



**BECOME
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TROCAIRE
Working for a Just World

TEACHER'S NOTES

A unit for post-16 General RE

Suitable for use with the Pope John Paul II Award (Unit 1)

Slide 3: Human Rights

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Burma school children in camp

Human Rights

The UN defines Human Rights as the:

'basic rights and freedoms that all people are entitled to regardless of nationality, sex, national or ethnic origin, race, religion, language, or other status'.

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Explain that you are going to do a starter activity for the 'Become Aware' unit. Divide the class of students into one thirds REDS and two thirds GREENS and provide them with a relevant colour sticker. Inform the group that they are going to have a class discussion. Tell the REDS that they will decide on a topic, something that is of interest to them. Inform the students that at no time are the GREENS to participate. If they speak they will be made to stand. After the discussion ask the students -

- How did it feel if you were one of those discriminated against?
- How did it feel if you were one of the 'lucky ones'?
- Which rights were being abused?

What do you need in order to be able to successfully defend your own/someone else's rights?

(Answers might include: awareness of what your rights are, freedom to speak out without intimidation, confidence that you will be heard, and confidence that someone/some official body has power to take action).

Slide 4: Declaration of Human Rights

DECLARATION OF HUMAN RIGHTS

DECEMBER 10
1948

**IT STATES THAT EVERYONE
HAS A RIGHT TO...**

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Explain that, for the sake of everyone's rights, in 1948 when the world was still overshadowed by memories of the atrocities of World War II, the UN proclaimed the Universal Declaration of Human Rights (UDHR).

Slide 5

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PROTECTION OF CORRESPONDENCE	MARRY AND START A FAMILY	LIFE, FREEDOM AND SECURITY
PROTECTION OF REPUTATION	BE PRESUMED INNOCENT UNTIL PROVEN GUILTY	HUMANE TREATMENT
EDUCATION	WORK, FOR A JUST WAGE	EQUAL PROTECTION IN LAW
ASYLUM FROM PERSECUTION	OWN PROPERTY	FREEDOM OF THOUGHT
A NATIONALITY	FREEDOM OF OPINION AND EXPRESSION	FREEDOM OF CONSCIENCE
REST AND LEISURE	FREE CHOICE OF EMPLOYMENT	FREEDOM OF RELIGION
FREEDOM OF PEACEFUL ASSEMBLY	PROTECTION OF PRIVACY, FAMILY, HOME	TAKE PART IN GOVERNMENT
JOIN A TRADE UNION	AN ADEQUATE STANDARD OF LIVING	ACCESS PUBLIC SERVICE AND SOCIAL SECURITY

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Display the slide, using the animation.

Ask: Do you think it is important that the UDHR was proclaimed? Why/why not?

(Draw out that, in order for people to defend their rights they first need to know what their rights are).

Give time for students to read the completed screen. Ask for examples of people in Ireland/UK who experience infringement of their human rights. Millions of people in the world experience life-threatening infringements of their human rights. Where do you think the majority of these people live? Why might this be? What conditions are necessary in a country or area for human rights to be consistently upheld?

Slide 6: Rights lead to duties

Lina & John Mario Peralta, Las Minas, Florencia, Colombia



Rights lead to duties

UDHR, Article 29, states that: *“Everyone has duties to the community in which alone the free and full development of his or her personality is possible.”*

- Why is the above statement about duties contained in the UDHR?
- Look again at the human rights on the previous slide. Name a duty that corresponds to each right, for example, the right to education implies a duty to ensure all children get access to at least a primary education.

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“To claim one’s rights and ignore one’s duties, or only half fulfil them, is like building a house with one hand and tearing it down with the other.” – Pope John XXIII, Pacem in Terris, 30.

Discuss why rights necessitate duties. You could do the rights-duties matching exercise together on the whiteboard by annotating the previous slide with whiteboard pens. Alternatively, display the previous slide and let students note down their ideas then share in a feedback session. After the exercise, ask: Imagine a world where everyone has rights and no one has duties; what would it be like? Optional extra activity: Challenge individuals or pairs of students to write a scenario set in a world where everyone has rights and no one has duties.

Slide 7: Reflection

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Reflection

“Commit yourself to the noble struggle for human rights. You will make a greater person of yourself, a greater nation of your country and a finer world to live in.”
Martin Luther King, Jr.

“If we all discharge our duties, rights will not be far to seek.”
Mohandas Gandhi

“Human rights are not a privilege conferred by government. They are every human being’s entitlement by virtue of his [or her] humanity.”
Mother Teresa

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Give students a few moments to read the quotations. Invite them to choose one that resonates with them or challenges them and to ponder it for a minute or two. Invite each student to read out their chosen quotation and, if they wish, to say what it means to them. (Source: <http://www.betterworld.net/quotes/humanrights-quotes.htm>)

Slide 8: An Ideal World



Elizabeth Korio, Jemima Moonka, and Grace Moti of the Maasai Womens Group

An Ideal World

Lord Jesus, you challenge us to love as you loved, to transform our communities and our world into places of justice and peace. Inspire us by your Holy Spirit so that we do not look at our weakness but trust in your word that with God all things are possible. Amen.

IMAGINE the impact of a Church fully living Jesus' words.

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Invite students in groups to create a poster or collage of what they would like their ideal world to look like in 10 years time. Students can draw, use key words, create collages from newspaper or magazine cuttings. Display the students' thoughts and ideas on a display board and as a class identify and reflect on some of the recurring themes. This will be helpful in identifying student interests for the planning of service projects. As a class, briefly brainstorm ideas on how to achieve the vision and what challenges they might face in achieving the 'ideal'.

Slide 9: Trócaire's Work

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Jaime Ruiz and Kaivin Ruiz



TRÓCAIRE'S WORK

In over 27 countries, Trócaire partners work alongside people in poor communities. Often this means helping people to learn alternative farming methods or set up new businesses. In consequence, thousands of people can now feed their families and achieve a decent standard of living. You may be less aware that our work also addresses other human rights

LET'S LOOK AT THREE EXAMPLES:

- The right to education and a childhood in Nicaragua
- The right to security in Palestine
- The right to humane treatment

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It's our partnership approach that really makes us different. When we help people, we work with them, so that they drive the entire process themselves. Solutions are not imposed on the people we help. Instead, they become the authors of their own destiny. As far as is possible, all the goods and items we need to carry out our work are purchased on the ground, meaning we feed back into the local economy and cut back on unnecessary expense, such as transportation costs. Read this slide together as an introduction to the session. Students could then be divided into groups of four or five, with a different case study given to each group. Print out a copy of each case study for each group.

Each group has 20 minutes to prepare a presentation for the class that includes:

- A summary of their case study, the problems being addressed and how Trócaire's partners' work is helping
- Anything that shocked or surprised the students

Visit each group offering additional information from the teachers' notes as needed.

After the presentations ask:

- Were students surprised that Trócaire partners work on issues other than food, water and livelihoods?
- Draw out that the students have been presenting examples of how the Church acts on its own social teaching. As an official development agency of the Church, and part of the worldwide Caritas network of Catholic agencies, Trócaire enables Catholics in Ireland to put their faith into practice, helping people all over the world. Any fundraising that your students have done for Trócaire in the past has helped communities like those in the case studies.

Slide 10: Nicaragua: The Right to an Education and a Childhood

Lisabeth Sevilla Palacios, Nicaragua, 2006



Nicaragua
The Right to an Education and a Childhood

Nicaragua, known as the 'land of lakes and volcanoes', is one of the poorest countries in the Western Hemisphere. Experiences of military dictatorship, civil war, natural disasters and government corruption have hindered its development.

Just one in three children complete primary education. Many children work to supplement the family income and many of those who do go to school also work. The work includes hazardous work such as on dumps, selling in the middle of busy roads and labouring in quarries.

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Nicaragua was colonized and controlled by Spain from 1524 until 1838. The Somoza family, supported by the USA, ruled the country from 1937 to 1979, amassing huge personal wealth. Opposition to the regime started in the 1960s but accelerated when the Somozas pocketed international aid intended for people affected by the devastating earthquake of 1972. A rebel movement called the FSLN, or Sandinistas, began a guerrilla campaign which finally overthrew the Somozas in 1979. The new government under President Daniel Ortega nationalised the lands of the Somozas and established farming cooperatives. Illiteracy levels were reduced from 50% to 13% and the introduction of an immunisation programme eliminated polio and reduced infant mortality to a 1/3 of the rate it had been before the revolution. The US government was alarmed that the Nicaraguans were setting a dangerous example to the region and in 1981 began a campaign of destabilisation in Nicaragua – by suspending aid and funding counter-revolutionary groups known as the Contras. In 1985 the USA imposed a trade embargo that lasted five years and strangled Nicaragua's economy.

By 1990, when the Sandinistas were defeated in elections as part of a peace agreement, Nicaragua's per capita income had fallen by 33.5% from its 1980 level. Since 1990 there has been a relatively stable democracy which has resulted in very limited economic growth, but also a growing inequality between the 'haves' and the 'have nots'. Hurricane Mitch devastated the country in 1998, killed thousands and caused billions of dollars worth of damage. In 2005, Nicaragua's foreign debt was cancelled under the Heavily Indebted Poor Countries initiative. However, the money freed up has been partly used to pay off the internal debt within the country. This internal debt dates back to the time of the Sandinistas, when wealthy Nicaraguans had land confiscated during the land reforms of the 1980s. Under pressure from the USA, these people were repaid using government bonds with very high interest rates. These bonds are still being reimbursed by the current government, swallowing up 25% of the national budget.

Slide 12: Nicaragua, Trócaire's Partners



Jaime Ruiz, Nicaragua

Nicaragua Trócaire's Partners

Trócaire works with a number of partners in Nicaragua. Two of these partners are Natras and Cesesma. These organisations promote Children's Rights. They do this by empowering young people to go out and talk to other young people about their Rights-Peer Education. This is a powerful and successful way of learning.




Trócaire fund groups who work to ensure that children and adults are aware of their civil and political rights and that these rights are respected. Dos Generaciones is a training centre for children who work on a dump in Managua. The centre aims to educate children and their mothers with a view to getting alternative employment. Another partner organisation is NATRAS which has a network throughout Nicaragua to support child workers and educate them about their rights. They campaign to raise awareness of child sex abuse and provide technical training. Cesesma is a group which promotes and defends the rights of children and young people, through processes of awareness-raising, reflection and action in partnership with rural children and young people, and other members of the community.

Slide 13: Palestine, The Right to Security



Mikhael Manekin, Palestine

Palestine The Right to Security

The situation: Since the West Bank and Gaza Strip were occupied by Israel following the Six-day War in 1967, Palestinians have seen their standard of living fall; now more than three-quarters of the population in Gaza lives below the UN poverty line.

In most of the West Bank, Palestinians cannot build homes or roads, or move freely from place to place because the Israeli authorities will not give them permission. This damages the economy and local services and breaks up families. Our partners provide legal services to those whose homes are threatened and help people stand up for their rights.




Background information on the history of Gaza: The Gaza Strip is a narrow piece of land along the Mediterranean coast between Israel and Egypt. Its area is 365 sq. km. More than 1.5 million people live there. 56% of the Gaza population are under 18 years of age.

A long history: After the 1948 Arab-Israeli War, Egypt occupied Gaza. Palestinian refugees fled to Gaza from areas that became the country of Israel. Israel occupied Gaza in 1967. Since then Gaza has been disconnected from the

other Palestinian areas of the West Bank and East Jerusalem. In 2005 Israel removed its illegal settlements from Gaza but no Palestinian was allowed to enter or leave Gaza. Israel controlled Gaza's borders. In 2006 the militant group Hamas won elections in Gaza. The international community and Israel imposed sanctions on the people of Gaza. This led to a siege on Gaza. Israel allowed only basic items like food, groceries and medicines into Gaza. In 2008, aid agencies described Gaza as in a humanitarian crisis. After a six month ceasefire in 2008, during which people in Gaza remained under siege, violence began to escalate. Both sides, the Hamas and the State of Israel, blamed each other for the increased violence. At the end of 2008, Israel attacked Gaza with shelling and missile attacks, killing hundreds of Gazans, including civilians, and injuring thousands. Palestinian militants fired rockets into Southern Israel. Thousands of people were left with ruined houses without any running water and basic needs like food and medicine.

Two years on, in 2010, more than 1.4 million people remain in need of urgent humanitarian assistance. Because of a blockage on Gaza's borders, people are forced to live in appalling conditions. Power cuts are a daily fact of life and homes destroyed because of conflict cannot be repaired. Their efforts to recover from the sustained bombardment and conflict have been made almost impossible because of an illegal blockade on the people of Gaza that has been in place since June 2007. Due to the blockade Gazans cannot access basic items such as spare parts for cars and buses, plastic sheeting for shelter, wheelchairs for their disabled, books and stationery for their students, or even footballs and music instruments. It's also very difficult for even international government officials to visit the area as well as for aid agencies.

Slide 15: Palestine, Trócaire's Partners



Recently demolished house belonging to Palestinians in the area of East Jerusalem

Palestine Trócaire's Partners

Trócaire's work in Israel and the Occupied Palestinian Territories (OPT) began in 2002 in response to the unprecedented levels of military confrontation and restrictions on the movement of Palestinians imposed by the Israeli army.

Since then, Trócaire has continued to support a range of non-governmental organisations to fulfil its humanitarian mandate, but also to speak out about injustice and seek to address the root causes of poverty.




Trócaire has recently developed a human rights programme which aims to strengthen adherence to international humanitarian law and human rights in Israel/ OPT as a means of alleviating the humanitarian crisis, challenging the climate of impunity, and promoting a non-violent approach to peace.

The objectives of the programme include:

- Building the capacity, and supporting the work of, local human rights activists in Israel/OPT.
- Monitoring and raising awareness on human rights abuses, on behalf of our partners, among the Church and others, both in Ireland, the EU, and the US.
- Creating a space for dialogue between advocates for peace on both sides of the conflict.

Slide 19: Your Chance to make a difference!

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YOUR Chance to make a difference!

- Using the case stories and accompanying factsheets on global issues it is now up to you to select one issue you would like to explore further for your JP11 Award Service project e.g. Palestine, HIV Etc.
- You are now ready for the next stage, researching and analysis. Use the provided worksheet to help you achieve this successfully.

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The next step is for the students to learn as much about the issue as possible. They can use the photocopiable worksheet entitled 'Researching Your Chosen Global Issue' to assist them with this research. They could also perhaps watch a film based on their related issue to extend their knowledge and interest. Here are a few suggestions.

FILM

DURATION

PG RATING

Blood Diamond (2006)

143 minutes

15

Synopsis: A poor African farmer gets caught up in the conflict between an American diamond smuggler and the syndicate that controls local diamond mining industry.

The Constant Gardener

129 minutes

15

Synopsis: A widower is determined to get to the bottom of a potentially explosive secret involving his wife's murder, big business, and corporate corruption.

Shooting Dogs (2007)

115 minutes

15

Synopsis: In April, 1994, the airplane of the Hutu President of Rwanda crashes and the Hutu militias slaughter the Tutsi population. In the Ecole Technique Officielle, the Catholic priest Christopher and the idealistic English teacher Joe Connor lodge two thousand and five hundred Rwandans survivors in the school under the protection of the UN Belgian force and under siege of the Hutu militia.

Goodbye Bafana (2006)

140 minutes

15

Synopsis: Based on an inspirational true story, Goodbye Bafana tracks the unlikely but profound relationship between James Gregory (Joseph Fiennes), a racist South African gaoler, and his prisoner, Nelson Mandela (Dennis Haysbert). Gregory is ordered to spy on Mandela because he understands Mandela's native language. No one expected that a friendship would grow between these two very different men. Through Mandela's influence, Gregory's world will change forever. Powerful and uplifting, Goodbye Bafana delivers a moving message of hope, courage and humanity.

Slide 20: Prayer of Pope John Paul II

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Mayow Yusuf Isack, 7, is pictured here with his toy truck at Belet Amin's camp for displaced people in Somalia.



Prayer of Pope John Paul II

I leave you now with this prayer: that the Lord Jesus will reveal Himself to each one of you, that He will give you the strength to go out and profess that you are Christian. Accept His freedom and embrace His truth, and be messengers of the certainty that you have been truly liberated through the death and resurrection of the Lord Jesus. This will be the new experience, the powerful experience that will generate, through you, a more just society and a better world.

[L'Osservatore Romano, 11-5-79, 2]

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“Poverty is not only a question of having no material goods. Is the lack of human rights not also a form of poverty?”
– Pope John Paul II *Sollicitudo Rei Socialis (On Social Concern)*

Pope John Paul II repeatedly throughout his papal ministry spoke about the need for Christians to show preferential treatment for the poor and urged followers to challenge economic, social and political situations and structures that create a situation on an international level where the rich get richer at the expense of the poor who get poorer. Encourage the students to consider the role they all now must individually play in creating a better world. We pray...



FAITH IN ACTION RESOURCE

Worksheet 1: Researching Your Chosen Global Issue

The Global Issue I have selected to study is:

.....

Student Name:

.....

What do I know about this issue already?

.....

.....

What do I want to find out?

.....

.....

Where can I find out more information?

.....

.....

What new things have I learned?

.....

.....

What do I need to do next?

.....

.....