



PAMOJA TEACHERS MANUAL

PAMOJA

**Pamoja Kwa Haki
Together for Human Rights**

A Transition Year Human Rights Module

**Working for
a just world.**

Trócaire

About this Programme

This programme will focus on a case study linking with Trócaire's lenten campaign.

There are 3 stages to the programme, which will assist in the planning, organising of activities and the evaluating of the project.

With the case study you will follow these 3 stages:

Stage One focuses on **Analysis**; helping teachers to explore development issues and to research the case study.

Stage Two focuses on **Action**; helping teachers to decide and plan their actions in order to support and promote each case study, such as sharing their learning with other students.

Stage Three focuses on **Reflection**; helping teachers to evaluate and reflect on the case study.

At the end of each case study there will be an opportunity for you and your students to reflect on what you have discovered and learnt and what impact you feel the Pamoja case study has had. Group evaluation activities are included in this manual. We will also make available a very short questionnaire for you and your students to complete online.

About this manual

This manual can be used to support you throughout your Pamoja project and contains ideas for classroom activities that can be undertaken during each case study. 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**. Supplementary materials on each case study will be submitted during the school year.

The Pamoja project is a skills based project focusing on analysis, research and team work skills. It also focuses on communication, presentation and evaluation skills.

The Pamoja project can be undertaken as part of an extra curricular justice group or a Development Education module.

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 priority campaigns. Pamoja groups explore and research a case study, undertake actions to raise awareness 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

- Research, prepare and design a project based on Trocaire's case study
- Hold regular meetings to plan and co-ordinate your project
- Present this project to your peers, school community and beyond
- To prepare for and host Trócaire representatives if they visit your school
- Evaluate and reflect on what you have learned and experienced by completing the project and the online questionnaire and reflections at regional days.
- Participate in and attend a celebration day. This will allow time for celebration, networking and reflection on the whole Pamoja project.



Trócaire Education Team


- The Trócaire Education team will:
 - (1) run a Pamoja teacher training day in September.
 - (2) support teachers through the Yammer network, Trócaire's internal communication network.
 - (3) support through phone and email during the academic year.
- Information on a case study will be sent in September, on the lenten theme and county focus.
- A Trócaire visitor from overseas may visit your school during the academic year 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.

STAGE ONE: ANALYSIS



The objective of this stage is to explore and examine world poverty and injustice through the lens of a particular case study. Each case study will focus on a particular theme and country.

Getting Started!




Activity One: Ideal Futures

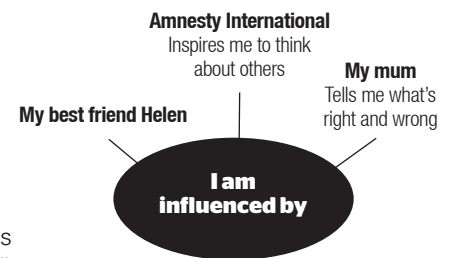
-  An activity for exploring perceptions of the world

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

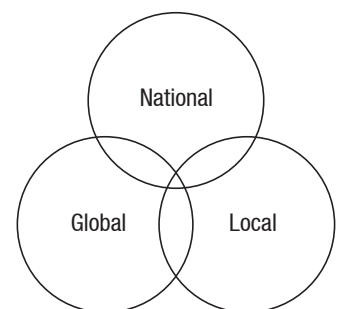
Consider how the people on your spider diagrams may influence each other, and draw labeled lines showing how. It will begin to look like a spider's web.

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 case study 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.

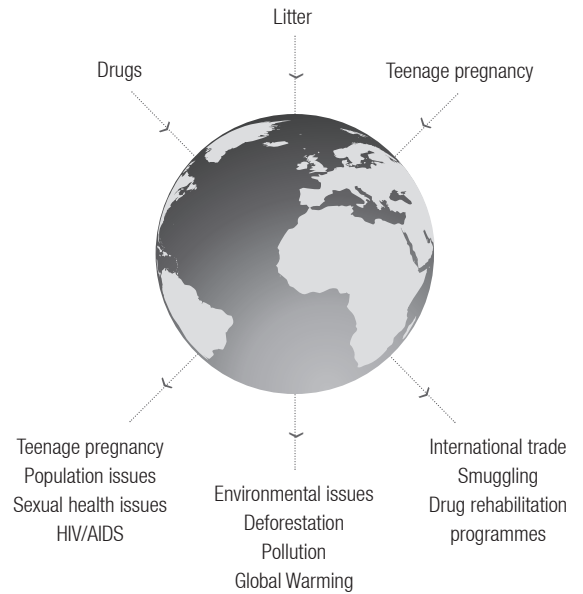
Take each issue in turn and think about how it may affect people in other parts of the world. Draw a line through the centre of the world and write responses at the end of it.

 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?




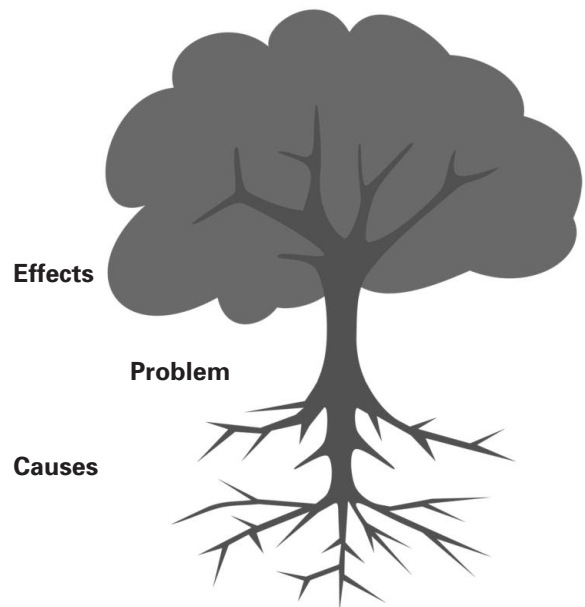
Activity Five: Exploring the case study using the Tree of Analysis

 An activity for exploring the causes and effects of Trócaire's case study and the issue it focuses on.

 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



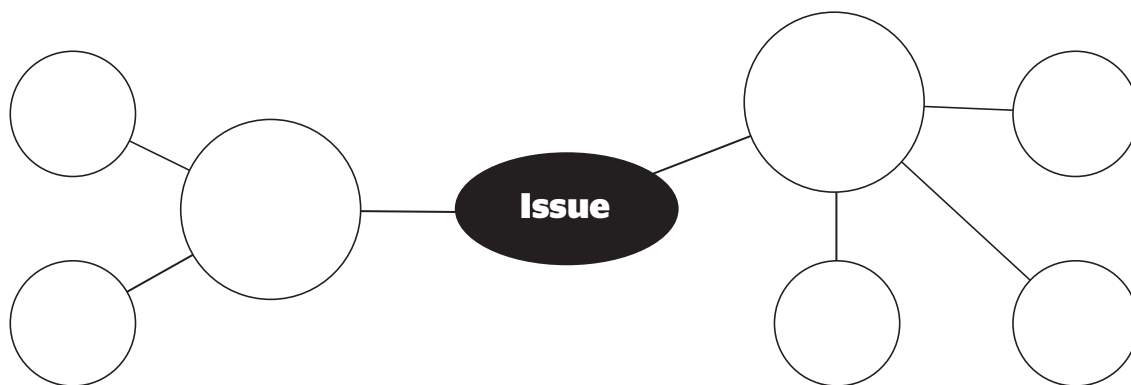
An activity for discovering what students know already and what they will need to know

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?



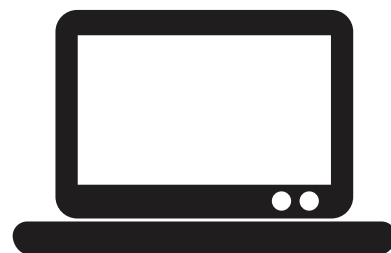
Activity Seven: What's on the World Wide Web?



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 case study/global issue and the country of focus.

STAGE TWO: ACTION!

The objective of this stage is to use your research and learning to date to put in place some actions to carry out. Your goal is to raise awareness about Trócaire's case study in your school, your community and beyond. You have to decide what to do and go 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 Stage 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 or people are being forced off their lands if the issue is Palestine (OPT). 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 to raise awareness about the case study

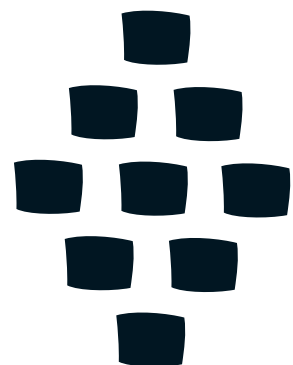
On a set of cards or post-its write down twelve possible actions you could take to highlight the case study you are exploring.

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?

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:

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 campaign 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. 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. 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 your students **meet these challenges** is really up to you! Trócaire will recognise all your students efforts with a **Certificate of Achievement** at the end of the year.

Taking Action



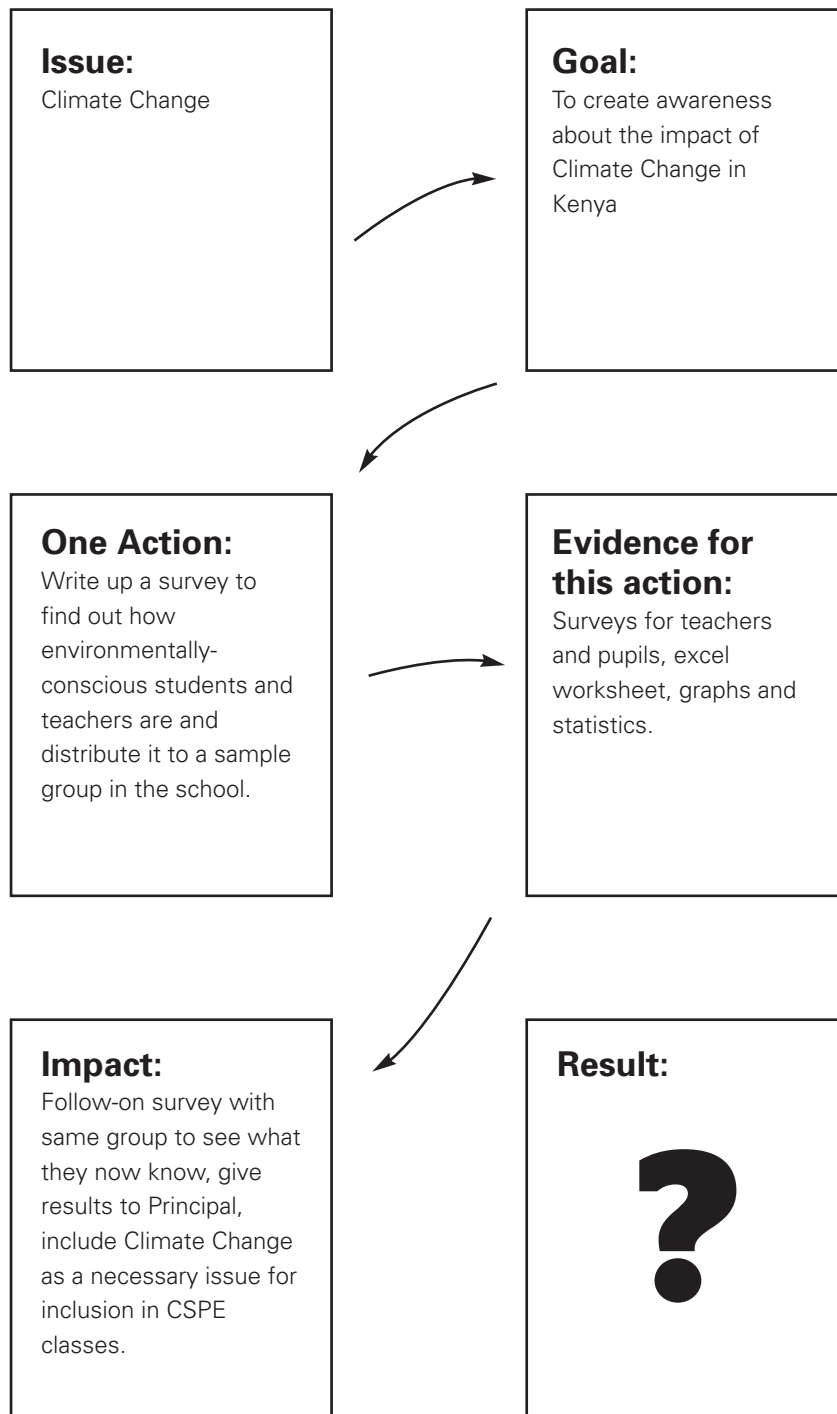
Activity Three: Our Action Plan

An activity for developing a plan of action.

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, 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.



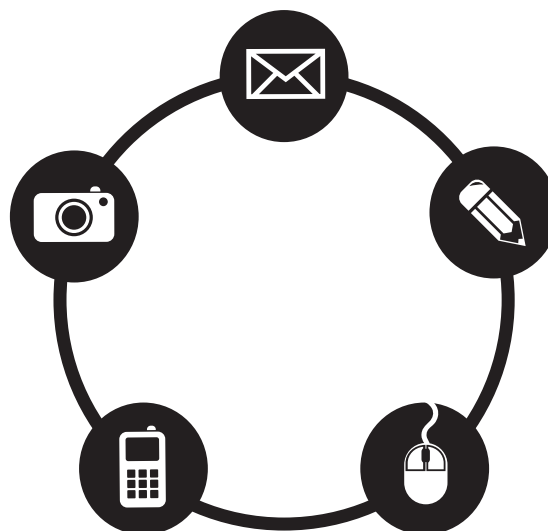
Working with the Media

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.



Visiting Primary Schools

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



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

Occasionally Trócaire may contact you if a colleague or partner from the field is free to 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 Trócaire 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.

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 or inform the public.

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



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 Yammer.



Decide who is doing what role –

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

STAGE THREE: REFLECTION

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

Activity 1: The Journey of Discovery

-  Invite students to consider their Pamoja journey so far and begin the 'my story of change activity' on p 12 of the student learning journal.
-  Get a long piece of paper and map out your Pamoja journey with use the bends in the road as changes in course and pot holes as obstacles.

Invite students to place their post it notes on the road.

Encourage students to revisit how the project started, examine where it is at now and explore where you/they would like it to develop the case study.

Acknowledge success and flip chart ideas for the case study.

Fill in a short questionnaire and return it to Trócaire.




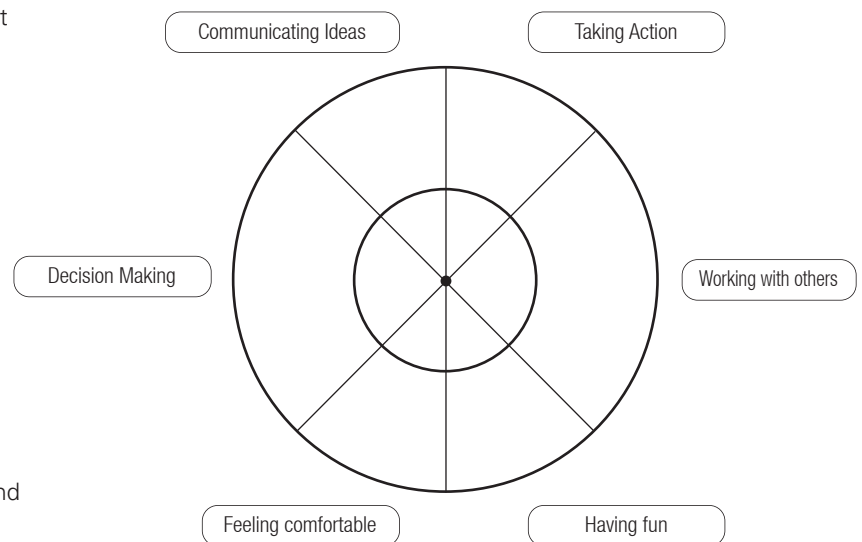
Activity 2: Evaluation Wheel

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 Display.

Prepare for Trócaire's Celebration Day

The Pamoja regional day is an opportunity for students who have completed the Pamoja project to meet with other like minded students to discuss global issues and show-case their work using some of the activities above.

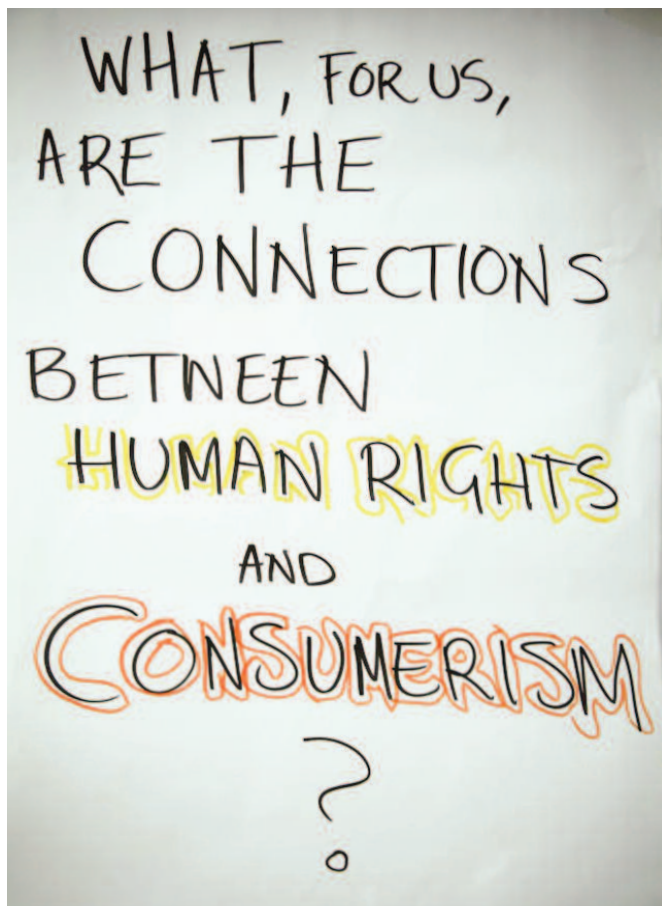
For teachers, it is a chance to network with each other teachers and discuss new ideas and best practice.

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

Case study Information: These will be made available to teachers in September and before Lent when Trócaire will have decided its campaign theme and country focus.

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



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.

Photo credits:

Cover:

**Pamoja Summer School,
St Patrick's College Maynooth**
Elena Hermosa

Page 3:

**Summer School Students
preparing for an activity in DCU**
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Page 8 :

**Summer School
Students 2011 as
energized as ever at DCU**
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Page 9:

**Students campaign on
consumerism**
Elena Hermosa

Page 11:

Pamoja Summer School
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Page 12:

**Pamoja students
campaign for human
rights on the streets of
Dublin**
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Page 13:

**St Leo's College Carlow
with a Pamoja visitor**
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Page 15:

**A collection of photos
from the DCU Summer
School**
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Trócaire Centres

Maynooth, County Kildare
Tel: (01) 629 3333
Email: info@trocaire.ie

9 Cook Street, Cork
Tel: (021) 421 1874
Email: corkinfo@trocaire.ie

12 Cathedral Street, Dublin 1
Tel: (01) 874 3874
Email: info@cs.trocaire.org

50 King Street, Belfast BT1 6AD
Tel: (028) 90 808030
Email: info@bl.trocaire.org

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