










JUNIOR AND KEY STAGE 1 PRIMARY RESOURCE

INTRODUCTION

This resource provides teachers of Junior infants to **2nd class and Key Stage 1** children with information and activities that explore the theme of **poverty and the impact the community can make in dealing with poverty.**

THE RESOURCE INCLUDES:

-  4 A4 Photographs
-  Curriculum Links
-  Classroom Activities
-  Prayer Service
-  Worksheet
-  Poster
-  Interactive Activities

AIMS OF THE ACTIVITIES:

- Encourage **empathy** with Digna and those who live in poverty.
- Learn about the **customs, language and culture** of another country.
- Recognise the **power of community** and of helping others.
- Recognise **similarities and differences** between themselves and Digna.



To use this resource online, and to use our interactive activities, please visit www.trocaire.org/education

USING THE PHOTOS:

The photographs in this pack are designed to inform and challenge children's perceptions of Honduras. The following activities aim to stimulate active discussion and critical thinking about the issues raised in the photos. They can be used in many different ways, through describing, ranking, questioning, captioning or adding speech bubbles; it is entirely up to you.

ALIVE-O LINKS

Alive-O

Term 1

- Lesson 9 Belonging
- Lesson 10 How Do I Belong?
- Lesson 11 This is Where I Belong

Alive-O 2

Term 1

- Lesson 4 Getting Along Together
- Lesson 10 They Care for Me
- Lesson 11 I Care for Them

Alive-O 3

Term 3

- Lesson 3 A Time to Share Meals
- Lesson 5 A Time to Share Life

Alive-O 4

Term 1

- Lesson 1 Family Spirit
- Lesson 2 Spirit of Friendship
- Lesson 3 School spirit

WHAT IS POVERTY?

Poverty is caused by people not having enough land to farm, food to eat, clean water to drink, access to education, medicine if they get sick or a home to live in. This means that Digna and the rest of her community do not have a stable home, a comfortable bed to sleep in or a reliable education system. Natural disasters are another important cause and Honduras suffers from both hurricanes and flooding. Honduras is the 2nd poorest country in the whole of Latin America.

WHAT ARE THE COMMUNITY OF LA CONFIANZA DOING TO HELP EACH OTHER?

Digna lives with her family in the Community of La Confianza. Over 500 families like Digna's live here. They have formed a co-operative to work with each other, with help from Trócaire, to improve their living conditions. To do this they work in teams: one team goes out to the field and collects palm fruit, another team feeds everyone in the camp, another team of farmers look after the vegetable patch, the security team protect all the families from attack, the maintenance team fix anything that needs fixing. It is through the Community coming together and working with each other that these people are able to survive.

Trócaire Better World Award:

This symbol is a reminder to gather the children's work to enter the Trócaire Better World Award. See the flyer that accompanies this pack or visit www.trocaire.org/better-world-award.



ACTIVITY ONE

CIRCLE TIME WITH DIGNA



CURRICULUM LINKS: Language and Literacy/SPHE/PDMU/Arts

YOU WILL NEED: Photos 1 to 4, Map of the world, information in the above tables, a whiteboard, markers, paper and crayons.

STEP 1:

Introduce Honduras to the children – find it on the map. Sitting together in a circle – discuss Poverty and how the community of La Confianza manage to survive despite their poverty (use the photos and information from the pack to help you). Ask the children why they think working together is better than working alone? Can they think of any times that they have helped someone do something?



PHOTO 2

STEP 2: Explore each of the photos of Digna with the information provided on the back. Encourage the children to ask questions about Digna and what she's doing in each photo.

STEP 3: Discuss similarities and differences between Digna and the children in the class. Ask them if they like to do the same things as Digna. Do they also enjoy sweeping the floor like Digna.

STEP 4: Digna has shared her dreams for the future. What are the children's dreams for Digna's future and for their own future? Make a list of these on the whiteboard. The children can draw pictures of these dreams, which can then be gathered to create a wall display.

ACTIVITY TWO

SPEAK AND COUNT IN SPANISH



CURRICULUM LINKS: Mathematics and Language

YOU WILL NEED: Photo 3, play dough, tortillas and bananas.

STEP 1: Introduce the activity by asking the children to guess what language they speak in Honduras. Tell the children that today they are going to learn to count in Spanish, just like Digna is doing in the picture. Inform them that in La Confianza they eat tortillas and beans every day. Tortillas are made from corn that is ground down and boiled with lime into a paste. Tell the children how important tortillas are to the people of Honduras – they are a main part of their daily diet.

STEP 2: Now give each child a large piece of play dough and ask them to break it up into ten different balls. Roll each ball into a flat tortilla and begin the counting process:

- | | | | |
|---|------------------|----|-----------------|
| 1 | uno (oo-no) | 6 | seis (say-eess) |
| 2 | dos (doss) | 7 | seite (syet-ay) |
| 3 | tres (tress) | 8 | ocho (otch-o) |
| 4 | cuatro (kwa-tro) | 9 | nueve (nweb-ay) |
| 5 | cinco (theenk-o) | 10 | diez (dyeth) |

STEP 3: With all of the tortillas lined up in front of them, ask each child to take out the middle tortilla, what number is this in English, Irish and in Spanish? Repeat this with several of the tortillas until the children have a better understanding of their Spanish numbers.

Extension Activity: Make your own tortilla snack. Buy some tortillas, heat them on the pan for a few minutes each and add some beans and rice to the middle of them. This is very similar to the food Digna eats.



ACTIVITY THREE

MAKE A BRUSH FOR THE CLASS



CURRICULUM LINKS: Art/SESE/World Around Us

YOU WILL NEED: Photo 3, a wooden stick, twigs and a light rope.

STEP 1: Look at photo 3. Tell the children that together you are going to make a brush for the classroom, just like Digna's. But first you need to get the materials. Go for a nature walk around your school. Ask each child to collect a few twigs that they think would be good to brush with.

STEP 2: Gather all of the twigs together – as a class count out the first ten sticks in Spanish (count further if desired). Next attach them to the end of the stick using a piece of light rope. Test the brush to see if it is secure enough. If not, simply tighten.

STEP 3: Ask the children if they think it would be better to use the brush outside or inside. Next pair them up and ask them to work together to sweep and brush up any messy areas.

STEP 4: Look again at the picture of Digna sweeping with her family brush. How does your brush look in comparison to theirs? Why would there be differences? Why is it important to keep the environment, both inside and outside clean?



PHOTO 3



ACTIVITY FOUR

PLAY HONDURAN GAMES



CURRICULUM LINKS: P.E, Music

YOU WILL NEED: Photo 2 and photo 4.

STEP 1: Tell the children that Digna really enjoys playing games – **Little Onion** is her favourite, but she also loves playing **Hide and Seek** and swinging in the hammock (see photo 2 and the activity on the back). Explain that Digna and her friends do not have any toys to play with, which is why they play games like these. Can the children think of any games they can play that don't require toys?

STEP 2: Little onion – the children dance with one child in the middle. The child in the middle calls out the name of a vegetable, each vegetable has a different movement. When one movement finishes, the middle child re-joins the group and another child goes into the middle to choose the next vegetable.

Different vegetable movements include:

Onion – children show a bitter expression on their face and turn around.

Pumpkin – children huddle up together and make a very small circle.

Corn – they stretch down to their toes and up into the air like a corn stalk.

Red Beans – jump up and down on the spot. Why not try to make up your own version of the game using vegetables the children suggest?

STEP 4: Play Hide and Seek in the classroom – everyone has to close their eyes while one child finds a place to hide. From their seats the rest of the class try to spot where the child has hidden. (Teacher supervises this so that each child chooses a safe place to hide). Invite each child to get up individually and have a look around for a few minutes. The first to find the child will be the next to hide.

STEP 5: Discuss each of the activities – which did the children enjoy the best? What did they enjoy about each game? Are the games more fun to play with others? Would they like to play games like these all the time or do they enjoy playing with toys also?



ACTIVITY FIVE

PRAYER SERVICE: GETTING ALONG TOGETHER



CURRICULUM LINKS: Religion/SPHE/PDMU

YOU WILL NEED: Alive-O 2, Candle and Photos.

PRAYER SERVICE:

Teacher: Sing the song – 'One Don't Do' from Alive-O 2.

Discuss – We do things with others: have fun, make things and grow as God wants us to.

We light our candle and close our eyes; think about all the people in the community who help you learn to do things, care for you and give you food to eat, who play games with you and do not leave you out. Picture those people. Ask God to bless all the people that you are thinking about right now.



PHOTO
4

CHILD 1: Lord, thank you for the friends, family and the community you have given us.

Response: Please God, hear our prayer

CHILD 2: Lord, help Digna and her community keep working together to help each other.

Response: Please God, hear our prayer

CHILD 3: Lord, help Trócaire keep working with the poor so they can help them own land, grow crops and live without fear.

Response: Please God, hear our prayer

CHILD 4: Lord, help us remember all the children in the world who do not have toys to play with or a house to live in.

Response: Please God, hear our prayer

CHILD 5: Lord, help us work with others and care for others.

Response: Please God, hear our prayer

SONG: One Don't Do





WORKSHEET

My name is: _____

A day in Digna's Life

Here is Digna and some of the things that she does in her day.

Can you cut them out and put them in the correct order?

These words will help you:

DINNER

DOING CHORES

AT SCHOOL

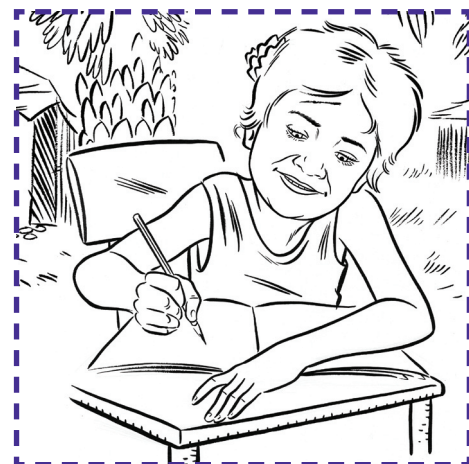
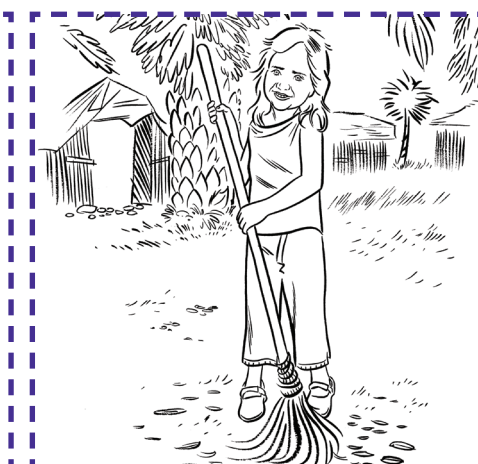
FEELING SLEEPY

HOMEWORK

GETTING DRESSED

Talk about each picture with the person sitting beside you.

Colour it in and if you can, write a sentence about what she's doing below each picture.





Hola!

My name is Digna. I am 5 years old.

Hola is “Hello” in Spanish. In Honduras we speak Spanish. This is my family - my dad Carlos, mum Carmen and brother Humberto, who is 8 years old.

I live in the Community of La Confianza, in Honduras. Here everyone works together to get all the work in the community done.

My favourite meal is beans, tortilla and fish. We don't get fish that often because there is not enough of it to share around.

I really like being a part of La Confianza.



HERE ARE SOME OF THE THINGS I LOVE TO DO:

Every morning I go to school at 10am. This is my favourite part of the day. My teacher's name is Rosa. She is very funny. Sometimes when Rosa can't afford the bus journey to La Confianza we don't have school. I hate when this happens. I really like learning how to read and write. I love to play with my friends, especially when we sing and dance.

When I come home from school at 1pm it is very hot. It is so hot and sticky inside our tent that we rest in the hammock outside. I love swinging in the hammock with my brother, it's great fun!

Tip: Make your own hammock - use a large blanket with two adults holding each end. Invite a child to sit or lie in the middle and slightly swing the blanket from side to side. Be careful to swing it gently so no one gets hurt!

JUNIOR PRIMARY
PHOTO 2



MY HOME

This is my home. It is a tent made from branches and plastic.

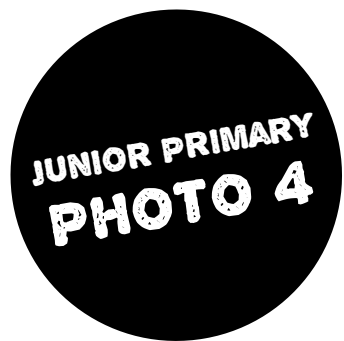
There is very little room inside our home and it is too hot to stay in during the day. At night the mosquitoes bite me and sometimes snakes can get inside our tent. My bed is made from branches. It can be hard to sleep in. My favourite job is sweeping the floor in front of our tent. I try to sweep up all the bits of dirt on the ground. The brush is made from branches we gathered and tied together. I love to do my homework. I use my fingers to help me count.

Tip: Why not put a small tent in the home corner. During play-time allow small groups to play in the tent and role play Digna's life. Let them decide who will role-play Digna, her father, mother, brother or friend, and what activities they will carry out.

JUNIOR PRIMARY
PHOTO 3



This is our water tap that everyone in the community put their money together and saved up for. It's great because we now have clean water to drink so we don't get sick anymore! And here I am playing 'Little Onion' with my friends, it's my favourite game.



I DREAM THAT....

I will always have my family and friends to play with. We will always have clean water to drink. We always have enough food to eat. We won't have to move away from La Confianza anymore because of the floods during the rainy season. There will not be any more attacks on La Confianza. Someday our home will be much stronger, so we won't be afraid when it gets very wet or windy. Someday I will be able to finish school and help my community.