EXPLORING JUSTICE: POST-PRIMARY EDUCATOR GUIDE

Trócaire

TOGETHER FOR A JUST WORLD

50 YEARS 1973 2023

INTRODUCTION

Welcome to Trócaire's latest education resources focusing on **exploring global justice**.

If you have used our resources before, you may notice something different this year. We have moved to a digital approach in our resources, with all elements available online. In this resource, you will find twenty-one activities exploring global justice in three different countries – Somalia, Guatemala and Palestine – as well as some introductory and reflective activities, all suitable for use throughout the academic year.

This resource is designed for use primarily with junior cycle CSPE/Key Stage Three Learning for Life and Work students; however, there are many activities contained in the resources that cover aspects of other subjects. See page 9 for more information on how the activities link to the curriculum.

As these are development education resources. Many of the activities can be used as stand-alone activities to explore different issues and themes linked to global justice, or as part of a transition year module on global citizenship education.

By this point, you will have noticed the **Tree of Justice**. The tree serves as the central hub for our resources. Please follow the advice that Feathers the bird has for you; it will help to guide you along the way. The plan over the next three years is for the tree to grow, with more countries and activities being added over time.

The main activity this year is the **Exploring Global Justice** video, located on the trunk of the tree. All of the other activities help to expand upon and explain the themes, concepts and ideas covered in the video. We recommend that your first step in

using this resource with your class is to watch the Exploring Global Justice video and complete the accompanying activities, found on the trunk of the tree.

You are then free to choose where on the tree you want to go. The order in which you use the activities is up to you and your students but there is a suggested order included in this resource if you need it.

Note: We recognise that any resources focusing on global issues can resonate with individuals because of their lived experience; therefore, we advise that you read each activity in advance and modify it if you feel there is anything that may affect an individual child. The content relating to the three focus countries this year – Somalia, Guatemala and Palestine – focuses on a number of perspectives, but there are many more. It is important as educators that we avoid reinforcing negative stereotypes through the activities contained in this resource.

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.

Trocaire'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, are 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 living a 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 will learn more about Ambiyo and her family, and how their lives have been impacted by drought. There are activities exploring overseas aid and climate change.

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 keep 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. Large business projects 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 will learn more about Guatemala and how big businesses are evicting families from their land to use that land for cash crops. There is an activity exploring palm oil and a board game called Human Rights Defenders.

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 being 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 find out more about the history of the region, and what life is like under the occupation for young people like Abrar, Lujain and Bysan. There is an interactive movement activity to highlight this called 'A Shrinking Land' followed by a creative activity on artivism.

WHAT IS GLOBAL JUSTICE?

Global justice begins with human rights. The idea that every person, everywhere in the world, is born with the same rights.
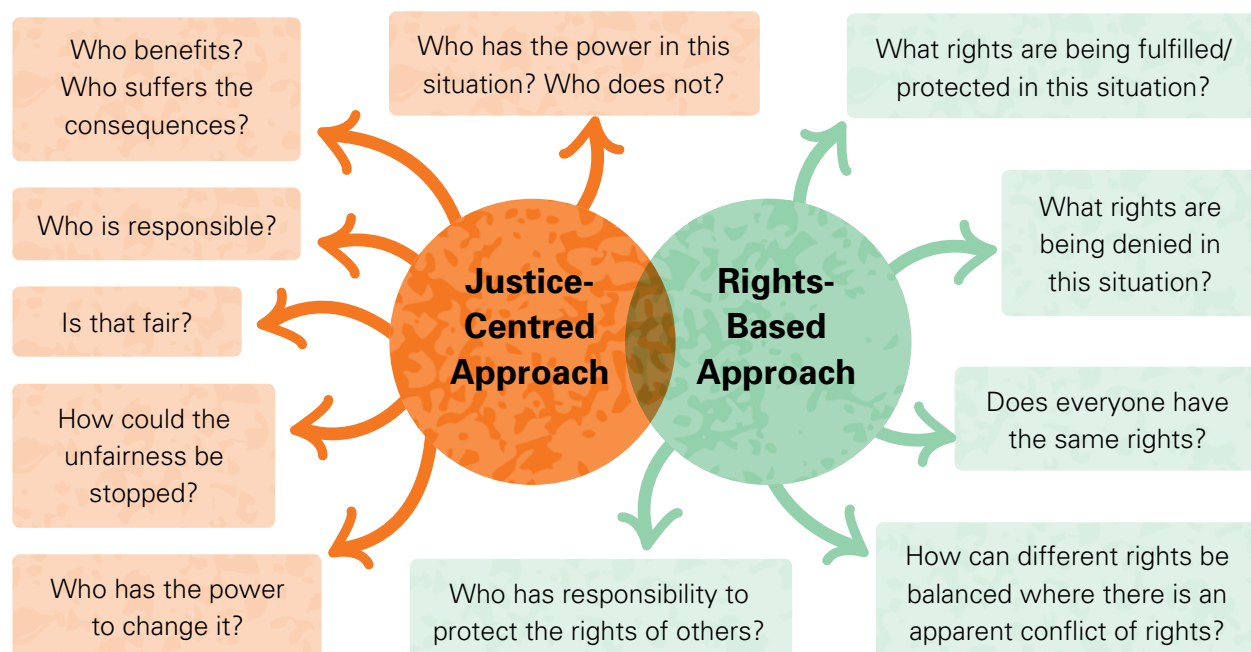
This means everyone should have equal access to the resources that they need, and have the power to make decisions that affect their lives.

However, for many people around the world, 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. In the economic system, which we are all part of, there are those who mostly benefit and others who mostly suffer. Global justice calls us to question why this is, and to explore what we, as global citizens, can do to build a more just world.

Our Exploring Global Justice resources place great emphasis on the role that critical thinking and questioning has in encouraging young people to go deeper on global justice issues, and get to the root causes of these issues. We also encourage systems thinking, and a close examination of the role that various global systems play in creating an unjust and unequal world. It supports students to go beyond the information and the events, to the underlying systems and structures that create the conditions for poverty and injustice to exist, and our role in this.

Role of Critical Questioning

Who benefits? Who suffers the consequences?

Who has the power in this situation? Who does not?

What rights are being fulfilled/ protected in this situation?

Who is responsible?

Is that fair?

How could the unfairness be stopped?

Who has the power to change it?

Justice-Centred Approach

Rights-Based Approach

What rights are being denied in this situation?

Does everyone have the same rights?

Who has responsibility to protect the rights of others?

How can different rights be balanced where there is an apparent conflict of rights?

DE/GCE

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 justice issues, to explore the root causes of injustice and inequality, and be empowered to make a positive difference in the world. Development education/ 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, and 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.

GLOSSARY OF TERMS

There are many key terms used across the resources. Most of them are explained through the content and activities, but some might need some degree of pre-teaching, depending on the group.

Activist	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.
Apartheid	A system of keeping groups of people separate and treating them differently, especially when this results in disadvantage for one group.
Annexation	Possession taken of a piece of land or a country, usually by force or without permission.
Blockade	The situation in which a country or place is surrounded by soldiers or ships to stop people or goods from going in or out.
Confiscation	The act of taking away a person's possessions, often legitimately as a punishment, but can often be done illegally.
Drought	A long period when there is little or no rain: This year (a) severe drought has ruined the crops.
Global economic system	All of the economic activities that take place both within and between nations, and everything that enables this activity to happen, including extraction, transport, processing of resources and materials, and the consumption of products made using these resources and materials.
Indigenous	Used to refer to, or relating to, the people who originally lived in a place, rather than people who moved there from somewhere else.
Occupation	A situation in which an army or group of people moves into and takes control of a place.
Palestinian	A person from Palestine, especially a member of the Arab people of Palestine.

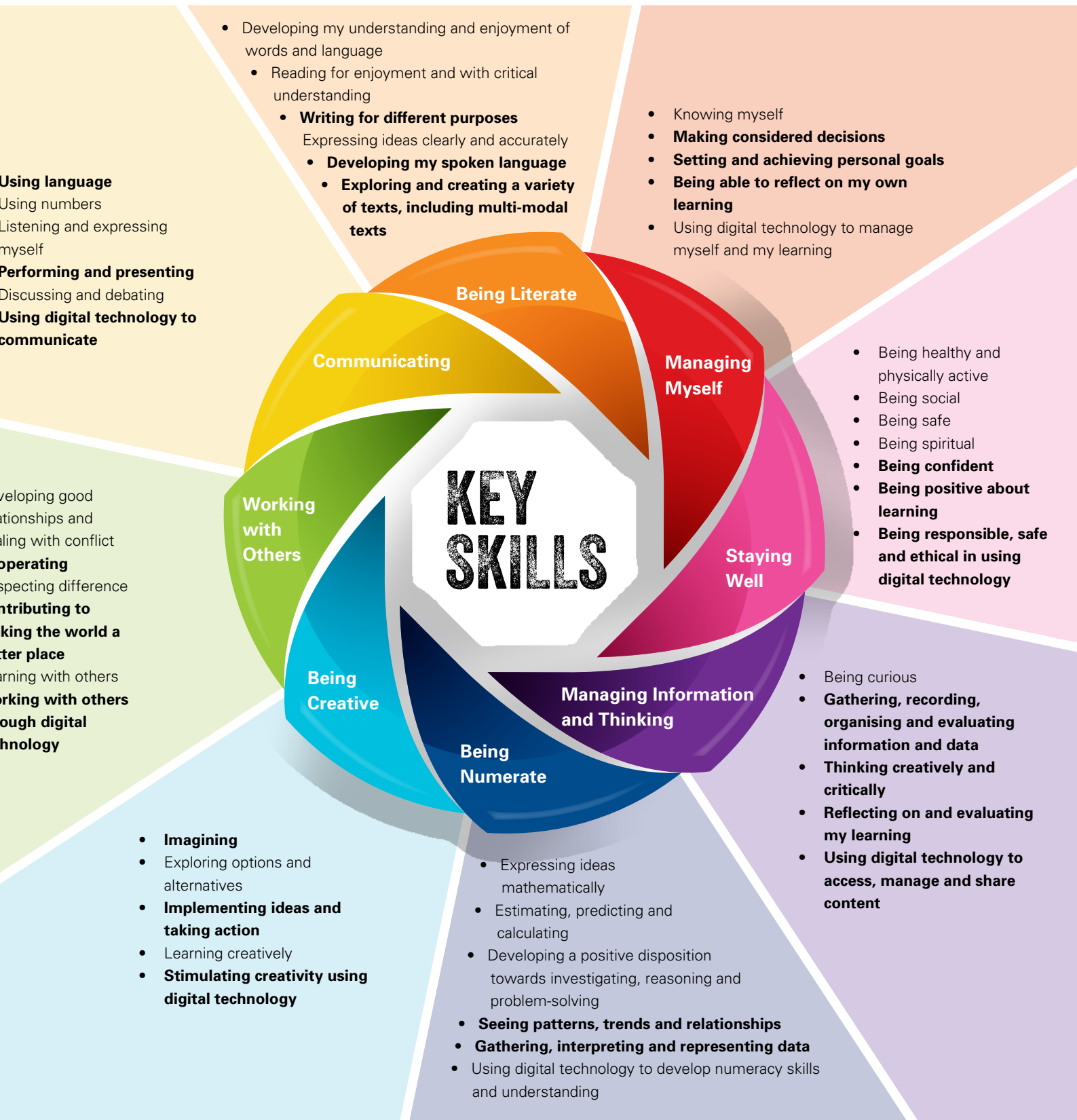All definitions sourced from: dictionary.cambridge.org

CURRICULUM LINKS

Key Skills of Junior Cycle

Trócaire's Exploring Justice resource enables educators to address a number of key elements in the key skills of junior cycle, indicated in bold on the diagram below. The resources also address the following key statements of learning:

SOL7, SOL 8, SOL 9, SOL 10, SOL 11, SOL 20, SOL 21, SOL 22, SOL 23, SOL 24.

- Developing my understanding and enjoyment of words and language
  - Reading for enjoyment and with critical understanding
    - **Writing for different purposes**
    Expressing ideas clearly and accurately
    - **Developing my spoken language**
      - **Exploring and creating a variety of texts, including multi-modal texts**

- Knowing myself
- **Making considered decisions**
- **Setting and achieving personal goals**
- **Being able to reflect on my own learning**
- Using digital technology to manage myself and my learning

Using language
Using numbers
Listening and expressing myself
Performing and presenting
Discussing and debating
Using digital technology to communicate

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- **Being confident**
- **Being positive about learning**
- **Being responsible, safe and ethical in using digital technology**

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ough digital
hnology

Being Literate

Communicating

Managing Myself

Working with Others

KEY SKILLS

Staying Well

Being Creative

Managing Information and Thinking

Being Numerate

- Being curious
- **Gathering, recording, organising and evaluating information and data**
- **Thinking creatively and critically**
- **Reflecting on and evaluating my learning**
- **Using digital technology to access, manage and share content**

- **Imagining**
- Exploring options and alternatives
- **Implementing ideas and taking action**
- Learning creatively
- **Stimulating creativity using digital technology**

- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- **Seeing patterns, trends and relationships**
- **Gathering, interpreting and representing data**
- Using digital technology to develop numeracy skills and understanding

Subject Links

ROI: Trócaire's Exploring Justice resources for post-primary are for use in the CSPE classroom. There are also clear links to Topic 6 and Topic 7 of the Politics and Society curriculum at senior cycle. Many of the activities are suitable for use with transition year groups.

NI: Our resources are aimed at Learning for Life and Work (LLW) classrooms, supporting educators and students to explore the Local and Global Citizenship strand.

CSPE

Strand One

1.1 discuss what it means to be human and to live in a community with rights and responsibilities

1.3 explain the hierarchy of human needs and how this relates to human rights

1.5 share stories of individuals or groups who inspire them because of their work for human rights

1.7 communicate an understanding of the importance of the UDHR, UNCRC and the ECHR in promoting human rights

1.8 identify examples of social, cultural, language, economic, civic, religious, environmental and political rights

1.9 outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights

1.10 show an appreciation of their responsibility to promote and defend their individual human rights and those of others

Strand Two

2.1 communicate how they are connected to and dependent upon ecosystems, people and places, near and far

2.4 discuss sustainable strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change

2.5 examine case studies of personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this

2.6 express an informed opinion about the root causes of poverty, both locally and globally

2.10 evaluate how they can contribute in responding to one challenge currently facing the world

2.9 analyse one global issue or challenge, under the following headings: causes, consequences, impact of people's lives and possible solutions

2.12 reflect on their ongoing learning and what it means for them

ROI: Senior Cycle

Politics and Society

Topic 6: Human Rights and Responsibilities in Europe and the Wider World

6.1 rights in the wider world

6.2 arguments about rights in the wider world

Topic 7: Globalisation and Identity

7.6 globalisation and political power

Topic 8: Sustainable Development

8.1 actions that address sustainable development

8.2 arguments concerning sustainable development

NI: Learning for Life and Work

Diversity and Inclusion

Human Rights and Social Responsibility

Equality and Social Justice

Democracy and Active Participation

The following table outlines the main activities contained in the Tree of Justice for this year, and a suggested order for using the activities. Whilst we hope that educators and students use the inbuilt flexibility of these resources to choose an individual path, some activities will work best if delivered with other activities. See the key recommendations for educators below:

- Begin with step 1 and 2, then choose your individual path through the resources

- Begin each country branch with the slide show, which will include links to other activities

- Deliver the Introduction to Palestine slide show and 'A Shrinking Land' together

- Once all chosen activities have been delivered, finish with the activities on the review branch

- The Art of Artivism and the Artivism slide show are designed to be used together

Step	Activity	Location
Step 1	Exploring Justice (video)	Trunk
Step 2	Exploring Global Justice Video Debrief	Trunk
Step 3	Exploring Justice Photo Pack	Trunk
Step 4	Exploring Justice Photo Pack Activities	Trunk
Step 5	Exploring Human Rights	Trunk
Step 6	Global Goals Photo Pack*	Trunk
Step 7	Introduction to Somalia (slide show)	Somalia branch
Step 8	Perspectives	Somalia branch
Step 9	The Commitment	Somalia branch
Step 10	Introduction to Guatemala (slide show)	Guatemala branch
Step 11	A Valuable Oil	Guatemala branch
Step 12	Human Rights Defenders	Guatemala branch
Step 13	Introduction to Palestine (slide show)	Palestine branch
Step 14	A Shrinking Land	Palestine branch
Step 15	The Art of Artivism	Palestine branch
Step 16	Artivism (slide show)	Palestine branch
Step 17	Taking Action	Review branch

*Hard copies of the Global Goals Photo Pack are available to order free from Trócaire. Please contact stephen.farley@trocaire.org to order your copies.

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

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Contact us:

Trócaire, Maynooth,
Co. Kildare, Ireland
T: +353 (0)1 629 3333
E: Stephen Farley at:
stephen.farley@trocaire.org

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

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

www.trocaire.org

REF: PP1

Irish Aid
An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs

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