

DEFENDING RIGHTS

Protecting
Families –
Protecting
the Planet

A Development
Education Resource
for Post-Primary
Schools

trōcaire

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HOW TO USE THIS RESOURCE

In this development education resource we will focus on the theme of defending rights by looking at the experience of families in Kenya and Honduras.



In September 2015, seventeen Sustainable Development Goals were adopted by world leaders at a United Nations (UN) summit.

These goals universally apply to all countries, this means we are also committed to achieving them here at home. 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.

A number of the Sustainable Development Goals will be addressed throughout this resource with reference

to the five Ps: People, Prosperity, Planet, Peace and Partnership.

This resource includes:

- Active methodologies with cross-curricular links
- Differentiation and Assessment for Learning (AFL) strategies

There is a PowerPoint presentation that includes many supplementary materials (maps/photos/videos) and extension activities that will assist you in using this resource. Download the presentation here: trocaire.org/education/motherearth/postprimary



DEVELOPMENT EDUCATION



Development Education is an active and creative educational process designed to increase awareness and understanding of the world we live in.

It challenges perceptions and stereotypes by encouraging optimism, participation and action for a just world. For an educator's guide to Development Education, please go to: trocaire.org/education/resources/what-development-education

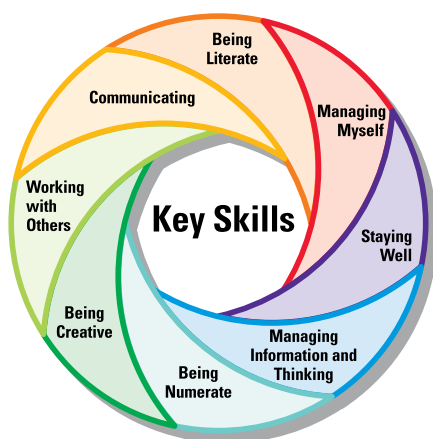


CURRICULUM LINKS

Republic of Ireland Curriculum Links

Cross-Curricular Links	Page
Geography	4, 5, 9, 14
Visual Art	8, 15
CSPE	6, 9, 14, 15
English	4, 5, 6, 7, 14
Home Economics	8
Religion	7
Enterprise	8
Senior Cycle – Politics and Society	9, 14

In ROI the resource is linked to the Junior Cycle Key Skills, the Indicators of Wellbeing, and the Statements of Learning (SOL 6, 7, 9, 10).



Northern Ireland Curriculum Links

Cross-Curricular Links	Page
KS3 Religious Education	7
KS3 English	4, 5, 6, 7, 14
KS3 Art and Design	8, 15
KS4 Geography	4, 5, 9, 14
KS3 Learning for Life and Work	6, 9, 14, 15
KS4 Learning for Life and Work	6, 9, 14, 15

In NI the resource has been linked to the Key Elements and the Thinking Skills and Personal Capabilities as laid out in the curriculum overview document.



ABOUT TRÓCAIRE

Trócaire was established in 1973 by the Irish Catholic bishops. Our dual mandate is to support the most vulnerable people in the developing world, while also raising awareness of injustice and global poverty in Ireland.

Trócaire works collaboratively with the Church and other partners at home and internationally to bring about change at individual, community, societal and institutional levels. We offer support regardless of race, gender, religion or politics.

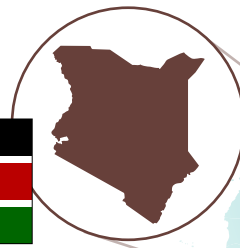
Specifically, Trócaire aims to address poverty and marginalisation by:

- **Supporting individuals** to have the resources, skills, knowledge and confidence to live a life of dignity and secure their basic rights;

- Mobilising communities and engaging leaders and influencers to build **sustainable and resilient communities** and to prepare, respond and recover from crises;
- **Strengthening civil society** to challenge unjust social norms and the structures that sustain them, and engage with like-minded networks, movements and alliances;
- Engaging with and influencing those in power within **institutions and corporations**, to create a fairer, more sustainable and accountable world.

More information about the work of Trócaire is available at: trocaire.org/about

CASE STUDY: KENYA



Kenya is an unequal country. It is transforming rapidly, with high levels of economic growth. It achieved the status of a 'Middle Income Country' in 2014, however, this masks significant social and economic inequality. Over one third of Kenyans live below the poverty line and 80 per cent of the country is either arid or semi-arid (very dry making it difficult to grow vegetation). Chronic malnutrition rates among children aged six to nine months stand at 26 per cent. Despite some economic growth, many are clearly being left behind. The failure of two seasons of rains put between one and two million people in need of assistance over the dry summer months of 2019.

Madris Nginya and her family in Iria-itune, Ishiara, Embu County, Eastern Region, Kenya. Photo credit: Gary Moore

'As the days go by, things are becoming worse, because the rains haven't come as expected.'

Madris Nginya, Embu County, Eastern Region, Kenya



Madris Nginya is forty-three years old and lives with her children in the countryside near Iria-itune, a community south of Ishiara, Embu County, Kenya. Her home is small and basic, made of wooden poles and mud, with a corrugated iron roof. There are only two small rooms for her and her children and there is no running water or electricity. She and her family, like many in Kenya, are struggling to make ends meet, given the failed rains.

As the planet warms, drought is becoming more frequent in the arid areas of this country. Madris can no longer depend on food or income from farming to survive. She has to rely on rearing chickens and goats and engaging in casual labour such as collecting and selling firewood. Without a steady income she struggles to feed her family and to pay their school fees.

Madris has been supported by Trócaire's local partner, Ishiara parish. This support has enabled

her to learn new methods of zero-waste organic farming. She learns how to harvest rainwater, prepare sunken beds, use waste from animals to fertilise the crops and grow crops together that can maximise yields and keep the soil nourished in this harsh environment. She breeds chickens that supply her family with nutritious eggs and provide an income.

Madris has been supported to join a savings and loans group, which enables her to receive an additional income during the dry months and to get support and help from other women. For Madris, the support that she gets from the group goes beyond the economic impact. The group comes together to help each other in a communal spirit; for example, during times of planting and harvest, they will work together on each other's farms. They also sometimes help the elderly people in the village by bringing them firewood and water.

CASE STUDY: HONDURAS



Honduras is classified by the World Bank as a 'Low Middle Income Country'. Since the coup d'état in 2009, the situation in Honduras has deteriorated in terms of freedom of expression, political violence, the quality of the justice system, levels of general violence and crime and human rights violations. Inequality of access to land is one of the most notable expressions of injustice and exclusion in Honduras and the principal cause of rural poverty. Resource exploitation is the main strategy for national development, which has increased conflicts. Honduras is the most dangerous place in the world to be an environmental activist, according to a 2017 report by Global Witness. In the period 2009–2016, **123** land and environmental activists were killed with countless others threatened, attacked or imprisoned.

'We want to protect the water, the air, the oxygen. Our children need to be able to breathe fresh air in the future. The rivers and water are a big part of our life, our very existence. We are fighting for the protection of our lives.'

Angela Murillo Bardales,
activist, San Francisco
Campo, Honduras



Angela Murillo Bardales and her family in San Francisco Campo, Honduras. Photo credit: David O'Hare

Angela is a thirty-nine-year-old mother and farmer, living in Honduras. Each day she makes the one and a half hour journey on foot to her land to grow maize and beans. Not only does Angela provide food for her five children, she is also protecting the forest in Honduras. **'As a woman, as a mother of five children, I have learned a lot, to fight for the defence of our territory, of our goods. Because our life lies in this forest, it lies in the rivers, it's in all of our nature.'**

Logging companies are exploiting the land, cutting down double the amount of trees that they are reporting and damaging the natural habitat. Angela is not happy with the destruction of the natural

resources without consultation with the local people.

Angela participated in human rights and women's empowerment training provided by MADJ (Movimiento Amplio por la Dignidad y la Justicia) – a local organisation and Trócaire partner. This group of people fight for justice for indigenous peoples in Honduras.

With the support of MADJ, Angela organises groups of women to peacefully protest. They have stopped a number of trucks by placing rocks in the middle of the road. Angela faces huge risk. She has been arrested by the police and received threats from the logging company.

ACTIVITY: 'IN THEIR SHOES' WALKING DEBATE

Six students take on the roles based on the situation in Honduras: Mother, Son, Worker, Logging Company Manager, Environmental Activist, Local Politician.

The role cards contain background information on each of the characters.

Set up: Invite the students to stand in the middle of the room. Explain that one side of the room is the agree side, the other side is the disagree

side and in the middle is unsure/neutral. As each statement is read out, the students can agree or disagree or remain neutral by standing either side of the room or in the middle.

Extension Activity: Play Trócaire's **Human Rights Defenders** board game based on a logging company in Honduras. Download the game and all the components at: trocaire.org/education/motherearth

Download supporting presentation for debate statements: trocaire.org/education/motherearth/postprimary

Role Cards

Photocopy role cards and cut out.

Local Politician

Everything I do is for the best interest of my community. Many people who were unemployed and were struggling to provide for their families are now employed by the logging company. I recommended many of the employees to the logging company.

Environmental Activist

I am campaigning for the protection of the forest. The logging company is destroying the natural habitat and damaging the environment. This must stop. I organise regular peaceful protests with members of the local community.

Worker

I work for the logging company. I know the logging company is cutting down double the amount of trees that they are reporting and damaging the natural habitat. I feel I have no choice but to work for the logging company as I have to provide for my family.

Logging Company Manager

The logging company is providing employment for many of the local people. We are bringing revenue into the area. We are only cutting down a small percentage of the trees in comparison with the size of the forest.

Mother

I rely on the forest for food and the natural medicines of the noni tree. The forest is part of my life and the lives of my ancestors before me.

Son

I like to play in the forest with my friends. My favourite game is to take a branch with leaves and hide it among other branches. I call out 'warm', 'cold', 'freezing' to guide my friends to the hidden branch. I like to eat the fruit of the noni tree. I also like mangos, which grow on trees.

ACTIVITY: POETRY

The Lenca are the largest indigenous group in Honduras. For the Lenca, human rights are interwoven with territorial, cultural and spiritual rights. They often start and end meetings with a prayer or blessing about nature, like this one:

*'Our walk, heart of the sky, heart of the earth,
Your journey is from the East to the sunset,
You are born and die each day to show us the path,
The light that shows us the way ...'*

Activity: Create a poem, prayer or a song inspired by this traditional Honduran prayer.

Research and explore the different types of poems:

- Haiku
- Sonnet
- Free verse
- Acrostic
- Epic

Tips for writing a poem:

- Brainstorm the theme
- Answer the following questions: Who, What, Where and Why?
- Explore the senses (sound, touch, taste, sight, smell)
- Include imagery
- Do you want to convey a message/story?

Download the presentation, which includes slides on poetry to support this activity:
trocaire.org/education/motherearth/postprimary

Why not enter your poem into Trócaire's annual all-Ireland poetry competition in partnership with Poetry Ireland: **trocaire.org/poetry**. Also check out the previous winners for inspiration.



Differentiation

- Print out keywords related to a theme and invite students to construct sentences around the keywords.
- Invite students to pick a word related to a theme – e.g. justice – and create an acrostic poem. The first letter of each line of an acrostic poem spells out a word or a phrase vertically.
- Use a photo from the Trócaire website as a visual stimulus for creating a poem.
- Have students work in pairs to create a poem.

Assessment for Learning

Peer-to-Peer Assessment

- Invite students to swap poems with each other and write two aspects of the poem they liked and something they think could be improved on.
- Invite students to read each other's poems and to verbally summarise their classmate's poem in their own words to the class or in pairs.

ACTIVITY: TRADITIONAL CRAFTS OF KENYA AND HONDURAS



Honduras: Creating traditional Honduran designs

The Lenca indigenous people in Honduras are well known for their pottery. Lenca pottery, with its distinctive black and white geometric and abstract design, is handcrafted by the Lenca women.

Traditional Lenca pottery.
Photo credit: Susan Gallwey



Kenya: Exploring natural materials

The resourcefulness of the Kenyans is apparent in both their traditional and contemporary crafts, which use sustainable materials, both natural and recycled. The creation of crafts is a livelihood for many. In the photos to the left and below, Elizabeth from Turkana weaves baskets using dried leaves. In the center photo at the bottom of the page, Joy Faith and Alex play with a ball made from banana leaves.

Research

- What other Kenyan and Honduran crafts are there?
- What Irish crafts were, and still are, a form of livelihood?
- What natural materials used to make crafts can be found in Ireland?
- Compare and contrast Kenyan and Honduran crafts with Irish crafts, analysing techniques, materials, design and function.

Left photo: Elizabeth Arot (57) multitasks by weaving a basket while working at her stall in the local market in Kataboi, Turkana, and minding her grandchildren. Some of the items that Elizabeth Arot sells at her stall in Kataboi are beans, maize flour and onions. Middle photo: Joy Faith and her brother Alex in Ishiara playing with a ball made from banana leaves. Photo credit: Gary Moore. Right photo: A banana leaf ball. Photo credit: Karen McArdle

Activities

- Inspired by the Lenca designs, can you create your own geometric abstract design?
- Can you replicate any of the Kenyan crafts using found materials, both recycled and natural?
- Recreate a ball out of recycled and natural materials just like the one in the photo. Use this ball to spread awareness about sustainability by playing games with family and friends.
- Create a collage poster using both natural and recycled materials to raise awareness of sustainability.

Download the presentation which includes slides on crafts to support this activity:
trocaire.org/education/motherearth/postprimary



GAME METHODOLOGY

Game-based learning is an excellent way for students to engage in a development educational topic in a fun and innovative way. Games are everywhere within youth culture. Increasingly, educators tap into the potential of games to create positive social change and build values like equality and social justice. They are being used to engage with complex development education issues in ways that

enable understanding, emotional engagement and empathy.

Games have the potential to provide students with a range of skills, such as creativity and imagination, critical thinking and problem-solving, team-working and collaboration, and skills related to the curriculum – ROI's junior and senior cycle key skills, indicators of wellbeing and NI's KS3 and KS4 Learning for Life and Work.

PROJECT HONDURAS

Play Trócaire's award-winning video game **Project Honduras**: trocaire.org/education/project-honduras



This game is based on Trócaire's experience in Honduras, working with communities that are under threat from the worst effects of climate change, such as severe flooding, drought, and hurricanes.

THE EXPLOITATION GAME



The Exploitation Game is primarily for use with students aged twelve and over. We recommend you read the game instructions and role cards thoroughly and decide if it is appropriate for your group. The resource has been developed to deliver 20–30 minutes gameplay and 10–20 minutes post-game discussions.

This game resource includes:

- Board game
- 4 Role Cards
- 3 Oil Company Discs (oil refinery and 2 oil wells)
- Oil Company Tracking Sheet
- 4 Special Power Cards
- 4 Counters
- 5 Tracking Discs

Watch

For visual instructions and to assist with game play watch **The Exploitation Game Instruction Video** located at: trocaire.org/education/motherearth/postprimary

Differentiation

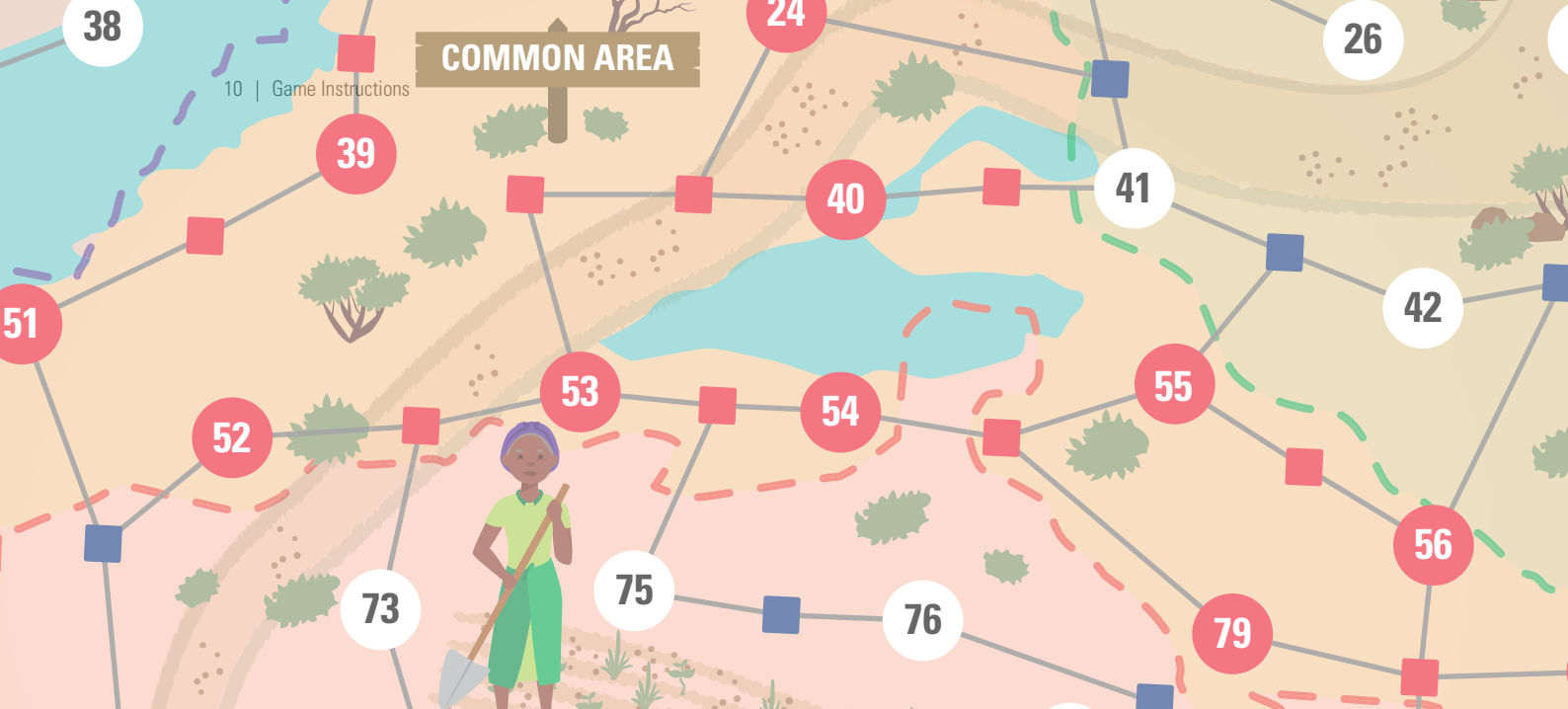
- Invite students to play each role in pairs
- Check out Trócaire's **Sierra Leone** board game and the **Human Rights Defenders** board game: trocaire.org/education/motherearth

Assessment for Learning

- On the reverse of the board game there are a number of activities that can be used to assess the students' learning.

Download

Trócaire's **The Exploitation Game** and all the components online: trocaire.org/education/motherearth/postprimary



GAME INSTRUCTIONS

There are four roles in this game: **Oil Company**; **Student**; **NGO**; **Farmer**.

Objective of Oil Company

As the Oil Company, you are trying to build a pipeline to connect your oil wells to your oil refinery so that you can export oil for profit. Activists are trying to stop you. The Oil Company wins the game if you can complete your oil pipeline without being stopped.



Objective of the Activists

Work together to identify the current location of the Oil Company in order to catch them in the act of laying their pipeline. If this happens before the Oil Company completes the pipeline, an injunction comes into effect and stops the Oil Company.



Step One: Open the game board and spread it out on a table. You should have four players, each with the following items:

- **Oil Company:** Role Card; 1 Oil Refinery Disc; 2 Oil Well Discs, 4 Special Power Cards (1 Intimidation, 2 Helicopter, 1 Buy Off); 1 Tracking Sheet; 1 pencil; 5 Tracking Discs; counter.
- **Student:** Role Card; counter.
- **Farmer:** Role Card; counter.
- **NGO:** Role Card; Trócaire Card; counter.

NGO (Non-Governmental Organisation) is an organisation that operates independently of any government.

Step Two: Without revealing the locations to the Activists, the Oil Company chooses three white circles, one in each province, on which to place their one oil refinery and two oil wells. The Oil Company records secretly these numbered circles on the Tracking Sheet.

Step Three: Each of the three Activists chooses any **red square** on the common land (marked on the board) from which to start and places their counter.

Step Four: The Oil Company reveals the location of their refinery by placing the Refinery Disc on the chosen numbered white circle on the board. The locations of the oil wells are kept secret.

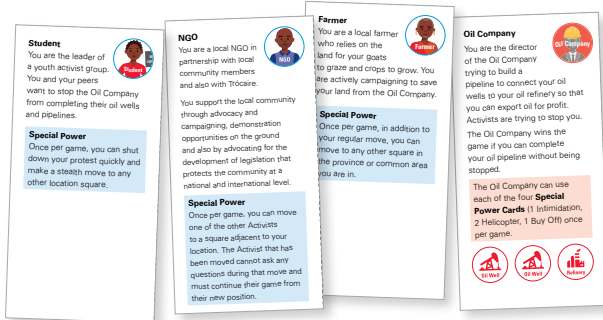
The Oil Company places their counter at **0** on the timeline at the right-hand side of the board. This timeline records the number of turns taken by the Oil Company. It is the job of the Activists to make sure that each turn is recorded. The Oil Company has a maximum of ten turns to reach each oil well; if they do not achieve this, they lose the game.

Step Five: The Oil Company makes the first move from the oil refinery by recording in secret on the Tracking Sheet the numbered circle to which they want to move. The Oil Company must move one numbered circle per turn along a connecting line and cannot remain on the same circle for two consecutive turns. They cannot move through a square occupied by an Activist. The Oil Company has the option of using Special Power Cards.



Step Six: After the Oil Company moves, each Activist takes a turn, choosing one of the following options:

- Stay where they are
- Move one square
- Move two squares
- Use their Special Power (on their Role Card)



Note: Two Activists cannot land on the same square.

Step Seven: When an Activist lands on a square, they must choose one of the following options:

1. **Do nothing** because they do not think the Oil Company is nearby.
2. **Gather Evidence**
The Activist gathers evidence that the Oil Company is building illegally by asking about the numbered circles adjacent to (next to) the square they are on.

Note: Not every square has an adjacent circle.

The activist asks, **'Have you been building illegally in circle number 22?'** If the Oil Company has been or is now in that numbered circle, they must answer 'yes' and mark the numbered circle with a Tracking Disc. (Tracking Discs are removed after each round.) Once the Activist hears one **'yes'**, their turn ends. Otherwise the Activist can continue to ask about all the other circles that are adjacent to the square they are on.

'Have you been building illegally in circle number 22?'

Activist

3. **Catch in the Act**

The Activist catches the Oil Company in the act of building illegally by catching them in a specific numbered circle adjacent to their square. The Activist

says, **'I catch you in the act of building illegally**

in circle number 48.' If the Oil Company is not in that numbered circle, they say, **'No, you don't!'** This ends the Activist's

game and they must sit out the rest of the game. If the Oil Company is currently in that numbered circle, they are caught in the act and they say, **'You caught me in the act!'** and the Activist wins.

'I catch you in the act of building illegally in circle number 48.'

Activist

***This accusation can only be made by an Activist once in the game**

'No, you don't!'

Oil Company

'You caught me in the act!'

Oil Company

Step Eight: Each Activist takes a turn, then the Oil Company takes their next turn.

The first round is over when the Oil Company reaches their first oil well; then, from this position, round two starts. The Oil Company starts round two with ten turns and their counter returns to 0 on the timeline. Any Tracking Discs that have been placed are removed.

If at any stage the Oil Company runs out of turns or is caught in the act, they lose. The game continues like this until the Oil Company is caught in the act or reaches both oil wells or runs out of time.

GAME COMPONENTS

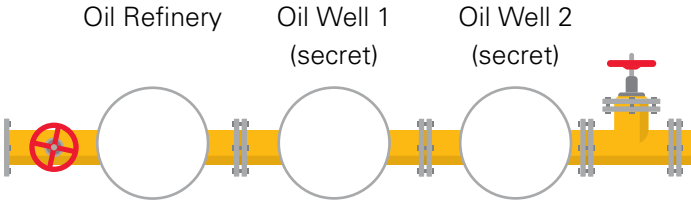
Photocopy and cut out each of the components.

Tip: Stick the components on the back of cardboard (e.g. cereal box) to ensure the components are long lasting.

OIL COMPANY TRACKING SHEET

Three Locations

Write the numbers for one location from each province of the board. Decide at the start of the game.



IMPORTANT
Do not let the other players see your locations on the Tracking Sheet.

TURNS	1	2	3	4	5	6	7	8	9	10
Round 1										
Round 2										

Each turn the Oil Company makes is the laying down of pipeline (in secret) to connect the oil refinery and the oil wells in each of the provinces. The Oil Company can take a maximum of ten turns in each round. If the Oil Company does not reach the oil well in ten turns, they lose.

OIL COMPANY DISCS

Oil Well

Oil Well

Refinery

TRACKING DISCS

Tracker

Tracker

Tracker

Tracker

Tracker

COUNTERS

Farmer

NGO

Student

Oil Company

SPECIAL POWER CARDS

Each card can be used once only.



Intimidation

As well as your regular move, this card allows the Oil Company to intimidate one player, which means that player cannot ask any questions on their next turn.



Helicopter

This card allows the Oil Company to move two numbered circles. With this card, the Oil Company can move over squares occupied by Activists.



Buy Off

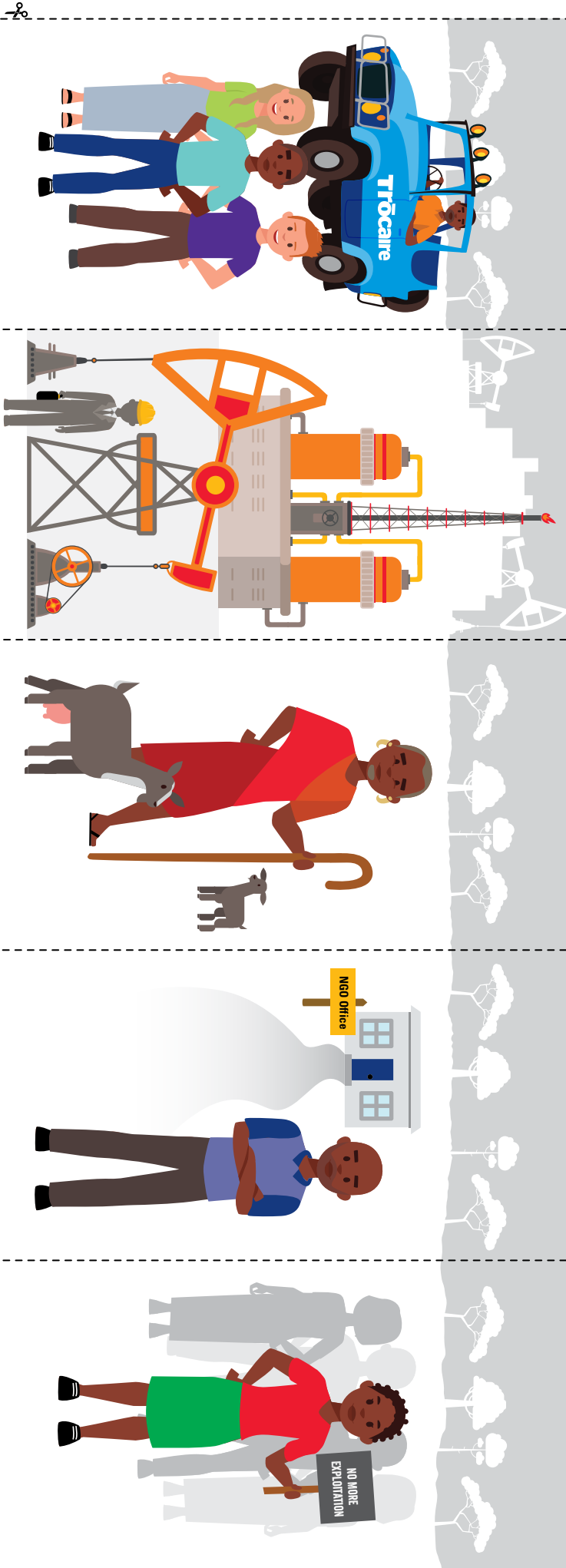
This card allows the Oil Company to make one move to any other numbered circle in the same province.



Helicopter

This card allows the Oil Company to move two numbered circles. With this card, the Oil Company can move over squares occupied by Activists.

Role Cards: Photocopy, fold in half along the straight line and cut out each of the cards. Each of the Role Cards will have a description on the back and an image on the front. The **Trócaire Card** is a bonus card to be given to the NGO.



FOLD

**Student**

You are the leader of a youth activist group. You and your peers want to stop the Oil Company from completing their oil wells and pipelines.

Special Power

Once per game, you can shut down your protest quickly and make a stealth move to any other location square.

**NGO**

You are a local NGO in partnership with local community members and also with Trócaire.

You support the local community through advocacy and campaigning, demonstration opportunities on the ground and also by advocating for the development of legislation that protects the community at a national and international level.

Special Power

Once per game, you can move one of the other Activists to a square adjacent to your location. The Activist that has been moved cannot ask any questions during that move and must continue their game from their new position.

**Farmer**

You are a local farmer who relies on the land for your goats to graze and crops to grow. You are actively campaigning to save your land from the Oil Company.

Special Power

Once per game, in addition to your regular move, you can move to any other square in the province or common area you are in.

**Oil Company**

You are the director of the Oil Company trying to build a pipeline to connect your oil wells to your oil refinery so that you can export oil for profit. Activists are trying to stop you.

The Oil Company wins the game if you can complete your oil pipeline without being stopped.

The Oil Company can use each of the four **Special Power Cards** (1 Intimidation, 2 Helicopter, 1 Buy Off) once per game.

**Trócaire Card**

Once per game, Trócaire offers support on the ground to their partner NGO. This allows the NGO to take an extra turn. This card can be used only once.

* To be given to the NGO.

ACTIVITY: OIL HAS BEEN FOUND...

Extension activity: Based on the Oil Company in **The Exploitation Game**.

Scenario: Oil has been found under your school.

Action: Map out the oil pipes from your school to the nearest port on an ordnance survey map or an online map.

Methodology: Separate the class into groups of four or five students.

Discuss/Debate: What? Where? Who? Why?

Suggested questions:

- What is the best route? Justify your reasons.
- Where will the oil pipe pass through?
- Who will it affect?
- Who owns the land?
- Who needs to grant permission?
- Who do you think will object?

- Why did you choose that route?

Resources needed:

- Print out of a map of the local area
- Chalk/pencils

OR

- Computer/iPad/tablet
- Screenshot of the map online
- A programme that allows you to draw over the map; for example, Paint

OR

- Computer and projector
- Screenshot of the map online
- Whiteboard and markers

Debrief question:

- Has there been a construction project in your locality that was blocked by residents?

ACTIVITY: HOT SEATING

This activity creates discussion and helps the students to see things from a different viewpoint or perspective and develop empathy for a person in a particular situation.

Set up: Put one chair in the centre of the room and have all the students sit around in a circle.

Choose a scenario:



Scenario 1: The oil company is extracting oil and constructing an oil refinery and oil wells.



Scenario 2: The logging company is cutting down trees in the forest.

Place a role card on a chair in the centre of the room.

Scenario 1: Role cards from the 'In Their Shoes' Walking Debate activity on page 6.

Scenario 2: Player cards from **The Exploitation Game** on page 13.



Invite a student to sit on the chair and read the role card aloud for all the other students to hear.

Put the remaining students into groups and ask them to construct challenging questions for the character in the hot seat.

Invite students to ask the person in the hot seat challenging questions.

Assessment for Learning

Debrief

Ask the students questions: What did they learn? What did they find interesting? What was challenging to answer? Has your viewpoint changed?

Differentiation

- Set a timer for the length of time each student should be in the hot seat.
- Choose roles to suit the individual students in your class.

ACTIVITY: CREATE YOUR OWN GAME



Ask the students the following questions:

- **What types of games do you play?**
Sample answers: video games, board games, cards games
- **What are the components of the games you play?**
Sample answers: dice, tokens, cards, mouse, controller, board, timer, pen
- **What are the names of the games you play?**
Sample answers: Snap, Snakes & Ladders, (named) video games
- **What are the themes of the games you play?**
Sample answers: war, money, history, sports

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

- Divide the students into groups of three or four.
- Brainstorm a theme and ideas for a game.
- Once each group has an idea for a game, invite the students to ask themselves the following questions:

Theme/context: What is the message in this game?

Narrative: What is the story running throughout this game?

Dynamics: What's happening now in this game? (verbs and actions)

Mechanics: What are the rules of the game? (details, restrictions)

Components: What are the materials, concrete objects, resources needed for the game? (e.g. cards, dice, counters, pens, board)

Visuals: What does the game look like? (think of the colour, design, images, text)

Competition: Why not enter your game into Trócaire's annual Game Changers competition? See information below.

Assessment for Learning

Invite the students to:

- Playtest the game with their classmates, friends and family.
- Score each other's games out of ten.
- Assign two stars and a wish – two positive aspects about the game and something that could be improved upon.

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

TRÓCAIRE GAME CHANGERS



Create a game. Change the world.

A competition for young people who want to change the world and believe games are a way to do this!

Explore the theme of **Climate Justice, Human Rights** or the **Sustainable Development Goals**. Create a game to play with friends and family.

BOARD GAME | CARD GAME | VIDEO GAME

Entries must be submitted by **3 April 2020** in one of the following categories:

Senior Primary

Post-Primary

Youth Groups

How are the games submitted?

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

For game development guidelines, entry forms and examples of last year's game entries, log onto: **trocaire.org/gamechangers**



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TELL US WHAT YOU THINK

We want to learn from your experience as an educator on how to improve our resources. Please help us by completing this one-minute survey: trocaire.org/education/motherearth. Thank you!

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