



SENIOR AND KEY STAGE 2 PRIMARY RESOURCE

INTRODUCTION

These Trócaire materials provide teachers of **3rd to 6th class** with an exploration of the theme of **poverty and the impact the community can make in dealing with poverty**. Through a range of activities and photos the pupils will have the opportunity to explore Honduras in greater detail to discover the importance of working together as part of a community and will work together in groups to role-play various situations. Also included in the resource are photos of people Trócaire work with and the work they do, as well as a final prayer and song for the people of Honduras.

THE RESOURCE INCLUDES:

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

AIMS OF THE ACTIVITIES:

- Encourage **empathy** with Giselda, her community and those who live in poverty.
- **Challenge stereotypical** beliefs and assumptions.
- Recognise the power of community and **working with one another**.
- Develop **understanding of the world** by engaging in creative and imaginative role play.
- Understand some of the **causes of**, and problems associated with, **poverty**.

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



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.



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 lively discussion and critical thinking concerning 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-0 LINKS

Alive-0 5

Term 3

Lesson 7 The Early Christian Community

Alive-0 6

Term 1

Lesson 11 Loving My Neighbour

Alive-0 7

Term 2

Lesson 3 Christian Community

Alive-0 8

Term 1

Lesson 1 In Relation

WHAT IS POVERTY?

Poverty is caused by a number of things – people not having access to land so they cannot grow their own food, provide shelter to protect from the elements, have

clean water to drink, adequate access to education, sanitation or to health care. Wealth is very unevenly distributed in Honduras with approximately one third owning most of the land and the other two thirds of the country living in poverty. Women and indigenous groups are among the poorest in the country. Honduras is the second poorest country in the whole of Latin America, only slightly better off than Nicaragua.

WHAT IS TRÓCAIRE DOING TO HELP?

- Working with partner organisations so that local people shape the process of change.
- Working with the poor by supporting them to gain access to land, credit and to increase their agriculture production.
- Helping farmers set up their own small businesses so they can support themselves and their families.
- Working with communities to protect the environment using sustainable agricultural techniques.
- Supporting human rights organisations in Honduras by putting pressure on the government to make changes that favour the poor, as well as reduce inequality and corruption.
- After Hurricane Mitch in 1998, Trócaire helped poor people re-build their homes and provided them with the tools to start growing crops again.

TRÓCAIRE
Working for a Just World



ACTIVITY ONE

EXPLORE

HONDURAS



CURRICULUM LINKS: Language and Literacy, SESE, World Around Us, the Arts.

YOU WILL NEED: Whiteboard, markers, maps, flip chart paper, photos 1 to 6.

STEP 1: Look at each of the photos and discuss them with the class. Brainstorm what the children already know about Honduras. Using a Peter's Projection Map ask them to find where it is, what countries surround it, what size it is, what languages they speak, what the weather is like and whether the country suffers from natural disasters.

Tip – to discover more about Natural Disasters have a look at Trócaire's 'Tales of Disasters' booklet and DVD or go to www.trocaire.org to find out more about this resource.

STEP 2: Having built up a foundation of knowledge on Honduras, break the pupils up into groups of 4 and ask them to find out all they can about the country and the people that live there. Inform them that they each have a particular role to play and will be feeding this information back to the rest of the class:

- **Whole group** – gather information about Honduras - the people, their languages and customs.
- **1st pupil** – Planner: examine how the information will be presented on the page.
- **2nd pupil** – Judge: draw out the key points that need to be included in the presentation.
- **3rd pupil** – Scribe: make notes based on the information given from the planner and judge.
- **4th pupil** – Speaker: present the information in a creative way to the rest of the class.

STEP 3: Each group will peer evaluate the other; providing key positive points about the presentation and things they can work on; asking what they know now that they didn't know before. Discussing what information really made them think and how they managed to work together.



ACTIVITY TWO

LETTER FROM HONDURAS



CURRICULUM LINKS: Language and Literacy, SPHE, PDMU.

YOU WILL NEED: Photocopier, paper.

STEP 1: Photocopy Giselda's letter on page 4 and give it to the children to read. Discuss it with the class.

STEP 2: Discuss in further detail these points:

- Why did Giselda's family move to La Confiianza?
- Describe her daily routine.
- Name some positive and negative things about life in La Confiianza.
- Why is Giselda proud of her parents?
- What are her hopes for the future?

Further development:

- What are the main causes of poverty in La Confiianza?
- What is the community of La Confiianza doing to tackle poverty?
- What kind of things do you do to support each other in your own community?
- Divide a page of your exercise book in half vertically, in one half write down Giselda's daily routine, in the other half write down your daily routine. Under the two lists, record any similarities or differences that exist.

STEP 3: Giselda and her community would love to hear about your life in Ireland – Write a letter to Giselda, her family and friends telling them about your family, friends and the community you are a part of. Include things that you really enjoy or some things that you don't about living in this place and what your hopes are for the future.



ACTIVITY THREE

COMMUNITY ROLE-PLAY



CURRICULUM LINKS: The Arts-Drama, Language and Literacy.

YOU WILL NEED: Picture, photocopier, photos 3 and 4.

STEP 1: Look at photos 3 and 4. See how everyone in the community of La Confianza comes together to get their work done. Photo 4 shows the different stages of the palm oil production. Ask the pupils to think of other tasks in the community that need to be done and make a list of these.

STEP 2: Photocopy the role-play cards on the back of photo 4 and divide the pupils into six groups. Give each group a role-play card and ask them not to show the other teams. Each group will prepare a freeze frame (acting out) of the activities mentioned in the cards; encourage the children to do so through body positioning and facial expression, without using words.

STEP 3: After each role play performance, the rest of the class will try to guess what group they are and what task they were doing.

STEP 4: Once all the teams have performed, ask the pupils to create their own role-play cards for their duties in the school community – outlining who is responsible for what. They may choose to include this in their letter.



ACTIVITY FOUR

PRAYER SERVICE



CURRICULUM LINKS: Religion/SPHE/PDMU.

YOU WILL NEED: A candle, 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 your 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.



STEP 1: Discuss a time during the year when the class worked well together. Think about what things brought you together and what kind of feelings you have when you are united in this way.

STEP 2: Light the candle. Pupils sit in a circle around the candle and close their eyes. Sit quietly and still. Breathe in. Breathe out. As you breathe in, think of any help you have given someone recently. As you breathe out, think of any help you have received from someone. (Repeat this several times).

STEP 3: Song: sing the community Song from Alive-O 5.

STEP 4: Pray together:

Teacher: We can belong together. We can share, play and do things together. We pray for them today as we say:

Child 1: For those in the community of La Confianza, and others like it, may they continue to work together and support each other.

Response: We pray for them, O Lord.

Child 2: For farmers who are left without land to farm and grow food on.

Response: We pray for them, O Lord.

Child 3: For communities living in fear.

Response: We pray for them, O Lord.

Child 4: For those in poorer parts of the world who do not have access to medical care when someone gets sick.

Response: We pray for them, O Lord.

Child 5: For communities who live in a climate vulnerable to natural disasters.

Response: We pray for them, O Lord.

Child 6: For those in our own community, may they help others who are less well off than themselves.

Response: We pray for them, O Lord.

Child 7: For those who work in Trócaire and those who work as Trócaire partners, may they continue to support the poor to gain access to land so they can grow food, set up their own business and support themselves.

Response: We pray for them, O Lord.

Teacher: May we always see what people need and may we enjoy together the life you have given us. We ask this through Christ our Lord.

All: Amen.

Song: Community Song.





WORKSHEET

LETTER FROM HONDURAS

Dear friend,

Greetings to you and your family! My name is Giselda, I am 8 years old. I live in a community called 'La Confianza' in Northern Honduras. Sally, a woman who works for Trócaire came to our community and asked me to tell you my story. She has translated it from Spanish to English for you.



I live in a tent with the rest of my family, my father Pedro (60) mother Joaquina (46), two brothers Samuel (21) and Henry (19) and two sisters Mayra (11) and Erilin (5). When all seven of us are inside the tent there is very little room. My bed is made from wooden branches and I share this with my two sisters. We have not always lived in this community. Before I was born my parents owned their own land and life was good. But they were cheated off this land and life got really bad... We lived on a palm plantation owned by a rich landlord. The rest of my family had to work really hard on the plantation all day, while my sister and I stayed at home alone. They worked in really bad conditions, never getting a day off and still were not able to earn enough money to feed our family. It was really horrible; I still sometimes have nightmares about that place.

We moved to La Confianza in December 2009. Life is much better here because I have lots of friends and am able to go to school. My usual day involves getting up at 6am and eating breakfast - tortilla, beans and sometimes rice. I then help in the kitchen cleaning, sweeping and doing the washing up. At 8am I go to school. My favourite things to do here are to write and add numbers. I like to practice my counting using stones. In the afternoon it gets really hot so we have to drink some water and rest in the shade. It's too hot inside the tent and the mosquitoes always bite me, which hurts a lot. At 2pm I do my homework, help my mum tidy the house and do our washing. We have dinner, by which stage I'm usually starving, but sometimes we don't have that much to eat. Then I go out and play, I love playing games with my sister and friends!

The only thing that I don't like about living in La Confianza is the evictions. The landowner doesn't want us here so he sends in people with guns to try to move us off the land. When this happens it's really frightening - imagine sleeping in your flip-flops and running for the river as soon as you hear anything, then maybe staying there for days. The last time it happened they burnt down our house, so we had to re-build it from scratch.

Things have not been easy for my family but I am proud of all that we have done together. My mother is a leader of one of the co-operatives; she is a very clever woman. I dream that someday I will finish school and be a leader just like her.

I would love to hear about your life in Ireland and what it is like there.

Your friend,

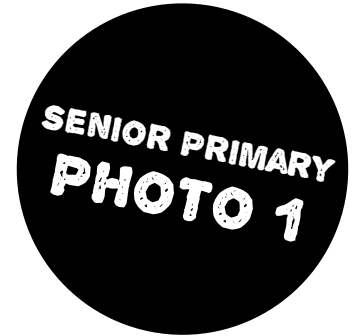
Giselda



LA CONFIANZA

WHERE ARE THEY?

The large photo is of the community of La Confianza in Northern Honduras. The name 'La Confianza' in Spanish means **trust**, which is what this community is built on. The small photo is of a brick house built with the help of Trócaire in Diamante del Sion.



LA CONFIANZA

Is a farming community of over 500 families. The community is fighting for their right to own the land they live on, despite violent attacks from the wealthy landowner. Trócaire and their partners are supporting the community and helping them win back this land from the landowner who unjustly took it from them.

The people of La Confianza live in poor conditions. They cannot build strong houses because they are often attacked and burnt down by the landowner's security. So they have temporary tents to live in. This part of Honduras also suffers from natural disasters so flooding occurs for two months every rainy season. When this happens the community has to pack up and find somewhere else to live.

Incredibly, they are a very happy community. This is because they join together to support each other in whatever way they can. Everyone in the camp has a job to do and they do it with a great sense of team work and discipline. They also have some fun in the process.

DIAMANTE DEL SION

This is another area of northern Honduras. Trócaire built these houses after **Hurricane Mitch** destroyed the country in 1998, leaving more than 5,000 people dead and over 1.5 million without homes. Giselda's mother dreams to "*next year, have a house of bricks*". This is the type of home that Giselda and her family dream of living in some day.

Trócaire works with partners in this parish to provide education, access to land, clean water, basic toilet facilities, farm equipment and training, as well as water distribution to crops. Here they have a community centre with a library, computer suite and stage area, which act as a meeting point for the community.



GISELDA'S FAMILY

WHO ARE THEY?

This is a photo of all the females in Giselda's family:

Giselda is the girl in front of the tent. She is 8 years old. If you want to find out all about her and her day, read her letter at the back of the activity booklet.

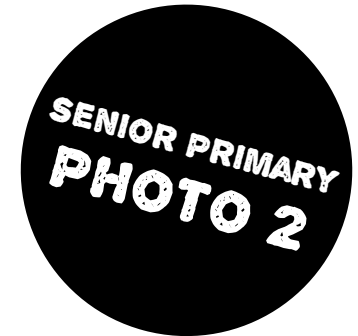
Joaquina is her mother and is 46 years old. She is the leader of one of La Confianza's co-operatives. She had a very tough childhood – she was hungry all the time and never got the chance to learn how to read or write. She was embarrassed to become a leader because of this. She has worked on different Palm plantations all her life, but she enjoys living in La Confianza the most because rather than working for a rich landowner, the community is working for themselves. She dreams to someday *"get title to the land so we have something to pass on to our children"*.

Mayra is her older sister and is 11 years old. She goes to the same classes in the camp as Giselda and as well as being Giselda's sister, she is also her best friend. At school she loves to write on the black board. Her favourite thing to do is play with her friends, but she also loves playing with the dogs and cats in the community.

Erilin is her youngest sister and is 5 years old. Giselda and Mayra take her to school with them during the day; she plays with the younger children while they learn.

WHAT IS THEIR HOME LIKE?

This tent is their family home. Altogether seven of them share this home including Giselda's two brothers Samuel (21), Henry (19) and her father, Pedro who is 60 years old. It is very hot inside, especially during the day and there are often lots of mosquitoes inside, so they try to only go in at night. Her brothers helped re-build this house just a few months ago when their last home got burnt down. It was burnt by a group of the landlord's security people who wanted all of the La Confianza community to move off this land. With the help of **Trócaire** and their partners **Popal Nah Tun**, they are supporting the community and helping them win back the land from the landlord who unjustly took it from them.







**SENIOR PRIMARY
PHOTO 3**

JOBS OF THE COMMUNITY

WHO ARE THEY?

In the smaller photo a member of the kitchen co-operative is buying food for the community. The shop takes over two hours to walk to, so when they are here they buy all the supplies they can afford for the week. The shop is being run by members of the La Confianza community. The man behind the counter is Celio Rodríguez, a young community leader.

This lady in the larger photo is also a member of the kitchen co-operative. She is making tortillas. She rises at 3am to start making the tortillas. They are made from corn that is ground down and boiled with lime into a paste. Incredibly, between 300 to 400 tortillas are made every morning for breakfast and between 600 to 700 for dinner. She works a very long day, finishing work at 7pm, at which stage she is completely exhausted.

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

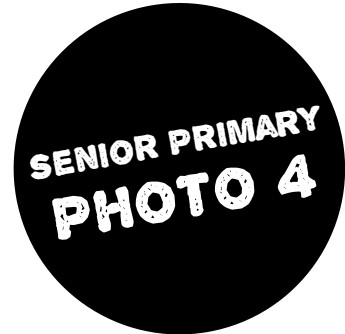
The people of La Confianza have formed a co-operative to work with each other with help from groups, like Trócaire, to improve their living conditions. To do this they work in teams. One team works hard to go out to the fields and collect palm. Another team feeds everyone in the camp. Another team educates the children and keeps them safe. The Security team protect all the families and a team of farmers look after the vegetable patch. The maintenance team are responsible for fixing anything that needs fixing. It is through the community coming together and working as a team that these families are able to survive.



ROLE-PLAY CARDS

These photos show all of the different stages of community involvement in the processing of palm oil. Use these as a visual to help put together your freeze frame.

Photo 3 shows some of the duties involved for the kitchen team.



Photocopy this card.



1. You are an elected **palm-oil coordinator**. Help manage your team: decide what palm fruit is ripe enough to chop down; knock the palm fruit out of the trees; gather the palm fruit that falls to the ground; prune the trees; cut down the grass around the base of the tree; bag the fruit; load it onto the trailer where it is brought to the processing plant.

3. You are an elected **school coordinator**. Help manage your team: organise volunteer teachers to come in and teach the children; manage whatever money there is to buy books and pencils; divide the classes up according to their age; teach the children how to read, write and count and make sure they are safe at all times.

5. You are an elected **vegetable patch coordinator**. Help your team: water, prune and weed the vegetables; add organic fertilizer to the soil; throw away any insects that may be eating your vegetables; look for good planting ground and plant new seeds.

2. You are an elected **kitchen duties coordinator**. Help manage your team: organise the communities' money; buy all the food needed; organise a daily rota of kitchen duties including the washing up and manage the food preparations – from 3am (when preparation of the breakfast begins) to 7pm (after the evening meal) every day.

4. You are an elected **security coordinator**. Help manage your team: organise a rota so that everyone knows where they are supposed to be guarding day and night; carry a walkie-talkie in case of attack; report any strange cars coming to the rest of the team and always be on the look-out for danger.

6. You are an elected **maintenance team coordinator**. Help manage your team; fix any broken vehicles (the donkey cart, bicycles, motorbikes, the tractor); clean up the area and get rid of any rubbish; clean the area around the water tap; replace the plastic and sticks on any of the houses that are in need of repair.



**SENIOR PRIMARY
PHOTO 5**

PLAYING TOGETHER IN LA CONFIANZA

WHO ARE THEY?

This is Giselda, her sister Mayra and their friend Melia Ortiz Sosa, 10 years old. They love to play together.

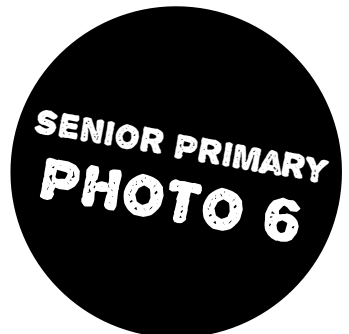
WHAT ARE THEY DOING?

In Honduras most children don't have toys, electronic games or computers, so they have to rely completely on their imagination to invent new games. This is why singing, dancing and running are a huge part of their fun. This game is their favourite but they also enjoy playing hide and seek, racing each other and swinging in the hammock.

The children of La Confianza are busy all day with school and their community jobs, doing the breakfast and dinner dishes, helping to wash the clothes and prune the vegetable patch. But every evening they find some time to enjoy themselves and play a few games with their friends. There is a great spirit among Giselda's community. Everyone plays with and helps out one another. They do not tolerate fighting or treating others unfairly.

TRY THIS: Make your own Human Swing: Divide into groups of three and try to make a human swing just like the one Giselda, her sister and friend have made. One child bends down like Giselda and clasps their hands under their legs; the children at either side clasp their hands together under the middle person's arms and lift him or her into the air. But be careful to make sure your hands are clasped tightly and that you only swing gently. We don't want any injuries!





COMMUNITY PADRE GUADALUPE IN CREM

WHO ARE THEY?

Adolfo Cruz is a presenter at Radio Educativa Communal, the community radio station in Crem. Radio is a very important means of communication for the community as they do not have televisions or any other means of communication. As well as educating the community about local news it also educates about different farming techniques and broadcasts church services.

This is the assistant in the local shop which is located right in the centre of the community. Unlike the shop in La Confianza that takes over two hours to walk to, the shop takes just a few minutes for this community to reach. It is also much better stocked with a wider choice of goods.

WHERE ARE THEY?

This is the community of Padre Guadalupe in Crem. Over 7500 families live here. The Padre Guadalupe community is named after a courageous Priest. This area was a former military base that Padre Guadalupe and the people of the area managed to transform into the community it is today. They have set up a school, shop, dairy and local radio station here.

In northern Honduras land and wealth is shared among very few business men who bought large pieces of land using unfair means. This left small farmers without any land to farm and survive on. With the help of Trócaire and our partners in Honduras, families from Crem demanded their right to farm land. Despite violence and threats, they were successful in gaining ownership of the land. This is what the people of La Confianza hope will happen for them someday.

TRY THIS: DO YOUR OWN RADIO INTERVIEW – ‘Hot seat’ Giselda and her family. All you need is a desk and a microphone (a marker can make a good microphone). One person will be either Giselda, her father, mother, two brothers, two sisters or a Trócaire staff member and the rest of the class will be the radio DJ asking the questions about life in Honduras. Then change the person in the ‘hot seat’ so that everyone gets a chance.