, forestry, fishing and cash crops such as tea and coffee. The highest poverty levels are in rural areas. However, urbanisation is rapidly increasing as people move to cities, and a growing proportion of Kenya's poorest people now live in unplanned, informal urban settlements. Kenya has a tropical climate, with rainy seasons from April to June and from November to December. The most popular staple food is ugali, a type of porridge made from maize meal. Other staples include rice, bread, chapati (a type of Indian bread), beef, chicken, goat, tilapia (fish) and an assortment of fresh fruits and vegetables. While primary education is free, some children are unable to go to school; poor families need children to help at home, collecting water, weeding and planting or minding younger siblings while their parents work.

Better World Award



This is an award that acknowledges the work the children do while exploring this education pack. As you carry out the activities with the children, take photos and compile their work into a folder and send it to Trócaire at the end of Lent. The children will receive certificates and badges to acknowledge their work. See page 7 for further details or log onto trocaire.org/education/school-projects

Introducing Daisy

Setting the Scene – Circle Time Activities

Resources: A ‘magic microphone’ (any item such as a stick or a toy will work)

Activity
1

Activity 1

Introducing Kenya – starting where the children are at: Explain to the children that we are going to hear about a girl called Daisy who lives in Kenya – a country in Africa. Explain how to use the ‘magic microphone’ to take turns to speak. A child holds the microphone when they wish to speak, and when they are finished they pass it to the next child wishing to speak. Demonstrate by using it first yourself. Ask the children: do you know anything about Kenya or Africa? Allow the children time to think. Provide prompts if necessary: what is the weather like? What kind of houses are there? What kind of work do people do? What animals do you think live there?

Travelling to Kenya simulation: Explain that there are lots of countries in Africa (fifty-four) and we are going to imagine that we are travelling to one of those countries, called Kenya. When we get there we will meet Daisy, but first we need to prepare for the journey. Invite the children to pack their imaginary suitcases. What needs to go into it (e.g. t-shirts, shorts, sun cream, insect spray)? What present will you bring for Daisy?

Now, simulate the journey by plane and bus: invite the children to extend their arms and stand up to show the plane has taken off. Look out the window, what do you see (e.g. fields, houses)? Now we are going over the sea, what do you see (e.g. water, waves, ships)? We are over land again ... Now the plane is coming to land in Nairobi, the biggest city in Kenya, what do you see (e.g. factories, houses, parks, shops, hotels)? Next, we need to take the bus to travel to Tharaka Nithi where Daisy lives. Who else is on the bus? The main road is smooth but once we leave the tarmac, the road is bumpy (children ‘bounce’ on their chairs). We pass houses and fields, through towns and villages with shops. At last, we’ve arrived.

Introducing Daisy – Photo Activities

Resources: Photos accompanying this resource.

Activity
2

Activity 2

Look at each of the photos in turn. Encourage the children to talk about what they see in Photo 1. Provide them with the information from the back of the photo. Read out the questions on the back of the photo for them to consider. Repeat this process with Photos 2, 3 and 4.

Additional photos are available at trocaire.org/education/lent2016: Daisy’s mum Karumaine with Daisy’s baby sister Millicent; Daisy writing; Daisy’s cousins Amos and Antony; Nairobi city.

Use these photos to provide further information on Daisy and her wider family. Explore some of Daisy’s daily activities – writing, dancing, football, playing the traditional whistle, carrying water, helping her mother cook on a fire and three stones. Use the photo of Nairobi to explore some of Kenya’s diversity. Compare and contrast Nairobi with where Daisy lives.

Daisy’s School – Video

Resources: Download the video from trocaire.org/education/lent2016

Activity
3

Activity 3

Daisy is in Class 1 in school (similar to Primary 1 or Junior Infants). Show the children the video that depicts scenes from Daisy’s school. As each clip pauses and questions are posed to the children, encourage them to think about the questions and respond with their own opinions and ideas.



Aistear
Exploring &
Thinking

Síolta
S5 Interactions
S6 Play
S7 Curriculum

NI Curriculum
The World Around
Us



Log onto trocaire.org/education/lent2016 for additional photos.



Take photos of the simulation and photo activity and insert into your **Better World Award** folder.



Storytelling

Feely Bag and Sensory Story

Resources: Make a feely texture bag by placing the following items in a cloth bag: straw, a piece of blue material, a piece of fake fur, feathers, a piece of wood, paper, plastic leaves, a piece of bark, plastic or cardboard cut-outs of stars.

Activity 4

Invite a child to put their hand in the bag, feel an item, describe what it feels like and guess what it is. Then ask them to take out the item and name it. Invite the other children to describe it further. Provide prompts, e.g. is it rough or smooth? Hard or soft? Repeat this for the other items.

Next tell the following story, passing around each item as it is mentioned and encouraging the children to describe it.

Daisy is from Kenya. She lives with her mum, four brothers and baby sister. Their house has a straw roof (*the children feel the straw and describe what it feels like*).

Daisy gets up early in the morning. She puts on her school uniform which is a blue pinafore and yellow shirt (*feel and describe the material*).

She sits outside with her brothers and sisters to eat her breakfast. Daisy's cat comes looking for food. Daisy rubs his coat (*feel and describe the piece of fur*).

The hens are pecking in the ground (*feel and describe the feathers*).

Daisy runs along the dusty road to school. At school she sits on a wooden bench beside her friends (*feel and describe the piece of wood*).

They say poems and sing songs with their teacher. They learn numbers and write in their copybooks (*feel and describe the paper*).

When she comes home from school, Daisy's mum gives her dinner. Daisy eats her dinner from a plastic plate (*feel and describe the plastic*).

Then Daisy has time to play. Sometimes she plays football with her cousins Antony and Amos. She can play the whistle. She likes climbing trees best of all (*feel and describe the leaves and bark*).

Soon it begins to get dark. Daisy feels tired. When the stars start to twinkle, Daisy goes to bed (*feel and describe the star shapes*). Her mum comes to say 'goodnight'.

Developing Empathy – Role Play

Resources: A rectangle of tables for Daisy's house; face paints for cat and hens; a school area with wooden benches or chairs, copies and pens; plastic plates, pots, three stones for cooking on; and a large branch as a tree.

Activity 5

Encourage the children to role play the sensory story above using dialogue, either in the setting or outdoors. Characters include Daisy, her mum, her brothers and sisters, their cat, their hens, friends in school, the teacher and cousins Amos and Antony. Develop the children's empathy for Daisy's community by asking them to think about their character as the role play develops: Daisy, how do you feel as you get up in the morning? Daisy's friend, what do you like best about school? Is there anything you don't like? Mum, you have been busy working while Daisy was at school – what work were you doing? How do you feel after your busy day?

Aistear
Communicating;
Well-being

Síolta
S5 Interactions
S6 Play
S7 Curriculum

NI Curriculum
Language &
Literacy;
Personal
Development &
Mutual
Understanding



Take photos of the children carrying out the sensory story and role play for your **Better World Award** folder.

Activity
4

Activity
5

Exploring Daisy's Village – Visual Arts

Resources: Air-drying clay, rolling pins, cardboard circles cut to centre and stapled for roof, straw, glue, paintbrushes, a large piece of cardboard cut into circles, staples and stapler.



Activity

6

Activity 6

Display Photo 2 of Teresina's house. Recall what it is made of. Explain that the children are going to make a village of houses. The houses can be circular, rectangular or square, with a straw roof.

Distribute the materials. Coach the children as they roll out the clay and form the walls. Next, they use the paintbrushes to put glue on the cardboard circle and stick on the straw. Cut from the outside to the centre, overlap the card to make a small peak and secure with staples. Place the roof on the

house. Place the houses on the large piece of cardboard to create a village.

Extend the village scene: draw roads around the houses and paint them brown. Paint a river where the families collect water. Add trees, hens, insects, fish, cars, buses and people (e.g. using Lego). Use small cardboard boxes for houses and the school which is made of bricks. Use sticks and string to make a high jump in the school compound.

Small world play: Encourage the children to play with the model village.

Aistear
Well-being;
Communicating

Síolta
S6 Play
S7 Curriculum

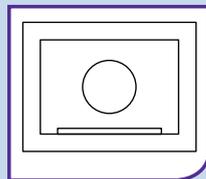
NI Curriculum
The Arts; Personal
Development
& Mutual
Understanding;
Maths &
Numeracy

Daisy's Dilemma – Kanga or Sparkly Dress?

Daisy needs a new kanga to wear for dancing at school. She has seen a sparkly dress at the market that she would really like. Her mum has enough money to buy the kanga or the dress but not both. What does Daisy think? What happens? Depending on each child's decision they could make a kanga or sparkly dress for Daisy using the following instructions.

Kanga – Visual Arts

Resources: Crayons; a kanga template (on the right) for each child – available at trocaire.org/education/lent2016



A kanga consists of a wide border, a central motif and a Swahili proverb or saying. Women wear kangas as skirts, dresses, aprons, head wraps, or to carry babies or goods. Men sometimes wear kangas. The traditional wrap for men is called a kikoy.



Activity 7

Use Photo 4 from this pack and the photo of Daisy's mum with the baby, available at trocaire.org/education/lent2016. Explain to the children that they are going to design a new kanga for Daisy. Invite them to think about the following: what pictures would Daisy like on her kanga? What colours would she like? What message would you like on the kanga?

Distribute the crayons and template. Invite the children to put one main picture in the circle, and a pattern in the outside border – these could be shapes, e.g. small circles. Write their message in the rectangle below the circle.

Activity

7

Download the
kanga template,
dress template
and photos
from trocaire.org/education/lent2016



Sparkly Dress – Visual Arts

Resources: Crayons or paints and paintbrushes, glue, different coloured glitter, a copy of the dress template (on the right) for each child – available at trocaire.org/education/lent2016



Activity 8

Invite the children to design a sparkly dress for Daisy. Encourage them to think about the following: what colour(s) will you use? Where will you put the glitter – around the neck, at the hem, all over? Cut around the dresses when complete and create a display.

Activity

8

Photograph the
model village and
include samples
of the kanga and
dress for your
**Better World
Award folder.**





Exploring Fairness: Work

Families at Work – Collage

Resources: Pictures in magazines and newspapers of people working, scissors, glue, a large sheet of paper.

Activity 9

Activity
9

Encourage the children to talk about the work their parents do at home and outside the home. Talk with the children about the work they themselves do: how do you help out at home?

Explain the work that Daisy's family does. Daisy helps her mum to collect water from the river in a jerrycan. Sometimes she help her mum to cook on the fire with three stones. Daisy's mum and aunt Teresina look after the children and the hens, and cook meals for the family. They grow food for their family to eat, and if there is any left over they sell it at the market. They cut grass in the hills and sell it. Sometimes they carry sand for builders or work on other people's farms. They buy food at the market. Sometimes Teresina looks after Daisy while Daisy's mum goes to the market, because it is two hours away. Daisy's cousins Amos and Antony collect water at the river on the days they are not in school. Their dad Julius works away from home. He works on a tea plantation – this is a farm where they grow tea plants.

Encourage the children to find pictures in the magazines and newspapers that represent the work their own families and families in Daisy's community do. Help the children to cut out the pictures and create a group collage about 'work'.

Exploring Dilemmas – Circle Time

Activity 10

Activity
10

Work or Play: It is Saturday. Amos and Antony have no school today. They are having fun playing football outside their house. Mum calls Antony to go to the river to collect water. Parts of the river have dried up so it will take Antony an hour to reach the water. How does he feel? What does he want to do? Is it fair? What does he say? What does he do?

Dad's Away: Amos is playing in a soccer match at school. His dad had said he would be home to see him play. Dad rings Teresina on her mobile phone to say he has to stay and work and won't be home for the match. How does Amos feel? Is it fair? What does he say? What does he do?

Exploring Emotions – Moving to Music

Resources: Kenyan music downloaded from the internet, e.g. africhoice.com/african_safari_music.html, percussion instruments, e.g. shakers, drums, kangas/cloths for dressing up.

Activity 11

Activity
11

Play the music. Invite the children to move freely to the music. Next, name an emotion and ask the children how they would move to show the emotion, e.g. Amos is happy because his dad is coming home. Show me how you move when you're happy. Suggest other emotions, e.g. Antony is angry because he has to fetch water from the river; Daisy is sad because her mum has gone to the market without her; Teresina is tired after all the work she has been doing; the teacher is excited because there is an important football match on today. Play the music again and call out the various scenarios and invite the children to move to show they are happy/angry/tired/excited, etc. Encourage the children to suggest other scenarios and emotions.

A Wish for Daisy – Early Writing/Mark Making

Resources: Crayons, paper cut out in the shape of thought bubbles (on the right) for each child, photo of Daisy writing. The template and photo are available at trocaire.org/education/lent2016



Activity 12

Activity
12

Talk to the children about making wishes: when to do you make a wish? What have you wished for? What might Daisy wish for? Encourage the children to make a wish for Daisy and to draw their wish in their thought bubble. Show the photo of Daisy writing. Help the children to write themselves, or write key words for them that relate to their wish in the bubble. Make a display of all their wishes.

Aistear
Identity &
Belonging; Well-
being; Exploring
& Thinking;
Communicating

Síolta
S5 Interactions
S8 Planning &
Evaluation

NI Curriculum
The Arts; Personal
Development
& Mutual
Understanding;
Physical
Development &
Movement



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Log onto to
[trocaire.org/
education/lent2016](http://trocaire.org/education/lent2016)



Photograph the
collage and the
'Wishes for Daisy'
display for your
**Better World
Award folder.**

Take Action

Consult the children about actions they can take. Here are some suggestions:

Plant a Tree

Resources: Tray with clay, jug of water, spade, compost, young tree, water, watering can. Trees retain huge amounts of carbon and release oxygen into the atmosphere, contributing to the world's climate. Recall how Daisy loves climbing trees. Explain that families where Daisy lives cut down trees to make charcoal to sell at the market. Trees hold soil in the ground. Soil is important for growing crops. If there are no trees, the soil is washed away. Families know trees are important but they need the money they get from selling charcoal to buy food for their families.

Activity 13

Pour water on the clay to demonstrate how soil is washed away by the rain if there are no trees. Next, plant a tree with the children outside your setting or nearby. Encourage the children to look after the tree until it is established.

Activity
13

Involve Parents

- Invite parents in to help with the artwork and use this as an opportunity to explain the issues affecting Daisy's community.
- Celebrate the children's work by inviting parents into the setting to look at displays and see the children carrying out activities. Talk to parents about what families can do at home to reduce climate change, which is affecting Daisy's community: reduce, reuse, recycle to reduce waste; walk or cycle to cut down on the burning of fossil fuels such as petrol; grow vegetables or buy locally to reduce the distances foodstuffs travel; plant trees to take carbon out of the atmosphere.
- Post information on the noticeboard about the theme and work being done in the setting, so parents can see it when they collect their children.
- Include an item in your preschool newsletter about the theme; include photos of the children doing the activities.
- Send activities home for parents and children to do together on the theme.

Better World Award

The Better World Award acknowledges the work that children do as they investigate, discuss and reflect on global justice issues.

Who Can Take Part?

The award is open to all children in Early Years settings and primary school classes. The entry should be submitted by a whole setting or whole class – we do not accept individual entries.

Why Should My Setting Enter the Better World Award?

The award is an interesting and fun way for children to explore what is happening in the world around them. It motivates them to take action and to work together for a better world. To acknowledge their work, each child will receive a Better World Award Certificate and badge. Entries of special merit will also receive a Fairtrade hamper.

What To Do

Compile a folder to demonstrate the activities the children have undertaken while using this resource. The folder could include:

- photos of the children at circle time, engaging in small world play and role play
- samples of children's artwork, e.g. photos of the model of the village, decorated kangas, decorated sparkly dresses
- samples or photos of the children's wishes for Daisy
- photos of parents' involvement, e.g. the parents' session

Please print the following in BLOCK CAPITALS on your folder: Early Years setting name; Early Years setting address, phone number and email address; Early Years educator's name. Send your entries marked Better World Award to Trócaire, Maynooth, Co. Kildare.



Aistear
Identity &
Belonging;
Communicating

Síolta
S2 Environments
S3 Parents &
Families
S4 Consultation



Find more
resources for early
years at trocaire.org/education/resources



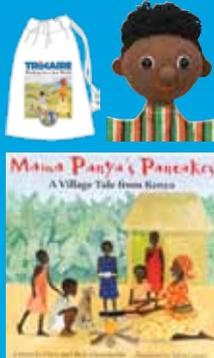
Include photos
of your action
activities for your
Better World
Award folder.

Enter your
completed folder
into the Better
World Award.

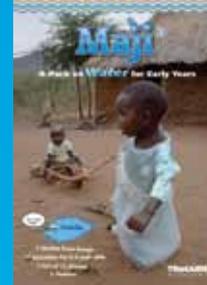
Trócaire is the overseas development agency of the Catholic Church in Ireland

Visit trocaire.org/education for more resources

Explore global justice issues further



The *Just Children* story sack is a global citizenship education programme for Early Years. It includes a storybook set in Kenya, a puppet, eight photos and an educator's handbook.



Maji water pack includes stories from Kenya, activities for children aged three to six, twelve photos and a poster.

To order these resources log onto www.trocaire.org/education

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Working for a just world.