

Primary School Teachers' Resource

3rd Class to 6th Class /
Key Stage 2 / Alive-O 5
to Alive-O 8

i These Trócaire Lenten materials for Primary schools focus on Rwanda and the theme of hunger and poverty. Through a range of activities linked to the Primary Curriculum, the children will be introduced to the concepts of hunger and poverty. The poster contains background information for the teacher on Rwanda, on Trócaire's work and on Domitille, the girl on the Trócaire box. Also included in this resource is a Prayer Service for Lent and a worksheet.

The aims of the activities in this resource are:

- To encourage empathy for and understanding about children living in Rwanda.
- To understand some causes of and problems associated with hunger.
- To introduce the idea of unequal distribution of food around the world.
- To understand that children, regardless of circumstances and where they live, have the same basic needs and feelings.

Throughout the activities, the pupils may ask some difficult questions about hunger:

Why do people go hungry?

Some people do not have enough money to buy all of the food they need.

Some people do not have enough land, tools or seeds to grow their own food. Some people face health challenges which inhibit their ability to work and provide for their families. Over-grazing by animals damages the soil, so crops cannot grow. War forces people away from their homes and off their land. They may not be able to return to their farm until the war is over. Environmental problems such as droughts and floods destroy the soil, making it difficult to grow food.

Why can't we send our extra food to people that are hungry?

It would prevent people from being hungry for a short while but it would not solve the problem. Governments need to make sure that everyone has enough to either buy or grow their own food. Trócaire sends food to the poorest people when there is an emergency such as a tsunami, earthquake or war.

Alive-O Links

Alive-O 5

Term 3 Lesson 5 **Love and Serve the Lord**

Alive-O 6

Term 1 Lesson 6 **God Nourishes Us**

Alive-O 7

Term 2 Lesson 6 **Lent**

Alive-O 8

Term 3 Lesson 5 **Kingdom Justice**

Multiple Intelligences



Bodily-kinesthetic intelligence:

Body Smart

The ability to use one's body in a skilled way or for self-expression.



Intrapersonal intelligence:

Myself Smart

An understanding of one's own emotions.



Linguistic intelligence:

Word Smart

A sensitivity to the meaning and order of words.



Interpersonal intelligence:

People Smart

An ability to understand other individuals - their moods and desires.



Logical-mathematical intelligence:

Number Smart

The ability in mathematics and other complex logical systems.



Naturalistic intelligence:

Nature Smart

Excellent at recognising and classifying both the animal and plant kingdoms.



Musical intelligence:

Music Smart

The ability to understand and create music.



Visual / Spatial intelligence:

Picture Smart

The ability to 'think in pictures' and to perceive the visual world accurately.

Activity 1: Food for Thought SPHE, Science and English

Intrapersonal intelligence

You will need: Whiteboard, markers, food pyramid, diagram of the body/skeleton, food pyramid, worksheet on page 4.

Step 1: Ask the question 'Why do we need food?' and allow the children to brainstorm on the whiteboard. The following responses may help to get them started: to grow; to be able to concentrate and learn; to keep healthy etc. Hold up a diagram of the body/skeleton and ask the children to describe what happens to food when we eat.

Step 2: Ask the pupils 'What types of food does the body need?' The children may know that we should eat five portions of fruit and vegetables every day or that we get protein from meat, which we need to grow. Display the food pyramid and explain to the children that everyone around the world, whether they are young or old or male or female, need to eat good food if they are to stay healthy. Which step on the food pyramid is the most important? The food on the bottom step is the staple diet of many people around the world. It includes cereals, potatoes, rice and bread which we need for energy.

Tip! Use Photo 3!

Step 3: 'What happens if someone does not have enough food?' Look back to the brainstorm in Step 1 and ask the pupils to imagine what would happen if someone did not have enough food. List the opposites of the words from the brainstorm e.g. not enough food means you get tired or sick, are not able to learn and do not grow properly.

Step 4: In groups, invite the children to remember a time when they were hungry and to think of words that describe that feeling. When the children have made a list of words, ask them to write a cinquain about being hungry (see worksheet).

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Activity 2: If the World Were a Village

Geography

- 🧠 Logical-mathematical intelligence and
- 👁️ Visual / spatial intelligence

You will need: World map, recycled paper, scissors, worksheet on page 4.

Step 1: Tell the pupils that there are more than 6 billion people on this planet. Picturing so many people at one time is hard – so ask them to imagine the whole world as a village of just 100 people. If we could reduce the world's population to a village of exactly 100 people, it would look something like this: the village would have 61 Asians, 13 Africans, 12 Europeans, 7 from South America, 5 from North America and 1 from Australia (source: www.populationdata.net). Ask members of the class to read out the following statements:

- 🍲 Food: 50 would be hungry.
- 📺 TV: 24 would have a television in their homes.
- 💧 Water: 33 would not have safe water.
- ⚡ Electricity: 76 would have electricity, but most would only use it for light at night.
- 💰 Money: 20 live on less than €1/£1 a day.
- 🚽 Hygiene: 42 people would not have access to a toilet.
- 🌐 Internet: 7 people would have access to the Internet.
- 🏠 Home: 80 would live in poor housing.
- 📖 Education: 67 would be unable to read. **Tip! Use Photo 2! (Domitille's mother never went to school.)**

Step 2: Divide the class into pairs. Ask them to write down the key word from each of the statements i.e. food, electricity, hygiene on nine small pieces of paper. Next ask them to rank the key words in a diamond formation (see worksheet). The pairs choose the most important key word and place this at the top of the diamond. The next two important words are placed in second equal position and so on. The key word placed at the foot of the diamond is the one considered by the pairs to be the least important.

Step 3: When the pairs have completed their task, they join with another pair. Each pair explains and justifies its ranking to the other pair. The four then try to negotiate a ranking for the group as a whole. Ask the groups of four to report back. Discuss what the children thought was most and least important and ask them why they ranked the key words this way.

Step 4: Where did the class place 'food' on the diamond? Why?

Tip! Use Photo 6! Retell the first statement: 'If the world were a village of just 100 people, 50 would be hungry'. What fraction of the world's population right now does not have enough food? What are the children's reactions to this?

Extension Activity: Ask the children to illustrate the statements and make a display to show parents and other classes what the world would look like if it was a village of 100 people.



Activity 3: The Biscuit Game

Geography and SPHE

- 🧠 Interpersonal intelligence,
- 🧠 Intrapersonal intelligence,
- 🧠 Logical-mathematical intelligence and
- 👁️ Visual / spatial intelligence

Adapted from: The Rights Stuff: DEFY, Amnesty International and Trócaire.

You will need:

Tables/desks labelled with numbers 1 to 7, 7 recycled paper plates and 30 biscuits (this game could also be played with pieces of Fair Trade apples or chocolate.)

Step 1: As children come in after sos/lunch break, give each of them a number between 1 and 6 and ask them to sit at the table with that number. Each table has a plate of biscuits. Leave table 7 empty. The biscuit:pupil ratio should be as follows (see table). Tell the children that they have two minutes to eat the biscuits. The teacher should watch and not interfere.

Table Number	Continent	Number of biscuits	Number of pupils: For a class of 30	Number of pupils: For a class of 20
1	Africa	1	5	3
2	Asia	4	15	11
3	Europe	9	4	2
4	South/Latin America	1	3	2
5	North America	10	2	1
6	Australia	5	1	1
7	Antarctica	0	0	0

Step 2: After the children have finished eating, ask them the following:

- 🧠 How did it feel when you saw how much other groups got?
- 🧠 How did you divide the biscuits within your group?
- 🧠 Did you do anything to get more biscuits, or did you give any away?
- 🧠 How did you feel about eating a large/small amount?
- 🧠 How did the other tables respond to you?
- 🧠 Is this distribution fair? Why/why not? What would make it fair?
- 🧠 What do you think the seven tables represent?

When the children have guessed that the tables represent continents, ask each group to talk among themselves and guess which continent they are. Each table should pin their table number on a world map to whichever continent they think they are. Reveal the correct continents.

Better World Award logo: This symbol is a reminder to gather the children's work to enter the Trócaire Better World Award.



Step 3: Use the following prompts to lead a discussion of the causes of unequal distribution of food in the world:

- How does this game relate to the real world?
- Where would Domitille's family on **Photo 1** be? (Table 1)
- Why do some people have so much food when some have so little?
- Why is it so uneven?
- What problems would this unequal sharing of food cause in poorer countries?
- What is a 'right'? Name some of our rights. Do people have the right to food? What happens if they cannot afford it?
- What do you think could be done about this unequal sharing of food? Think about individuals, groups and governments.

Lenten Prayer Service

You will need: Sacred space, candle, Bible, loaf of bread, blanket, toy stethoscope, Photo 4, Photo 5, book, globe or world map.

Teacher lights the candle and the children sit around the sacred space.

Song: Gather Round.

The Sign of the Cross.

Teacher: A long time ago, God spoke to us through a man named Micah. Micah said 'This is what Yahweh requires of you: to do justice, to love mercy and to walk humbly with your God'. Have you ever heard of the word justice before? It means that we need to do what is right or fair.

Teacher: What does justice mean?

Children: To do what is right or fair. (Prompt the pupils to repeat this a few times.)

Child One: Whoever eats different kinds of food every day, raise your hand!

Child Two: Whoever slept in their home last night, raise your hand!

Child Three: Whoever has been sick and gone to the doctor, raise your hand!

Child Four: Whoever goes to school, raise your hand!

Child One (holds a loaf of bread): When we are hungry, our parents and guardians give us something to eat.

Child Two (holds a blanket): When we are tired, we have a safe bed to sleep in.

Child Three (holds a stethoscope or Photo 5): When we are sick, we can go to the doctor to get better.

Child Four (holds a book or Photo 4): We can go to school to learn and meet our friends.

Child Five (holds a globe/world map): But there are many people in our world who do not have these things that are so important for living. Let us pray for them.



Child Six: Sometimes we take our food for granted while others go hungry. Lord, we pray that you strike in our hearts the desire to help people around the world who do not have enough food. Lord, hear us.

Response: Lord, graciously hear us.

Child Seven: We pray for the children, whose stomachs rumble from not having enough to eat. The children who try to learn but cannot focus because they are hungry. Help us to take a stand for the rights of children in the poorest parts of the world who deserve both food and justice. Lord, hear us.

Response: Lord, graciously hear us.

Child Eight: Lord, help us to remember that hunger affects people with families, hopes, and dreams for a better future. Let us not forget those all over the world who must struggle to feed themselves and their families. Help Trócaire to work hard to change the lives of these people. Lord, hear us.

Response: Lord, graciously hear us.

Child Nine: Lord, you have given us a world of plenty, but our global neighbours are hungry. We pray that world leaders listen to the voices of those who are hungry, and begin to use their power generously for the good of all. Lord, hear us.

Response: Lord, graciously hear us.

Child Ten: We pray for ourselves, that through our choices, actions and words we may "do justice" in our everyday lives. Lord, help us to grow more compassionate and generous every day. Lord, hear us.

Response: Lord, graciously hear us.

Teacher: Micah reminds us that God wants us to "do justice". What does that mean?

Children: To do what is right or fair.

Song: Christ be our Light.



Worksheet

Name: _____ Date: _____

A cinquain is a 5 line poem. Read the directions and example, and then write your own.

- Line 1: one word (noun)
- Line 2: two words (adjectives that describe line 1)
- Line 3: three words (verbs)
- Line 4: four words (feelings)
- Line 5: one word (a word that sums it up)

Stories
Magical, wonderful
Adventures on paper
Stories are my favourite
Words.

Hunger

Diamond Ranking

Senior photo 1



Domitille's Family



Who are they?

Domitille is the girl on the Trócaire box. This is Domitille's family. They live outside a village in Rwanda called Kambyeyi. This is their house.

From left to right:

Illuminee is 18 years old. Illuminee is in Class 6 in primary school. School is her favourite part of the day. Her favourite subject is English. Illuminee would like to be a teacher when she grows up.

Domitille is six years old. Domitille loves her family, especially her parents. She likes playing with her sisters and brother. Domitille goes to nursery. Find out more about Domitille in the Junior Primary pack.

Triphonie is the mother. She is 43 years old. Find out more about Triphonie in Photo 2.

Frodoard is the father. He is 46 years old.

Irene is the youngest in the family. She is 5 years old.

Anaclet is Domitille's brother. He is 14 years old. He wears a yellow uniform to school.

Violette is 10 years old. She wears a blue uniform to school. Find out more about Violette in Photo 2.

Claudine is the eldest of the children. She is 23 years old.

What is their life like?

Domitille's family have very little. To earn money, Domitille's mother makes baskets and her father makes bricks. In their garden, there are two cows. One of the cows belongs to a neighbour. Domitille's family drink and sell the milk and keep the manure to fertilise their crops. One cow is pregnant and, when it gives birth, Domitille's parents will give the calf to a neighbour. Triphonie grows cassava, peanuts, beans and sorghum on her 30-metre plot. Sometimes Domitille's family do not have enough to eat. Domitille's parents give any food they have to the children, but Domitille still gets hungry and cries.



Senior photo 2

Basket-Weaving

Who are they?

This is Domitille's mother, Triphonie, and Domitille's sister, Violette.

What is Triphonie doing?

Triphonie is weaving a basket. Triphonie is part of a basket weaving group. Thanks to Trócaire, fifty women from the local community in Kambyeyi have learned how to weave baskets.

Triphonie makes baskets, plates and handbags from local materials such as palm tree leaves. She and the other women walk a long way to find good leaves. The women save money so that they can buy paint to decorate the baskets. It takes three days to make a handbag. It takes one week to make a big basket. The women sell the baskets to people passing by Kambyeyi, but it is difficult to get customers. They want to advertise their work. Triphonie wants to improve her skills to get better at basket weaving and to make more money from it. Triphonie never went to school but she is learning how to read and write.

What is Violette doing?

Violette is watching her mother weave a basket in Kambyeyi village. Violette is on her way home from primary school. Violette is 10 years old. She is in Class 2. Her school day runs from 8.15am until midday. Violette comes home for her lunch, which is usually cassava. She wears a blue school uniform. She likes the colour blue. Her favourite subjects are Maths and English. If Violette and her classmates do not have time to finish their school work, they must bring it home and finish the exercise then. But Violette is so clever that she never needs any help with her homework!

Violette's mother, Triphonie, is her best friend at home. She enjoys praying and discussing things with her mother. Violette likes to play with her younger sisters, Domitille and Irene. Violette fetches water with Domitille in the morning from the well, which is five minutes away. Her other jobs are preparing food for her family, collecting firewood and helping her brother, Anaclet, to bring water and freshly cut grass for the animals.



Senior photo 3



The SOSOMA Factory



Who are they?

Scolastique Bazirete (on the left, wearing the blue hat) is 41 years old. Georgette Uwase (on the right, wearing the white scarf) is 26 years old. They are washing and rinsing maize.

Where are they?

These women work in a factory in the Kamonyi district of Rwanda. The SOSOMA factory is where soya, sorghum and maize are processed into flour and porridge-based products. The crops are bought from local farmers' co-ops, which are supported by Trócaire. The factory works with the farmers by providing them with seeds, fertiliser and hoes. The farmers, in turn, sell their crops to the SOSOMA factory.



The store where the maize, sorghum and soya are kept is funded by Trócaire. Each year, the workers in the SOSOMA factory process 700 tonnes of maize, 200 tonnes of soya and 300 tonnes of sorghum. The factory sells the products to humanitarian organisations and hospitals. They also sell SOSOMA products to ordinary people, markets and shops.

What does SOSOMA mean?

SOSOMA is a word made from the first two letters of each of the three crops grown by farmers in Rwanda: soya (SO), sorghum (SO) and maize (MA). SOSOMA is the name of the factory and the products made there.

How are SOSOSMA products made?

The soya, sorghum and maize are washed and rinsed four times and then dried. The maize and soya are roasted, to remove a chemical. They are mixed by a machine. The workers add vitamins and minerals, such as iron and iodine, to fortify the mixture and sometimes sugar and milk are blended in. The result is a very nutritious mix which looks and tastes like porridge, and can be eaten by children as young as four months to keep them healthy. The SOSOMA products are packaged in bags holding from half a kilo to 50 kilos. 15 tonnes of SOSOMA are ground each day.

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Senior photo 4

GROUPE SCOLAIRE
KIRAMBI
CATHOLIQUE
"SAINT NICOLAS"
DISCIPLINE, TRAVAIL, SUCCES



Kirambi Primary School



Who are they?

These are children who go to Kirambi Primary School. In Kirambi Primary School there are:

- 84 nursery children;
- 879 primary school children;
- 59 secondary school children.

Trócaire supports Kirambi Primary School through our work with partners.

School Life

In Rwanda children generally begin primary school when they are seven years old. The teaching language for the first three years is Kinyarwanda. In years 4 to 6 the children learn through either English or French.

The pupils receive their lunch at Kirambi Primary School. For many children this is their only meal of the day. It usually consists of maize flour and beans.

Malaria is the biggest killer in this part of Rwanda. At school, the children are taught about hygiene, vaccinations, malaria and other diseases.

Aimable Twisungimana is the headmaster of Kirambi Catholic Primary School. He says: "The children here are so happy that they can learn new things. They are lucky to be at school. Unfortunately many children do not go to school because they are helping their parents in the fields. Trócaire are helping to change this."

Senior photo 5



Kirambi Health Centre



Who is she?

This is Sr. Angelina Osuagwa. She is a lab scientist in Kirambi Health Centre, which is next to Kirambi Primary School. Sr. Angelina is from Nigeria and has been living in Rwanda for one year.

What happens at Kirambi Health Centre?

Sr. Goretta Nalvmaga is the matron of Kirambi Health Centre. At the health centre there is an out patients' department, a maternity ward, a tuberculosis (TB) ward and a nutrition ward for children.

- 25 people work at Kirambi Health Centre.
- A doctor visits once a week.
- There are 50 beds in the health centre.
- The nearest hospital is an hour away.

Kirambi Health Centre pays the health insurance of extremely poor people in the community. This costs 1,000 Rwandan Francs per person per year (about €2/£2).

Twice a week at Kirambi Health Centre, children are vaccinated against measles, TB, whooping cough, tetanus and polio. Sr. Helen Spragg helps with the running of the centre. She says: "Without Trócaire we would not have the money to vaccinate children. Trócaire is a great help and I am very grateful for your support. We could not do this otherwise."

Malaria is the biggest killer in this part of Rwanda. Hygiene is also a problem. The Kirambi Health Centre workers go to local schools to teach children about hygiene. But it is difficult because some children have no water, soap or any other way of staying clean at home. The children usually have to walk long distances to get water from a well or river, and then they have to carry the jerry-can back, which can be very heavy with up to ten litres of water.

Senior photo 6



Kirambi Market

Who is she?

This is Victoria Kabera. She is 27 years old. She is selling tomatoes at Kirambi Market.

Why is she there?

Victoria is part of a training programme which helps young people to make an income by growing and selling their own food.

Trócaire supports this training programme. The trainers look for young people who have not finished primary school, as they are likely to be the poorest. The trainers teach them how to read and write. They use model farms to show the young people how to grow different types of food.

- Four youth groups are trained over 18 months.
- Each youth group has 40 members.
- Each youth group has a model farm in Kirambi to practise growing their seeds.

The youth groups learn how to set up sack gardens so they can make use of their very small pieces of land. A sack garden is a sack full of earth in which seeds can be planted to grow cabbage, tomatoes or beans. The trainers provide the seeds, but after the harvest the young people have to pay back the same amount of seeds.

Victoria and her friends also find out how to take care of goats. Trócaire give the young people a goat to rear. When the goat has a kid they give the goat back and it is taken care of by another member of the programme.

