

**trócaire**

# FATU'S WORLD



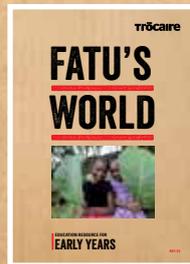
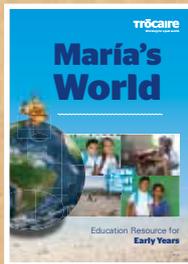
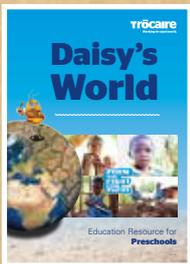
EDUCATION RESOURCE FOR  
**EARLY YEARS**

REF: E2

# INFORMATION FOR EARLY YEARS EDUCATORS

## ABOUT THIS RESOURCE

*Fatu's World* provides an opportunity for young children to explore the wider world through the eyes of Fatu, a five-year-old girl from Sierra Leone. It builds on Trócaire's previous Early Years resources, including *Daisy's World* (2016), which focused on Kenya, and *Maria's World* (2017), which looked at life in Honduras. Through engaging and enjoyable activities, *Fatu's World* will help young children in Ireland to appreciate diversity at home and abroad, and to think about universal human rights.



## ABOUT TRÓCAIRE

Trócaire works with local and Church partner organisations in over twenty countries to deliver humanitarian assistance and long-term development support to communities. Alongside this overseas work, Trócaire works within Ireland to educate about the root causes of poverty and injustice, and to empower people of all ages to take action for a more just and sustainable world. The enclosed booklet, *What is Development Education?* contains further information about Trócaire's Development Education work.

## CURRICULUM LINKS

*Fatu's World* supports the aims and principles of Aistear: the Early Childhood Curriculum Framework, and the Northern Ireland Foundation Curriculum.



## ABOUT SIERRA LEONE

Sierra Leone is located in West Africa. It has a population of 7.1 million and geographically is approximately the same size as the Republic of Ireland. The capital city is Freetown. Sierra Leone has a tropical climate and extensive mineral resources. Formerly a British protectorate, Sierra Leone is a constitutional democracy. English is the official language but there are many other languages, the most widely spoken of which is Krio, which developed from the speech of liberated American slaves who settled in Freetown in the late eighteenth century. Sierra Leone is well known for religious tolerance between Muslim and Christian citizens. The people of Sierra Leone have faced many challenges, including civil war (1991–2002), a devastating outbreak of Ebola (2014–2016), and disastrous mudslides in 2017.



# PART 1: LET'S GO TO SIERRA LEONE

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## A) WHERE IN THE WORLD



**You will need:** A globe or a world map, sticky stars, a piece of ribbon.

**To do:** Gather in a circle, with the globe or map in the centre. Explain that you are going to learn about a girl named Fatu who lives in Africa, in a country called Sierra Leone. Locate Ireland on the globe/map and then find Sierra Leone. Place a gold star on both countries and connect with a piece of ribbon. Ask the children to name faraway places that they have heard of, have visited or where they know someone. Encourage them to share what they know about these places. As different countries are mentioned, locate them on the globe or map.

## B) SOUVENIRS FROM IRELAND



**You will need:** Approximately six items sourced in Ireland – some should be stereotypically Irish (for example, an Irish dancing dress) and others should be more generic (for example, a toy from an international brand).

**To do:** Ask the children to pretend that we are going to visit Sierra Leone. The people we are going to visit have asked us to bring some things that will show them what life is like in Ireland. Show a selection of items and explain that we need to select just three items to bring with us. Which ones will show what Ireland is like? Why? Do we all agree or do we all have different opinions? Do you think that everyone in Ireland (for example, people of different ages or people from different places within Ireland) would choose the same things you chose? Why?

## C) MARKET DAY IN SIERRA LEONE



**You will need:** Mango or banana, chunk of fresh ginger, piece of bright cotton cloth, handful of straw, small ball, feather and a soft cloth bag or pillowcase to put the items in.

**To do:** Ask the children to imagine that we have completed our long plane journey to Sierra Leone. Pretend that we have landed in the big city of Freetown and that we are now on a bus heading out towards the countryside. We see a busy marketplace at the side of the road, so we decide we'd like to explore it! What do you think we will see, feel, hear and taste?

Introduce the 'feely bag' to the circle. Invite one child to reach in and feel an item, describe it without looking at it, and guess what it is. The child then pulls the item out of the bag and gives it to the other children to pass around the circle while you read the descriptions below. Repeat for other items.

- *Mango or banana: In Sierra Leone, they grow delicious fruits such as mangoes, bananas and oranges.*
- *Straw: Many people carry their shopping home from the market in baskets woven from straw.*
- *Bright cotton cloth: Some market stalls are selling colourful fabric for making dresses. The weather is hot so they use cotton to stay cool.*
- *Feather: Lots of people are buying eggs and live chickens. What noise are the chickens making?*
- *Ginger: Stews and other dishes are often made with spicy ginger, which is grown here.*
- *Small ball: Football is the most popular sport in Sierra Leone. Can you see any children playing near the market?*

After the items have been passed around, remind the children of the 'Souvenirs from Ireland' activity. Explain that in Sierra Leone there are modern supermarkets as well as traditional outdoor markets, and that this is just like Ireland, where we have modern supermarkets and some outdoor markets.

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# PART 2: MEET FATU AND KUMBA

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**You will need:** Four photocards (in this pack), video (available at: [trocaire.org/education/globalgoals/earlyyears](http://trocaire.org/education/globalgoals/earlyyears)), Magic Microphone or other speaking object to use during Circle Time. See reverse side of photocards for the things that you will need for activities.

Explain to the children that they are going to meet two sisters from Sierra Leone: Fatu, who is five years old, and Kumba, who is seven. On each of the four cards there is a photo on one side and on the reverse side there is information, discussion questions and activities. The cards will help the children to gain insight into the daily life of Fatu and Kumba.

## CARD 1

**Fatu, Kumba and their family**



## CARD 2

**Fatu and Kumba playing Akra**



## CARD 3

**Fatu and Kumba with their friends at school**



## CARD 4

**Fatu and Kumba enjoying nature**



After working through the photocards, watch the short video about Fatu and Kumba. Pause the video when a discussion question appears.

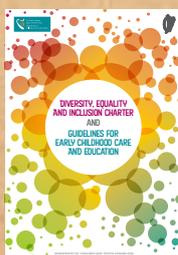
## CIRCLE TIME ACTIVITY

Gather the children into a circle and place the photocards in the middle. Pass the microphone around the circle. For the first round, invite the children to say 'I am the same as Fatu because ...' For the second round, invite the children to say 'I am different to Fatu because ...'

## BACKGROUND INFORMATION FOR EDUCATORS

### Supporting children to be comfortable with difference

The anti-bias approach to diversity and equality encourages adults working with young children to critically reflect on their own attitudes towards difference. This is a necessary first step towards creating a learning environment that celebrates diversity and proactively addresses discrimination and inequality. The *Diversity, Equality & Inclusion Charter and Guidelines for Early Childhood Care and Education* (Department of Children and Youth Affairs, 2016) outlines the anti-bias approach and provides useful advice:



'Giving children opportunities to talk about differences and similarities in an informal way allows them to explore difference with natural curiosity. The way in which adults engage with that curiosity is vital in terms of supporting children's attitudinal development around diversity, equality and inclusion.'

'Be honest and accurate in answering children's questions about difference. Make sure you give accurate, age-appropriate information, and if you don't know how to answer the question, tell the child you will find out and come back to them.'

# PART 3: NEEDS AND WANTS

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**You will need:** Worksheet 1, glued onto heavy paper and cut out to make eight cards. If you are doing Part B, you will need a clear space between two walls.

## A) I WANT, BUT DO I NEED?

Explain that you are going to talk about things that we *need* and things that we *want*. Place the eight cards face down on a table and invite two children to the table. Ask the pair to choose one card and turn it over, without showing it to the others. Explain that the pair are going to mime what is on the card and the rest of the class will guess what they are doing (the pair will need to confer briefly in secret, with adult help if needed, to plan their mime). Once a correct guess is offered, discuss whether the card is something we *need* or something we *want*. Does everyone agree? Ask some questions to help draw out opinions. Repeat for the other seven cards. When all eight cards have been mimed and guessed, try to make a group decision about which four cards represent 'needs' and which four represent 'wants'. Talk about what might happen if we don't have the things we want, and what might happen if we don't have the things we need. Invite the children to define, in their own words, 'wants' and 'needs'.

## B) RUN FOR IT

For older age groups, you could extend the activity by sticking the 'needs' cards on one wall and the 'wants' cards on the opposite wall, with a clear space in the middle. Invite the children to stand in the middle of the space. Call out an item that hasn't already been used in the cards (for example, a car) and ask the children to decide silently if it is a 'need' or a 'want' and to run to the corresponding wall. If some children think the item is a 'need' and others think it is a 'want', ask them to try to convince the others to change their minds. Repeat the activity using other items and invite children to suggest some of their own. Afterwards you can revisit, and possibly revise, your definitions from Part A.

### BACKGROUND INFORMATION FOR EDUCATORS

#### Human Rights Education in Early Years

Research carried out by Trócaire and the Centre for Human Rights and Citizenship Education (St Patrick's College/DCU) indicates that children aged three to six can effectively engage with human rights issues at an age-appropriate level. They can take into account the perspectives of others and have a sense of what is fair or unfair. They can identify basic needs and can explore the consequences if

these needs are not met. They can recognise the causes of problems, predict consequences and take actions to solve problems.

The research report is available at: [trocaire.org/getinvolved/education/resources/young-childrens-engagement-global-justice-issues-research-report](https://trocaire.org/getinvolved/education/resources/young-childrens-engagement-global-justice-issues-research-report)



### BACKGROUND INFORMATION FOR EDUCATORS

#### How Trócaire is helping Fatu's family

Fatu's family lives in a densely populated suburb of Freetown, Sierra Leone's capital city. Sahr, Fatu's father, is a builder, and Finda, her mother, is a hairdresser. The family lived in a comfortable house with a living room, kitchen, bedrooms and an outside toilet. On 14 August 2017, heavy rains and floods caused a mudslide which in just three minutes destroyed an entire community and caused over five hundred people to lose their lives. Nearly all the buildings in the area, including the family's home and the children's school, were destroyed. Trócaire is supporting Fatu's community through our local partner CARL (Community Action to Restore Lives), an independent, not-for-profit justice organisation. CARL is providing school kits and business recovery grants. Support from CARL

and Trócaire is providing continuity and stability to Fatu's family and community as they get back onto their feet after the disaster.

While Trócaire believes that it is important for educators to know about the mudslide and its impact on the community, the activities contained in this Early Years resource do not mention the disaster, but instead focus on the everyday life of Fatu and Kumba, two happy little girls living within a resilient family and community.



# PART 4: GLOBAL GOALS

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Recap on Part 3: Needs and Wants, and talk about what our world would be like if everyone had everything that they really needed. Then discuss what a goal is (goals in football, etc). Introduce the idea of Global Goals that will help everyone in the world to have the things they need. Show the Global Goals poster (included in this pack) and explore the three goals through the following activities.

## GOAL 1: A HAPPY AND HEALTHY LIFE



**You will need:** Rice or couscous (if you have access to cooking facilities you can prepare it with the children, otherwise you can bring it in cooked), other ingredients if desired, serving plates and cutlery.

Talk about how our bodies need food and how important it is to share food with families and friends at mealtimes. Tell the children that Fatu's favourite food is rice and that Fatu and Kumba help at mealtimes by getting the ingredients ready and by carrying the food to the table. Make a simple couscous or rice dish (adapting to the cooking facilities that are available to you). Assigning tasks to different children, serve your couscous or rice as a communal meal. Explore: measuring ingredients, calculating portions, serving food, mealtime customs, tidying up, not wasting food. Discuss what you love best about mealtimes.

## GOAL 2: A CLEAN AND GREEN PLANET



**You will need:** 'Our Common Home' slideshow and script, available at: [trocaire.org/education/globalgoals/earlyyears](http://trocaire.org/education/globalgoals/earlyyears)

Show the children the slides while you read the script. (If you do not have a projector, you could print the images and pass them around.) After the slideshow, go back to the beginning and pause at each slide, asking the children if each picture makes them happy or sad, and why. Discuss things that we can do to turn the sad pictures into happy ones – for example, tidying up a local park or beach.



## GOAL 3: A PEACEFUL AND EQUAL WORLD



**You will need:** A clear space where children can line up against one wall and take steps across the room, or you could do this outside.

Ask the children to line up against one wall and tell them that their goal is to reach the opposite wall. They can only take one step at a time, and only if they can answer 'yes' to the question you call out. Then call out questions such as the ones below. You can make up your own questions to suit your class – as long as they are random and not based on some children being 'better' than others. Sample questions: Are you wearing something red? Do you have a younger brother? Do you have a banana in your lunchbox today?

The game ends as soon as one child reaches the opposite wall. Ask everyone to freeze where they are. Ask some of the children who didn't progress very far if they think the game was fair. Ask some of the children who progressed well if they felt badly about moving ahead while their friends could not. Discuss how you could make the game fairer (for example, asking a question that everyone can answer with 'yes'). Discuss why fairness is important at school, in the community, in the wider world.

# PART 5: TAKE ACTION FOR THE GLOBAL GOALS

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**You will need:** Global Goals poster, Worksheet 2.



Using the poster, recap the Global Goals. Explain that if the Global Goals are going to succeed, we all need to DO and TELL – we need to DO things to work towards the goals, and we need to TELL everyone all about the goals.

Discuss the three goals and decide as a class on one goal that you want to work towards. Talk about the kinds of things that your class can do to support your chosen goal. Allow the children to come up with their own ideas, although you may need to provide some prompts, or to help them reduce big ideas into ones that are doable in the context of your Early Years setting. Some examples of actions include: Introduce a simple fitness routine to do each morning (A Happy and Healthy Life); Set up a recycling station in your classroom (A Clean and Green Planet); Have a 'sharing day' when each child brings in a favourite book from home to share with the other children (A Peaceful and Equal World). Older age groups could choose and work on another goal after completing an action on their first choice.

After you have taken your action(s), give each child a worksheet and invite them to draw a picture of themselves working towards the Global Goals. Display the worksheets, along with the poster and the photos of Fatu and Kumba. Invite parents and/or other children in the school/setting to look at the display. Encourage the children to explain how they are working towards the Global Goals.

## TRÓCAIRE ROMERO AWARD

Trócaire invites you to share your Global Goals actions by entering for the Romero Award. Please see enclosed flyer for details.

## BACKGROUND INFORMATION FOR EDUCATORS

### The Global Goals for Sustainable Development

Nearly two hundred countries, including Ireland, have signed up for the Global Goals for Sustainable Development, which aim to end all forms of poverty, fight inequalities and tackle climate change. For more information, visit: [sustainabledevelopment.un.org/](http://sustainabledevelopment.un.org/)

This resource uses a child-friendly version of three goals, framed in terms of basic human needs: a healthy and happy life, a clean and green planet, and a peaceful and equal world. These three

goals are adapted from the UN's 'World's Largest Lesson', [worldslargestlesson.globalgoals.org](http://worldslargestlesson.globalgoals.org).



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

Visit [trocaire.org/education](http://trocaire.org/education) for more resources

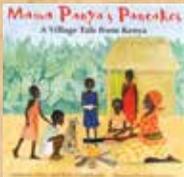
## Trócaire Lent Campaign

One way to take action for a more just and sustainable world is to fundraise for Trócaire. This year's Lent Campaign focuses on Kumba and her community in Sierra Leone. Please contact Trócaire if you would like to order Trócaire boxes for your class.

## EXPLORE GLOBAL JUSTICE ISSUES FURTHER



**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 educators' handbook.



**Maji** water pack includes stories from Kenya, activities for three- to six-year-olds, twelve photos and a poster.

To order these resources log onto: [trocaire.org/education](http://trocaire.org/education)

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# Trócaire

 **Irish Aid**  
An Roinn Gnóthaí, Eachtracha agus Trádála  
Department of Foreign Affairs and Trade

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