

PAMOJA

Pamoja Kwa Haki – Together for Human Rights

A Transition Year Human Rights Module



About this manual

This manual has been developed for teachers to support the Pamoja project in your school.

It is constructed around the three academic terms in the school year to assist in the planning, in the organising of activities and the evaluating of the project.

Term One focuses on **Analysis**; helping teachers to start the project, to explore development issues and to research the Lent theme and country of focus.

Term Two focuses on **Action**; helping teachers to decide and plan their actions in order to support and promote Trócaire's Lent campaign.

Term Three focuses on **Reflection**; helping teachers to evaluate and reflect on the project. It is during this term that we would ask you to fill out the Pamoja report. On receipt of this report, Trócaire will send out certificates to all of your class.

This manual contains ideas for classroom activities that can be undertaken during each term. The teacher is free to decide what activities they would like to undertake and in what order. It is written in conjunction with the **Learning Journal** and the **Pamoja Report**. Supplementary materials on the Lent theme and country will be submitted during the school year.

The Pamoja project is a skills-based project focusing on analysis, research and team-work skills in Term One, and building on these skills with communication, presentation and evaluation skills in the following terms.

The Pamoja project can be undertaken as part of a Development Education module, as a Transition Unit or within a subject class or Peace and Justice Group.

Note on activities

You will find accompanying icons to highlight the features of each activity.



Aim: of an activity or section



Journal: where an activity links to the Learning Journal



Discussion: where students have discussions and brainstorming sessions



Data Capture: where information, feedback and notes are written on flip chart/A3 paper and used as reference material in subsequent activities

The activities are part of Get Global!, an active citizenship module developed by Joanne Price and produced with funding from ActionAid, Christian Aid, Oxfam, Save the Children, DFID and Trócaire's partners CAFOD.

Did you know?

Pamoja Kwa Haki means 'Together for Rights' and that's exactly what it's about. It's about young people who are concerned and passionate about human rights, coming together to create awareness and mobilise people to act in the defence and promotion of Human Rights. Using creative and innovative means, you have the ability to reach out to your peers, your school and beyond to support Trócaire in working for a Just World.

The Pamoja project is a Development Education project developed in conjunction with Trócaire's annual Lent Campaign. Pamoja groups explore and research Trócaire's Lent theme and country, undertake actions to raise awareness during Lent and celebrate and evaluate their achievements.

Pamoja is founded on the principles of

- P** – Participation
- A** – Analysis
- M** – Multiple points of view
- O** – Outside the box!
- J** – Justice
- A** – Action



What does a Pamoja project involve?

Pamoja Group

- Prepare & design a project on Trócaire's Lenten theme and developing country focus during November, December and January.
- Hold regular meetings to plan and co-ordinate your project
- Present this project during the Lenten period to your peers, school community and beyond.
- To prepare for and host Trócaire representatives if they visit your school
- To keep a record/receipts of any costs to be covered by Trócaire as a result of this project.
- To evaluate and reflect on what you have learned and experienced by completing the project and the Pamoja report.



Trócaire Education Team


- Trócaire Education Team: Trócaire's education team will be available by phone and email to support you during the year.
- Information on the Lenten theme and country focus will be supplied initially and also in response to your requests.
- A Trócaire visitor from the Lenten focus country may visit your school during Lent to support your own campaign and to give you a special and personal insight into their life, work and country.
- A Trócaire Pamoja 'Certificate of Achievement' will be presented to you on completion of your project and Trócaire report in recognition of your commitment to justice, peace and human rights.

Term One: Analysis


The objective of this term is to explore and examine world poverty through the lens of a particular theme and country. The theme and country will link in with Trócaire's Lent campaign.


Getting Started!

Activity One: Ideal Futures


 An activity for exploring perceptions of the world


Think about how you would like yourself/your school/local area/country/ world to look in ten years time. Consider the characteristics of good citizens. What would there be in the world that there is not now?


 Explore your own ideal future in your learning journal and share with your class. In small groups, why not present the group's ideas on posters to the whole class.

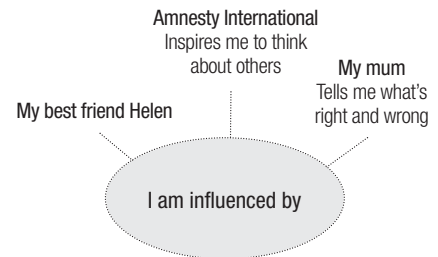
 Discuss which of these things are most important and most realistic, and how each may be achieved. Consider: Who has the most power to change things? What do you think you can do? Who could you influence to change things?

Activity Two: Influencing People

 An activity for exploring and analyzing influence

 Discuss what influence means, ie. affecting the way someone thinks and behaves.

 Draw a spider diagram of the people who influence you, eg. individuals such as parents or friends, and groups such as pop groups, organisations. Write your name in the middle of a piece of paper and draw lines linking your name to their names. The length of the line represents how much the person influences you. A short line represents a lot of influence because it is nearer to you, and a long line represents less influence because it is further away from you.



Write how each person influences you along each line, eg. My mum influences me by telling me to eat properly.


Draw a second spider diagram of people who you influence, with those you influence most nearest to the centre, and those you influence the least further away from the centre.


Compare the two spider diagrams considering the similarities and differences, eg whether the people who influence you are the same people you influence.

Compare each other's spider diagrams, eg. whether everyone has the same amount of influence.


Consider how the people on your spider diagrams may influence each other, and draw labeled lines showing how. It will begin to look like a spider's web.

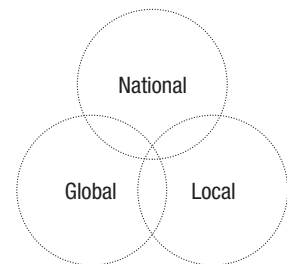
Activity Three: Local to Global Power

 An activity for exploring and analysing influence and power at local and global levels.

 Discuss the difference between influence and power. Think of people who influence you and people who have power over you at local, national and global levels. Present conclusions by sticking post-it notes on large circles on the wall or floor.

Calculate the proportion of people who have influence and the number who have power over you at local, national and global levels. Discuss the findings and whether or not it is what you expected. Are there any names in the overlapping circles? What does this mean?


 Repeat the activity focusing on people you have influence over and people you have power over. Add this to the diagram using a different colour pen.




Exploring Global Issues and Countries

Use the supplementary notes on Trócaire's Lent theme and country to help you.


Activity Four: Broaden your Horizons

 An activity linking issues in Ireland with issues and impacts around the world

 Draw an outline of a globe or map of the world and put it on the wall or floor.

Write important issues affecting students' lives above the world. These could be written on post-it notes.

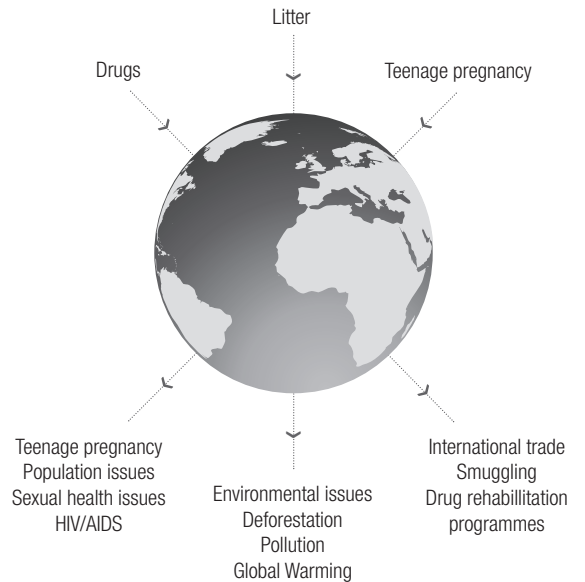
Take each issue in turn and think about how it may affect people in other parts of the world. Draw a line through the centre of the world and write responses at the end of it.

 Does the issue affect people in other parts of the world? How?


Does it affect people in similar or different ways? How?


Are there any related issues?

How could you find out more?




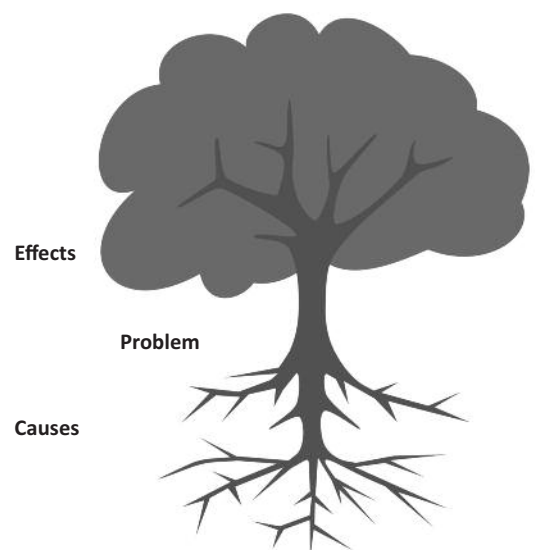
Activity Five: Exploring the Lent theme using the Tree of Analysis

 An activity for exploring the causes and effects of Trócaire's Lent theme/issue

 Draw a tree outline. Label the trunk with the chosen issue, the roots with the causes of the issue and the branches with the effects of the issue. This can either be done before any research as a way of representing what students already know, or at the end of the research to present findings.

Divide students into groups to create their own tree diagram. Students can brainstorm both the causes and effects of the issue. Get students to present their causes and effects to the rest of the group. Merge all the causes and effects highlighted onto one Tree of Analysis.

 Discuss the following questions: How useful is the tree for understanding the issue? Are there any connections between the causes and the effects? Does the issue seem simpler or more complicated now? Can you think of any possible solutions to the problem?



Researching and Analysing

Activity Six: The Research Mind Map



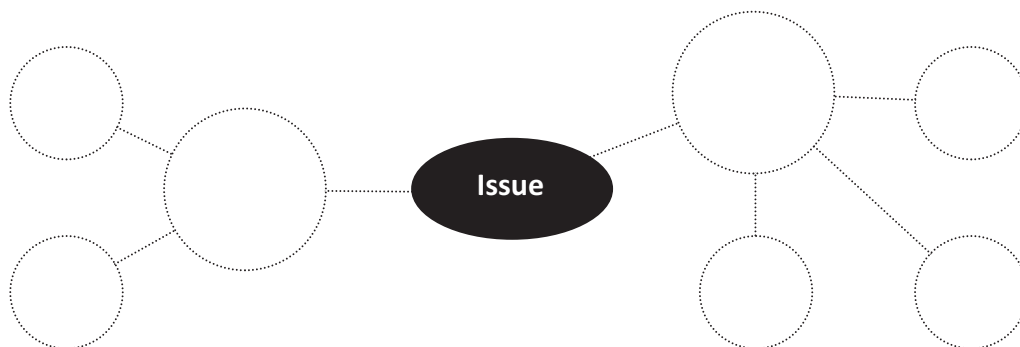
An activity for discovering what students know already and what they will need to know

Present the chosen issue as a mind-map. Write the issue in the centre of a page, brainstorm words that come to mind and add them around it. Make links between the words.



Make notes on the mind-map on what information is needed. These can be used as the basis of the research. Write entries in pencil or on post-it notes so they can be changed. The matrix can be used as an ongoing reference point with new sources and information added as the process progresses.

Discuss the following questions: Is the research information useful? Is it accurate? Who wrote the book, or owns the web site? Do you think the information is biased?



Activity Seven: What's on the World Wide Web?



An activity to explore how to use the Internet as a research tool



Refer to the list of suggested Internet websites contained in this manual on the back page. Assign one or two websites to students working in pairs. Students can document their findings in their journals. Using the information taken from the various sites discuss the following questions with your students:

Is the information the same on every website? Are there any differences? Why do you think this is?

Who owns the website? Is there any evidence of bias? Have you browsed the links pages?

Can you think of a website that would give you a different view of the world?

Encourage students to make a display board or project book to promote what they have researched and discovered about Trócaire's work, the Lent theme/global issue and the country of focus.

Term Two: Action!

The objective of this term is to use your research and learning from the first term to put in place some actions to carry out during Lent. Your goal is to raise awareness about Trócaire's Lent campaign in your school, your community and beyond. This term you have to decide what to do, and do it!

Putting the Plan in Place

Activity One: Bricks and Hammers



An activity for exploring possible actions



Imagine what an ideal world would look like – one that did not have the chosen issue as a problem. Draw pictures or maps, or act out what the world is like now compared with an ideal situation. Link in with Activity One from Term One (page 4).



In groups draw a brick wall. Label each brick with an obstacle to realising the ideal world vision, e.g. poor people don't get a fair price for their goods if the issue is fair trade. Make paper hammers to knock down the bricks, and write actions to improve the situation on them e.g. try and sell fairly traded goods in the school canteen. You could use these hammers to decorate your classroom and refer to them throughout the duration of the project.

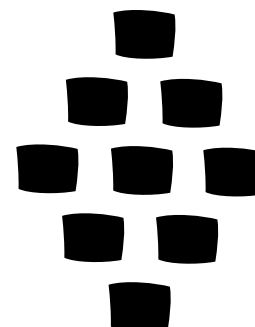
Activity Two: Diamond-Ranking



An activity to decide what actions to undertake during Lent to raise awareness about the Lent theme and country

On a set of cards or post-its write down twelve possible actions you could take to highlight the issue you are exploring.

As a class arrange the twelve cards in a diamond pattern: the single actions at the top and the bottom of the diamond are the most and least preferred; the two/three actions below and above these are in the next order; the three/more actions across the centre are of middle-order importance with little to differentiate them.



Consider which actions would have the biggest **impact** in school, the local area, country and world. Which actions are the most **practical** to do? See page 9 for some ideas for actions. Remember to:

- Think big. Start small.
- Set realistic goals.
- Be prepared to work hard.
- Use the specific talents of people in your group.
- Get more people involved.

Taking Action

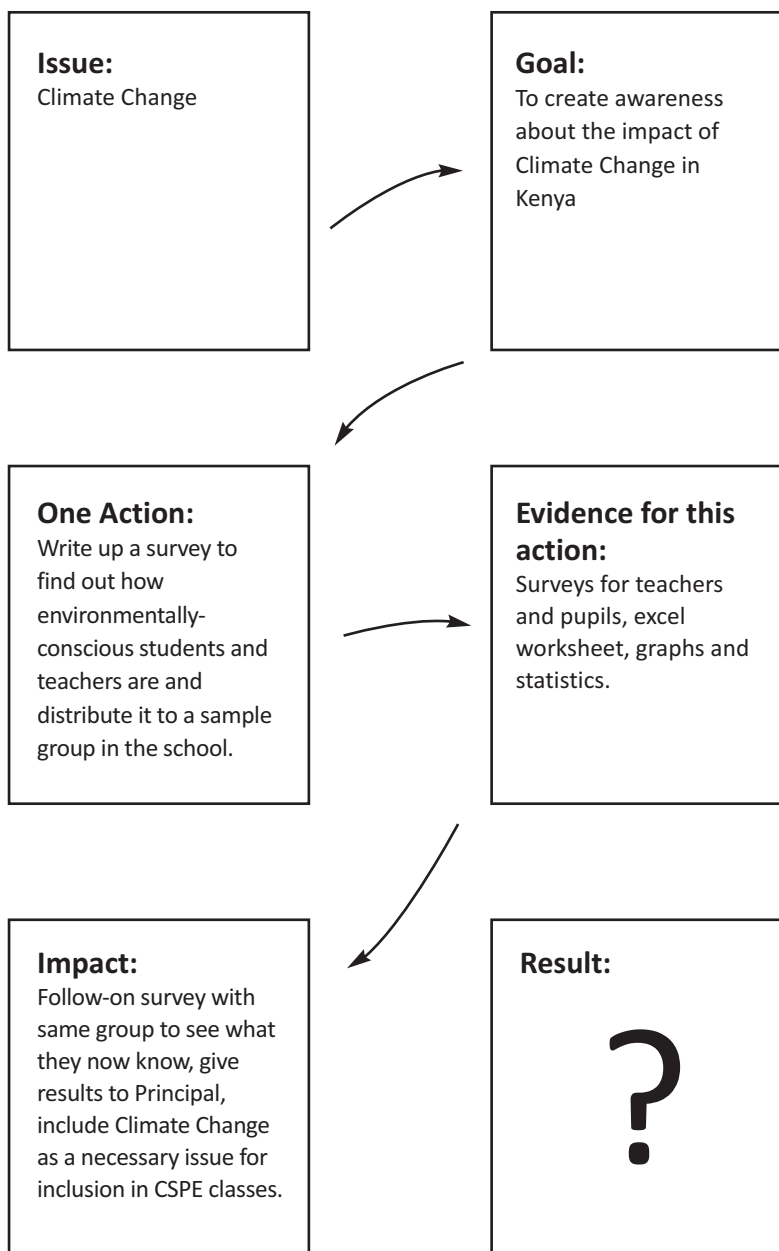
Activity Three: Our Action Plan

An activity for developing a plan of action for Lent

Divide the class into groups and assign each group to an action from the diamond-ranking exercise (Activity 2).



For each action you commit to, (a) decide on how you are going to do it (evidence) and (b) what the expected measurement of its success will be (indicators). At the end of Lent, what would you like the result to be? Use the actions on Page 9 to give you some ideas and look at the example below.



Reaching Out: Are you up for the Challenge?



Ideas for Actions

Since 2003, Pamoja students from around the country have undertaken numerous actions to bring Trócaire's Lenten message to their school and wider communities. Pamoja schools are being invited to undertake Pamoja Challenges for which they will receive recognition.

- ➔ **Media Challenge:** the aim of this action is to get students to use media to spread their message (see page 10). Some ideas would be:
 - Featuring in local or national newspapers,
 - Featuring on local radio or TV,
 - Creating a Pamoja webpage on your school website.

- ➔ **School Challenge:** the aim of this action is to bring your message to your school community. Why not:
 - Make a display board in your school,
 - Do a workshop/presentation for your school mates or other classes,
 - Organise a prayer service in your school,
 - Organise a school fundraising event in solidarity with people living in the Developing World.

- ➔ **Community Challenge:** the aim of this action is to bring your message to the wider community (see page 10 & 11). Here are some suggestions:
 - Make a display board for your local supermarket or library
 - Create links and work with another local community group,
 - Organise a prayer service or mass in your local church,
 - Do a workshop in local primary schools...

- ➔ **Culture Challenge:** the aim of this action is to bring your message to peers and beyond using your most creative, artistic and literary skills. Here are some ways how:
 - Create a banner, artwork, posters,
 - Write stories, poems, or engage in dialogue with others,
 - Organising a drama or showing a film,

- ➔ **Campaign Challenge:** there are many ways to campaign on behalf of Trócaire and the aim of this action is to effectively use these tools to communicate your message (Check Page 10). Why not:
 - Check out our Trócaire campaigns at www.trocaire.org/getinvolved,
 - Email or visit your local politician,
 - Organise a postcard campaign or petition,
 - Take part in Trócaire's rallies or organise your own march.

- ➔ **Special Merit Challenge:** recognises innovation, ingenuity and originality in students. The aim of this action is to think outside the box and come up with a novel way of bringing your message to peers, the community and beyond!

How you meet these challenges is really up to you! Trócaire will recognise all your efforts with a Certificate of Achievement at the end of the year. Go on, reach for the stars!

Working with the Media

More and more people are listening to their local radio station over a national station.

They're still buying their local newspaper. So, Think Global but Act Local! Media is a powerful medium through which to bring your message to your wider community.

Below are a few tips on how you might go about making the most of this platform.

- KIS – Keep It Simple! You may be well informed about NGOs, the MDGs and so on but not everybody is!
- ALWAYS prepare for an interview – ask yourself,
 - What is my message?
 - Who do I want to reach?
 - How can I make it interesting?
- Write a list of three central points that you would like to make
- Only speak in facts and use human interest stories to illustrate facts & figures.
- Keep it Local – what does your message have to do with the people in your community – how can they play a role?
- If writing an article, keep the same points in mind.
- Where possible, illustrate your message with images and photographs.



Public Meetings and Events

Some questions to brainstorm with the group before you begin; what do we want to achieve, who will be our audience, where/when will it take place, how will we make our event interesting and simple, what will we need, how will we prepare?

- Once a date has been agreed, you can begin to prepare and advertise for your event.
- If your event is taking place in a public space, you need to check with the local Garda /PSNI if permission/permits are necessary.
- Co-ordinate the different tasks that need to be carried out before, during and after the event. Make sure somebody is assigned to cover all of these.
- Issue a Press Release – your local media might like to come along!
- Record and document the event and include in your Pamoja report.



St. MacDara's Community School

Visiting Primary Schools

Below are some suggestions for running sessions for Primary class children. The two Lenten resources produced for Primary schools will also give you plenty of ideas! Check out www.trocaire.org/education where you can download the Primary Lenten material.

Before the Visit

Write to the school you are hoping to visit explaining who you are, what a Pamoja group is and that you are hoping to tell others about the Trócaire Lenten Campaign. Explain that you would like the opportunity to talk to a class/es. Your letter should be signed by both you and your teacher.

Follow-up your letter with a phonecall

If the school is interested in having your group run a session with the students you will need the following information:

- the number in the class,
- the age group
- the length of your session (be prepared to suggest the length yourself)
- date and time of session

Preparation

Download the primary school lent material at www.trocaire.org/education. This will give you lots of useful activities which you can use in the classroom.

Materials: Prepare the materials you will need on the day e.g. markers, bluetack, Lenten posters, paper, overhead projector or data projector if you need these, world map

After the session

Ask the teacher how s/he felt the session went – use any suggestions for amending future sessions

Some general guidelines for sessions

- Pitch the activities at the appropriate level for the age group
- Keep the language and the concepts simple
- Involve the children in the activities
- Use a variety of methodologies
- Move around the room
- Keep eye contact
- Ask the children to raise their hands to ask or answer questions
- Good Luck!

Campaigning Works

Once you've raised awareness, people will have one question...

What can I do?

There are a number of ways which people can play their part in working towards a Just World. Trócaire's Education Team believes that Education is for Action, Education is for Change. You can be part of that Change by campaigning for Trócaire! Check out Page 9 for some ideas. In the meantime, do the following...

- Inform yourself! Have a good knowledge of the issue and the solutions.
- Set realistic targets.
- Decide what campaign action you are going to use. Check out www.trocaire.org/getinvolved for some campaign actions.
- Are there local politicians you can lobby for support?
- Are any key dates or events coming up that you can keep in mind?



Hazel Hurley, Trócaire Campaigner and Past Pamoja Student, Sacred Heart School, Clonakilty.

Your Lent Visitor - Who, Why, When, Where, How?

During Lent, a visitor from one of Trócaire's partner agencies, based in the developing world, may visit your school. It's an ideal opportunity to put your learning into practice but also to get all your questions and queries answered. The Lent visitor represents not only Trócaire's work abroad but their own story and experience. However, it's up to you how you use this opportunity.

Ideas shared...

Welcome the visitor – they will have travelled far especially to visit your group so they appreciate a warm welcome.

Brainstorm in advance what outstanding questions you may have for the visitor on their country, their work or a particular global issue.

The visitor will be in your school for 3 or 4 hours so you should think about how best they can support your own campaign while there.

Short sessions with the visitor, such as a single class, can be good if you want an introduction to a developing country. However, longer sessions, such as a double class, allows for a longer Question and Answers session and in-depth discussion.

Think about how many people you want to attend – small groups can be more conducive to an informal and in-depth discussion but big groups cover more people.

Demonstrate to the visitor what you have researched already and what actions you have taken. Show off your display board or present your own talk or workshop.

The visit isn't just about learning about development issues. It also includes learning about different cultures and societies. Why not prepare some traditional Irish food or entertain the visitor with some Irish music or dancing? The visitor might be happy to return the favour!

Don't forget to take photos or video footage. These can be used to achieve your challenges, upload to the website, inform the public or as evidence for your Pamoja Report (see page 14).

Your visitor may have other schools to visit during the day so keep a nice, balanced schedule.



St Leo's College, Carlow

The Checklist!

- Agree a date with your Trócaire Education Officer that is convenient for both of you.
- Decide what classes you would like the visitor to meet.
- Inform your Principal and school.
- Prepare what questions you would like to ask the visitor in advance.
- Make necessary arrangements in relation to your timetable and that of the classes involved.
- Decide in what room the visitor will be based.
- Arrange what equipment will be needed – power point, posters, map of the world...
- Have your display board ready in a convenient location to showcase your work to the visitor.
- Arrange to have a camera or camcorder to film the event.
- Inform the Trócaire Education Officer in advance of your plans so he/she can prepare the visitor.
- Upload your photos and video clips to the Pamoja website.

Decide who is doing what role –

- ✓ Welcoming committee
- ✓ Introducing the visitor
- ✓ Preparing food/cup of tea
- ✓ Playing traditional music
- ✓ Touring the school

Term Three: Reflection

The objective for this term is to evaluate, reflect and measure the impact of the Pamoja project.

Use the Pamoja Report to help you with this.

Activity One: The Journey of Discovery



A visual and creative way for your students to reflect on the learning process they have engaged with and to acknowledge the development of understanding.



Get a long piece of paper (lining paper or wall paper works really well!) and draw the history of the project, from where the students started to where they are going.

Use the following mile-stones to initiate discussion and reflection.

Humble beginnings (refer to your brainstorm flipchart)

Fact finding

Knowledge gaps!

Group buzzing!

What I have learned...

Different views

Samples and examples

What I think now...

Where do I go from here?



Give the students a number of post-its and encourage them to comment on what they discovered at each stage. Each student places the post-its on the lining paper at the relevant stages.

To add another level to the time line, you could divide the lining paper into two. Things above the line reflect things that were discovered and understood and things below the line are things that are still challenging and difficult to understand. Discuss these challenges and how they may be addressed.

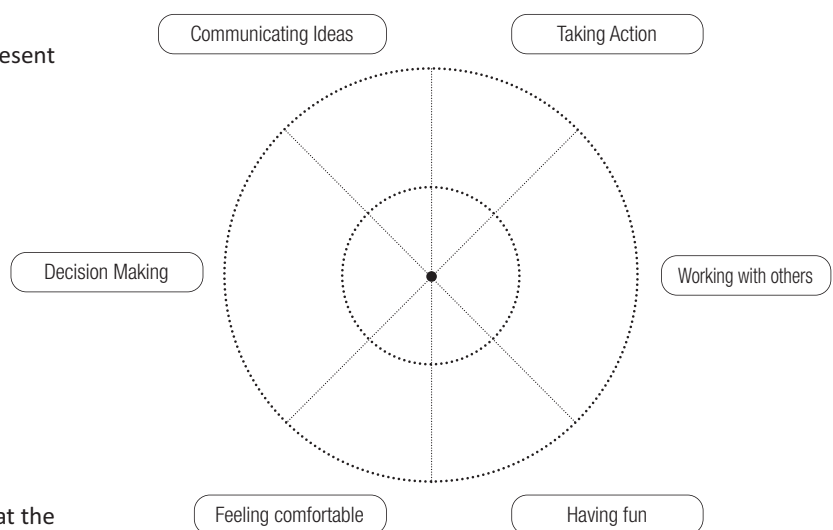
You can choose to do this for the project as a whole or for individual actions or activities.

Activity Two: Evaluation Wheel

Draw a circle and mark it into sections to represent different indicators, eg skills used, actions completed. Colour each segment in the inner circle proportionately to show how successfully the indicator was met – colouring a tip of the wedge represents it being hardly met; the whole wedge represents it being completely met. The outer wedge can be filled in with comments or suggestions for change.



Using your learning journals, reflect on what you expected before you started the project, what you felt during the project, and how you feel at the end of the project.



Use these reflections to compile your Pamoja Report.



Notes

Using your tools

All of the required resources to partake in the Pamoja project are available from <http://www.trocaire.org/resources/pamoja> or on the Trócaire website at www.trocaire.org/education

Country and Theme Information: This will be made available to teachers in September when Trócaire will have decided its Lent theme and country.

Learning Journal: The journal contains supplementary materials for students to help them research, take action and reflect individually.

Pamoja Report: To be used in Term Three as an evaluation tool. Fill in the report as a class and send a copy of it to your Education Officer and keep a copy for yourself. Trócaire will use their copy to monitor and improve the Pamoja project for all schools. This is a confidential document and Trócaire will not name your particular school or publish the data without permission.

Meet the Trócaire Education Team



Expand your Horizons!

Below is a list of suggested websites so you can start researching your Pamoja theme and country – but don't let this list constrain you! There are limitless possibilities and resources out there to help you.

WEBSITES TO GET YOU STARTED:

<http://www.nationmaster.com>

A generic and very useful source of country information.

<http://www.lonelyplanet.com/worldguide/destinations/africa>

The Lonely Planet website gives general country information and some nice cultural aspects too.

www.wikipedia.org The Wikipedia website contains an abundance of information on various human rights issues. It also provides detailed reference guides with suggestions of where to look for further information.

www.globalissues.org The global issues web site presents numerous global issues and articles, aiming to show how social, political, economic and environmental issues are inter-related.

www.ted.com This website presents interesting and riveting talks by a variety of people. The speakers cover diverse subjects and are not only related to development. Be inspired!

http://news.bbc.co.uk/2/hi/africa/country_profiles
The BBC website provides country profiles.

TRÓCAIRE'S PERSPECTIVE:

www.trocaire.org

The Trócaire website country information gives news about our work around the world.

THE UN'S PERSPECTIVE:

www.ohchr.org

The United Nations Human Rights site gives information on human rights and human rights issues.

A SOUTH AMERICAN PERSPECTIVE:

<http://www.comunidadandina.org/endex.htm>

This is the website of the Union of South American countries or UNASUR. The UNASUR is similar to the EU. Contains lots of interesting information on South America to help you understand the countries and contexts.

AN EU PERSPECTIVE:

http://europa.eu/pol/dev/index_en.htm

This website outlines how the European Union is involved in development issues and some of the activities in which it is involved.

AN AFRICAN PERSPECTIVE:

<http://www.africa-union.org>

A link to the African Union website. The AU is the equivalent organization in Africa to the EU in Europe. It enables all member states to adopt coordinated positions on matters of common concern in Africa.

WHAT ARE THE PAPERS SAYING?...

<http://www.guardian.co.uk/> This is the website of The Guardian newspaper.

<http://www.irishtimes.com/> A link to the Irish Times newspaper.

<http://www.independent.ie/> Why not see what the Irish Independent newspaper is saying?

<http://www.ft.com/world/> The Financial Times provides economic, business, social and political news from around the world.

NEWS FROM KENYA

www.nation.co.ke/ For up to date news on Kenya, log onto the Daily Nation website.

www.standardmedia.co.ke/ One of the most popular daily newspapers in Kenya.

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