

# THE TREE OF JUSTICE: SENIOR PRIMARY EDUCATOR GUIDE



**trocaire**  
TOGETHER FOR A JUST WORLD



# WELCOME TO THE TREE OF JUSTICE

Welcome to Trócaire's latest development education resource for primary schools.

This is the first year of our three-year journey on global justice. This journey will be fully online and the **Tree of Justice** will be the central hub for the resource. Feathers the bird will be here to guide you along the way. The plan over the next three years is for the tree to grow, with more countries and activities added over time.

The theme for the first year of the resource is exploring global justice. There are several activities spread across three different countries – Somalia, Guatemala and Palestine – to help you and your students explore global justice. These activities are suitable for use throughout the academic year.

This resource is suitable for senior primary school classes (third class to sixth class in ROI and Key Stage 2 in NI). If you are interested in any of our resources and materials, including those for junior



primary, please get in contact with Niall: [niall.quillinan@trocaire.org](mailto:niall.quillinan@trocaire.org) (ROI) or with Laura: [laura.fernandez@trocaire.org](mailto:laura.fernandez@trocaire.org) (NI). You can find a full list of all the featured activities, their locations on the Tree of Justice and the relevant curriculum links on page 7.

# HOW TO USE THIS RESOURCE

The trunk of the tree contains the main activities, which includes our [Exploring Justice video](#). We recommend starting with the trunk activities and then moving on to the branches to explore global justice in three different countries. Once you have completed the activities on the trunk, you are free to choose whatever branch you would like to explore first.

## Disclaimer

We recognise that any resources focusing on global issues can resonate with individuals because of their lived experience; therefore, we advise that you read through this resource and modify it if you feel that there is anything that may impact an individual child. The case study shown in this resource is only one perspective from Somalia. Please be aware that not everyone in, or from, Somalia has had the same experiences as those who feature in this resource.

## What Do We Mean by Global Justice?

Justice is an abstract concept that can be understood in different ways. For some people justice means fairness, and the principle that people receive what they deserve, although the interpretation of 'deserving' might vary from one

person to another. For others, justice means the imposition of the rule of law, although the interpretation of what is lawful or unlawful can vary from country to country.

Global justice is the idea that every person, everywhere in the world, is born with the same rights. This means that everyone should have equal access to their basic needs (food, water, shelter) and have the power to make decisions that affect their daily lives.

For many people around the world, however, this does not happen. People experience injustice when their human rights are denied and there is an absence of opportunity, voice, power and control over one's destiny. The causes of this injustice often lie in systems and places outside of the person's control, and often outside of their own country.

There are many issues that might be considered global justice issues, such as climate change, poverty, conflict, displacement, hunger and food insecurity, access to land and water and gender inequality. The way the world is structured means that some people have more power than others.



# ABOUT TRÓCAIRE

'Trócaire' is the Irish word for compassion. For fifty years, Trócaire has put the compassion of Irish people into action.

We work in partnership with communities in more than twenty countries to relieve poverty and tackle injustice. We support people to use their own power to create positive and lasting change.

Trócaire was set up in 1973 with two main aims:

- Support and advocate for people in the wider world who are living in poverty
- Educate people in Ireland about global poverty and justice issues

Trócaire believes that every woman, man and child is born equal. We understand poverty as being more than the absence of basic needs. It is the absence of opportunity, the lack of power, a lack of voice and a lack of control over one's life. We see that real and lasting change happens when people secure their basic human rights. We influence this by working in partnership with local communities affected by poverty and injustice.

**Partnership** means working with individuals, communities and local organisations to help bring about the change they want to see in their lives. Fundamentally, partnership is about solidarity, respect and empowerment.

Trócaire's development education work is rooted in the Sustainable Development Goals, also known as the Global Goals. Sustainable development means developing in a way that will not harm the lives or ignore the rights of future generations. Climate change and the Covid-19 pandemic have been devastating for communities around the world, including here at home. However, these crises have also brought communities together with a strong sense of compassion and caring for one another, serving as a reminder of how dependent we are on the world around us and everyone living in it.

## TRÓCAIRE'S WORK IN SOMALIA

Somalia is a country in East Africa, in an area known as the Horn of Africa.

Affected by conflict, drought and hunger, Somalia is one of the poorest and most fragile countries in the world, having no effective government from 1991 until 2012.

Internal conflict has raged for almost thirty years. Large parts of South-Central Somalia, where Trócaire works, is governed by armed groups, leaving an estimated 2.6 million people internally displaced. The new government has brought hope that Somalia will become more stable but the country still faces major challenges.

A combination of conflict, climate change and extreme poverty has left millions of people facing the daily reality of hunger. Trócaire has been providing humanitarian support to people in Somalia since 1992. For almost thirty years we have worked with people in the Gedo region of South-Central Somalia.

Trócaire operates the only hospital and clinic network in Gedo. Our twenty-four healthcare facilities, which include four hospitals, treat an average of nineteen thousand people every month. These facilities provide vital healthcare for people experiencing malnutrition and illness, as well as giving pregnant women a safe place to give birth.

In the Somalia section of the video and in the Somalia branch, you can learn more about Ambiyó and her daughter Nasteha and how their lives have been impacted by drought. There is a comprehension activity, an activity to explore overseas aid and a drama activity to explore making difficult decisions.





# TRÓCAIRE'S WORK IN GUATEMALA

Guatemala is a country in Central America.

The country experienced four decades of civil war, with peace declared in the late 1990s. Despite more hopeful times, significant challenges remain in the country.

Guatemala still bears the scars of civil war. More than two hundred thousand people were killed in the conflict, which ran from the 1960s to the 1990s. The vast majority of those killed were indigenous people. Today, indigenous communities remain marginalised in Guatemala. At the same time, a powerful minority keeps a firm grip on the country's political and economic power.

Guatemala has one of the highest rates of hunger and malnutrition in Latin America. This is especially the case in rural areas and among the indigenous population. The actions of large businesses have led to environmental destruction and land grabs, while attacks against human rights defenders are common. Violence against women is a serious problem in the country. Guatemala is also vulnerable to natural and climate-related disasters.

Trócaire's partners are helping communities in Guatemala to protect their land in the face of corporate greed. Our work helps to tackle violence against women and to support survivors of abuse. Our partners are also supporting communities to prepare for and respond to disasters.

In the Guatemala branch you can learn more about María and her community in the Polochic Valley and how they have been impacted by evictions due to big businesses wanting to take over their land. There are activities exploring some of the cash crops that drive these actions from big business, with a particular focus on palm oil.



# TRÓCAIRE'S WORK IN PALESTINE

For fifty-five years Israel has maintained a military occupation of the Occupied Palestinian Territory (OPT).

Serious human rights abuses are happening on an almost daily basis in the West Bank, and Gaza.

Due to military bombardments and an ongoing blockade, 80 per cent of people in Gaza depend on aid to survive. In the West Bank, Palestinian homes are being demolished. Land is being confiscated. Israel continues to displace Palestinian communities by force. Israeli settlements have been built on confiscated Palestinian land. This is despite these settlements having been declared illegal under international law.

Trócaire works with Israeli and Palestinian partners to support those affected by conflict and human rights violations, and to raise international awareness of the injustices faced by Palestinians under the occupation.

In the Palestine section of the video and in the Palestine branch you can explore the history of the region and hear what life is like under the occupation for young people like Layan. There is a creative activity about activism.



# DEVELOPMENT EDUCATION/ GLOBAL CITIZENSHIP EDUCATION

Development education (DE) is an active and creative educational process to increase awareness and understanding of the world we live in.

It challenges perceptions and stereotypes by encouraging optimism, participation and action. DE supports young people to make connections between their own lives and global social justice issues, to explore the root causes of injustice and inequality, and be empowered to make a positive difference in the world. Global citizenship education (GCE) is becoming a more widely used

term for this type of education. GCE/DE share the following five common elements:

- Knowledge
- Skills
- Values and attitudes
- Taking action
- Active and participatory learning methodologies

Active teaching and learning methods shift the role of the teacher and the learning environment:

From	To
Teacher-centred classroom	Learner-centred classroom
Product-centred learning	Process-centred learning
Teacher as a transmitter of knowledge	Teacher as an organiser of knowledge
Teacher as a 'doer' for learners	Teacher as an 'enabler'
Subject-specific focus	Holistic learning focus

And shift the role of the students:

From	To
Passive recipients of knowledge	Active and participatory learners
Answering questions	Asking questions
Being 'spoon-fed'	Taking responsibility for their own learning
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to the opinions of others
Learning individual subjects	Connecting their learning

The resources contained in the Tree of Justice this year have been designed with the five common elements of DE/GCE in mind. The activities emphasise the role of the teacher as the organiser of the knowledge contained in these resources, enabling learner access. They also encourage the students to take responsibility for the experience they have through the resources, choosing what path they take, being active and participatory in their learning. Through active listening and collaboration, they can make the connections between the various themes and threads, whilst exploring global justice.



# CURRICULUM LINKS

The following activities can be integrated into multiple subject areas in both the Republic of Ireland (ROI) and Northern Ireland (NI) primary curricula. See below for suggested curricular areas and opportunities for linkage and integration.

<b>Activity</b>	<b>Location</b>	<b>Format</b>	<b>Opportunities for Curriculum Integration (ROI)</b>	<b>Opportunities for Curriculum Integration (NI)</b>
Exploring Justice	Trunk	Video	SESE, SPHE	PDMU, WAU
Exploring Global Justice (Activities) 1) Exploring Global Justice 2) Injustice Scenarios	Trunk	PDF	SESE, SPHE	PDMU, WAU
Children's Rights 1) My Rights as a Child 2) The People Behind Our Rights	Trunk	PDF	SESE, SPHE	PDMU, WAU
Introduction to Somalia	Somalia	Slide show	SESE	PDMU, WAU
Somalia Comprehension and Activities	Somalia	PDF	English	Language and Literacy
Somalia Drama Activities 1) Introduction to Migration 2) The Dilemma	Somalia	PDF	Arts Education, English	Language and Literacy, The Arts
Exploring Overseas Aid	Somalia	Video	SESE	WAU
Introduction to Palestine	Palestine	Slide show	SESE	WAU
Art and Justice	Palestine	Slide show	SESE, Visual Art	WAU, the Arts
Introduction to Guatemala	Guatemala	Slide show	SESE	WAU
Guatemala Comprehension and Activities	Guatemala	PDF	English, SESE	Language and Literacy, WAU
Human Rights Defenders (Game)	Guatemala	PDF	SESE	WAU

# GLOSSARY OF TERMS

<b>Injustice</b>	Unfairness/violation of rights or the rights of another.
<b>Drought</b>	A prolonged period of abnormally low rainfall, leading to a shortage of water.
<b>Indigenous</b>	A term used to refer to, or relating to, the people who originally lived in a place, rather than people who moved there from somewhere else.
<b>Internally displaced person</b>	A person who has not crossed a border to find safety.
<b>Outreach</b>	An effort to bring services or information to people where they live or spend time.
<b>Malnutrition</b>	Deficiencies, excesses or imbalances in a person's intake of energy and/or nutrients.
<b>Precipitation</b>	Rain, snow, sleet or hail that falls or condenses on the ground.
<b>Anjera</b>	A type of flat, thin, soft bread with a slightly sour taste.
<b>Soghrum</b>	A type of cereal grain.
<b>Human rights</b>	Rights inherent to all human beings regardless of race, sex, nationality, ethnicity, language, religion, or any other status.
<b>Economic systems</b>	A means by which societies or governments organise and distribute available resources, services and goods across a geographic region or country.
<b>Occupation</b>	Possession, settlement or use of land or property.
<b>Displacement</b>	When someone is forced to leave their home country because of war or persecution.
<b>Settlement</b>	In the case of the Occupied Palestinian Territories, settlements are illegal communities built by Israel for its citizens on territories it has occupied since 1967.
<b>Artivism</b>	A combination of two words – 'activism' and 'art'. An activist is an artist whose work reflects his/her activism.
<b>Activist</b>	A person who believes strongly in political or social change and takes part in activities such as public protests to try to make this happen.
<b>Apartheid</b>	A system of keeping groups of people separate or treating them differently, especially when this results in disadvantage for one group.
<b>Blockade</b>	The situation in which a country or place is surrounded by soldiers or ships to stop people or goods from moving in or out.
<b>Confiscation</b>	The act of taking away a person's possessions, often legitimately as a punishment, but can often be done illegally.
<b>Palestinian</b>	A person from Palestine, especially a member of the Arab people of Palestine.



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

More resources, photos and videos are available at:  
[trocaire.org/our-work/educate](https://trocaire.org/our-work/educate)

Cover photo: Nasteha (8), IDP camp,  
Gedo Region, Somalia.  
Photo credit: Joy Obuya.

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## Contact us:

Trócaire, Maynooth,  
Co. Kildare, Ireland  
T: +353 (0)1 629 3333  
E: [schools@trocaire.org](mailto:schools@trocaire.org)

Trócaire, 50 King Street,  
Belfast BT1 6AD,  
Northern Ireland  
T: +44 (0) 28 90 808 030  
E: [infoni@trocaire.org](mailto:infoni@trocaire.org)

Trócaire, 9 Cook Street,  
Cork, Ireland  
T: +353 (0)21 427 5622  
E: [corkcentre@trocaire.org](mailto:corkcentre@trocaire.org)

[www.trocaire.org](https://www.trocaire.org)



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