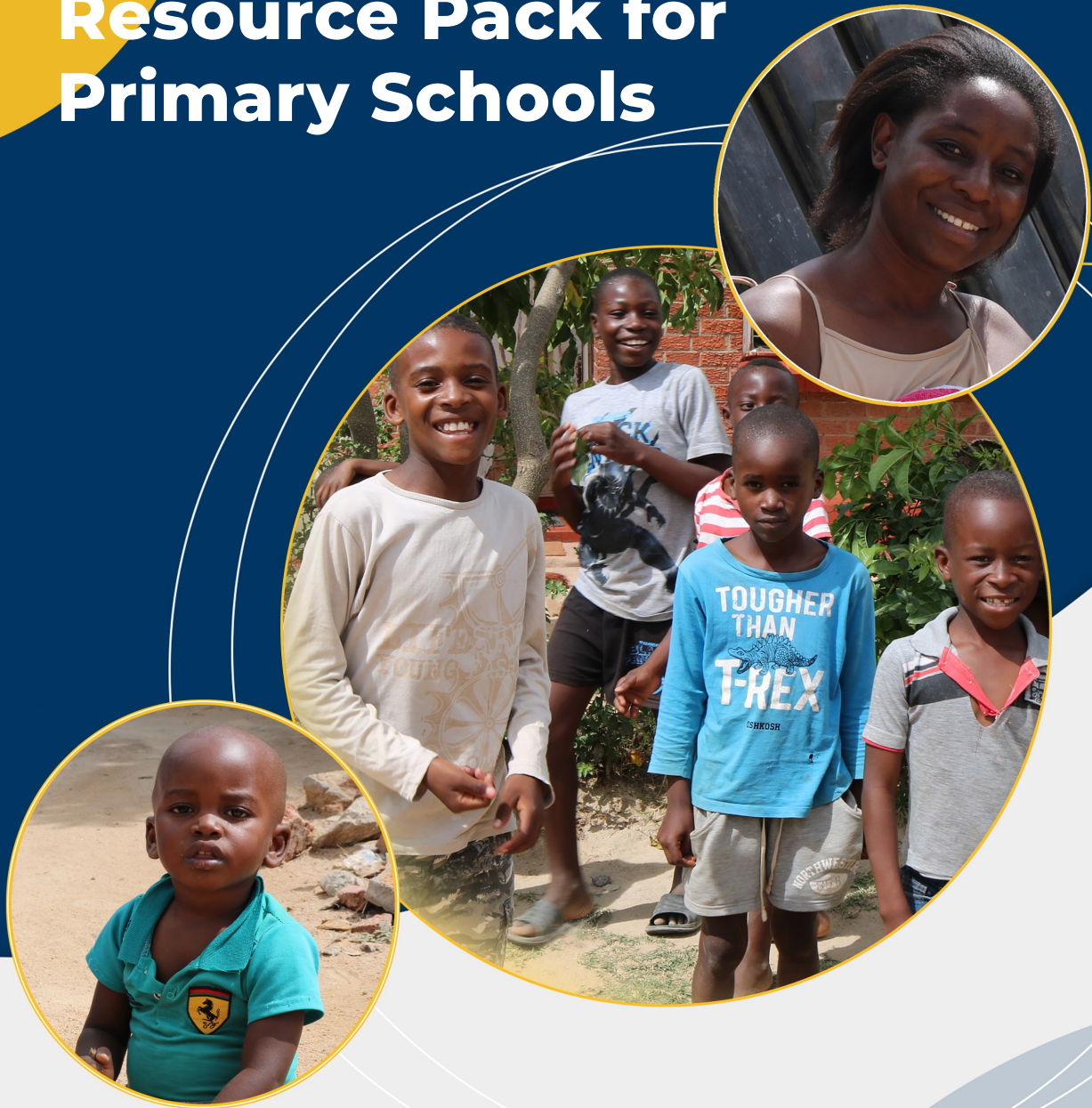


FOUNDATIONS

A Development Education Resource Pack for Primary Schools



Redemptorists
IRELAND

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Welcome to Foundations, a development education pack produced with support from the INTO Solidarity Fund and the Redemptorists Dublin Province. This pack is a collection of lesson plans and resources produced in Zimbabwe and Ireland.

The lessons are based around the work of Irish organisation Serve and their partnership with Young Africa in Zimbabwe alongside The Dublin Province of the Redemptorists and their partnership with the Mavambo Trust in Zimbabwe.

There are 6 lessons in total, 3 on each of the projects and they cover a wide range of themes spanning across the curriculum. The lesson plans all contain resources specially produced on location in Zimbabwe ranging from videos to audio interviews and photographs. These resources are intended to personalise the lesson plans and give context for the students by bringing the topics to life.

Teachers are encouraged to read the fact files prior to engaging with the lessons and share relevant information with the students. All of the lessons have suggested extension activities and give plenty of scope for teachers to elaborate on topics which they find their students most engaged with.

Given the nature of the material and the vocabulary used within some of the videos it is recommended that the lessons are used with 5th and 6th class students however teachers may choose to adapt the resources for other classes.



www.serve.ie
www.redemptorists.ie
www.africaredeemtorists.com
www.mavambotrust.org.zw
www.youngafrica.org/ya-zimbabwe
www.into.ie



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LIST OF RESOURCES :

Photographs

Mavambo Community 1,2,3,4
Mavambo School 1,2
Mavambo Feeding Programme 1,2
Young Africa Campus
Young Africa Carpentry
Young Africa Dress Making
Young Africa Life Skills
Young Africa Entrance
Young Africa Mechanics 1,2,3,4
Young Africa Solar Technology



Video

Motor Mechanics (Kudakwashe Maud Dzobo)
Solar Technology (Lorraine Kandawasvika)
Life Skills 1 (Tendai Mudyarabikwa)
Life Skills 2 (Lorraine Kandawasvika)
Life Skills 3 (Anna Badje)
Mavambo Overview (Danny Gomwe)
Mavambo Community (Dennis Onga, Ayanda Chikirivau)
Mavambo Library (Rejoice Utseye)
Mavambo School (Tabitha Gibson)
Mavambo Outreach (Faith Guyo)



Audio

Young Africa Funding (Karina Mc Ginley)



Zimbabwe is a country in Southern Africa with a population of over 13 million. It is one of the poorest countries in the world and almost half of its population live on less than a dollar a day.

In this situation children are often the biggest victims with no automatic right to schooling, health care or even food. Many children die before the age of 5 and those who live often can't afford to go to school or attend a hospital if they are sick.

Organisations like the Redemptorists and Serve work in Zimbabwe with local projects run by Young Africa and Mavambo Trust to try change the lives of young people affected by this situation.



The Redemptorists

The Redemptorists are a religious organisation that have been based in Ireland since 1851. They work in over 70 countries preaching the gospel and working with local organisations in health, education and other essential areas helping those most in need.

In Zimbabwe, the Redemptorists work with an organisation called Mavambo Trust to help Orphaned and Vulnerable Children who have no access to education.

This work is funded by an Irish donor called Misan Cara.



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The Mavambo Trust is based on the outskirts of the Zimbabwean Capital Harare and is a project mainly focussing on health and education for young children.

Mavambo Trust is an initiative of the Redemptorist Region of Zimbabwe. Many of the children that they help are orphans and have never been to school.

The Mavambo Learning Centre runs a special program for children like this who spend two intensive years catching up on the schooling they have missed after which they can attend a regular school. This project is called the **Accelerated Learning Project and has been very successful. As part of this project they also provide support to the communities that the children come from and a feeding program to their students alongside a local library.**



SERVE is a development and volunteering organisation based in Co. Cork, who are committed to tackling poverty across the developing world. They do this by working alongside local communities empowering them to tackle the causes of poverty and disadvantage facing them.

SERVE focuses mainly on projects that help communities enhance the lives of children and young people and recognises that gender equality is an important part of achieving justice and equality. **SERVE** have worked with Young Africa since 2008 and assists them by providing much needed funding for its projects. Some of this funding comes from Irish Aid.



Young Africa is a collection of local organisations across Africa that run skills training and life skills programmes aiming to lift young people out of poverty by giving them the skills to find and create employment. They teach students skills such as carpentry, solar technology, motor mechanics and also important life skills needed to face the problems within their communities.

At Young Africa the students are encouraged to make a change in their communities by believing in themselves and working hard to make a difference in their lives and the lives of others. The life skills are an important part of this work where the students discuss the issues that they face in their lives and what they can do about them.



Resources :

Audio Interview:

**Young Africa Funding
Young Africa Photographs
Serve and Young Africa websites**

Lesson Overview :

This lesson will be a role play based on the following scenario:

Funding for Young Africa has suddenly been cut and the project is in danger of shutting down. You have set up an important meeting with new funders and need to convince the funders that the project is worthwhile.

The students task is to convince the funders that the project is effective and not charity rather a project that helps people to help themselves. They will need to understand what the problem facing the local community is and how Young Africa solves this.

Once they grasp this concept they can draw up the key points and draft and redraft a speech to pitch for funding in a role play situation.



Stimulus :

Young Africa Pictures, display pictures in class. Children work in their pairs to predict what is happening in the pictures, possible setting of pictures, and connections to any other pictures / news articles they have seen before. Record children's feedback

Encourage the children to actively listen as you read the Serve and Young Africa Information and look through the Serve and Young Africa websites.

Their focus is to refine their predictions above as they listen to the new information and make further connections.

Record additional findings

Lesson body

- Play the Young Africa Funding interview.
- Ask children in teams to take notes and record the main points of the interview.
- Discuss with the class the main points they took from the interview and elicit their opinions on it.
- Explain to the students that they will be role playing a funding pitch for Young Africa while the class listens and decides if they will be successful.
- Draw up criteria for students to create their pitch on under the following heading:
(1) Introduction:
(2) The Problem:
(3) The Solution:



- **Model an example whole class using student's suggestions and refer to the interview for information, what is the problem that faces students in this area and what is the solution that Young Africa provides?**
- **In teams get students to draft and redraft a speech to pitch for the funding, playing the interview to them as necessary again and referring to the Serve and Young Africa websites as required.**

Conclusion

- **Children present their speeches in teams to the class.**
- **Speeches can be recorded to use as a recap and introduction to future lessons.**
- **Students discuss the speeches and give feedback to each other on whether they think they would be successful in getting funding.**

Extension activities

Children work in teams to create a poster visually representing the key points from their speech pitch. This can further spark discussion on which medium best got their points across.

Resources :

Solar Technology Video

Motor Mechanics Video

Serve and Young Africa websites

Lesson Overview :

This lesson can be completed over two sessions if necessary and its main focus is gender equality and stereotypes of male and female roles.

The day before this lesson, encourage students to ask their parents or grandparents how life was different for men and women when they were younger and to research gender equality in other parts of the world.

Team teaching would work well with this lesson if feasible so that groups can work in two separate locations e.g. the class and library.



Ask children to form a circle and in turns ask them to recall one thing they learned or that stuck with them from the previous lesson.

Recap on findings from Lesson 1 regarding the role of Serve and Young Africa.

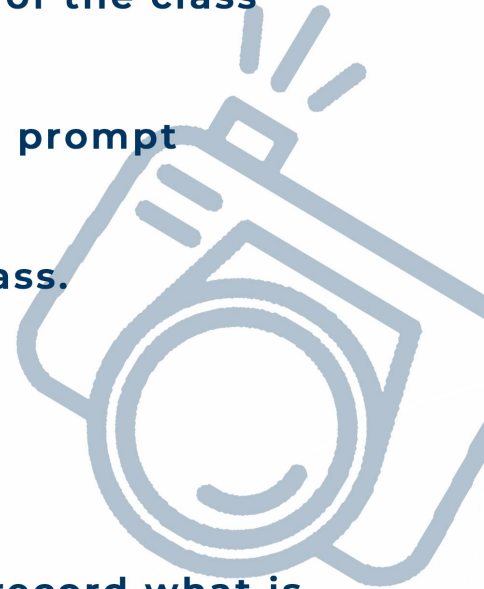
Posters and recordings can also be used to recap on previous acquired knowledge.

Encourage the children to think about how male and female roles have changed from their grandparents and parent's times until now. Has this been the same in the rest of the world? What do they know about gender equality in Africa?

Lesson body

- Split the class in half with equal number of girls and boys in each group.
- Explain that they will be watching videos from young girls in Zimbabwe discussing their lives and that they will need to reflect on what they have discussed about gender equality so far.
- Each group watches one of the two videos.
- Put children into pairs and nominate one of them to be the scribe.
- Children record the key points from the videos.
- After they watch the video encourage students to share their feedback and discuss.

- The students in pairs write up the key points they learned from watching the videos.
- Students then present to the other half of the class and compare and contrast the points.
- Findings from both groups combined to prompt discussion for follow up lesson.
- Finally play both videos to the whole class.



Conclusion

Children in pairs use a Venn Diagram to record what is unique to the students in the video and students in Ireland on each circle.

Common features are recorded in the overlapping circle.

Extension activities

Children present Venn Diagrams and findings to a new audience e.g.: the principal, assembly, another class.

Draw up a list of differences between their lives and the lives of the students in the videos, write a letter to the students in the video telling them how they inspired you.

Resources :

Life Skills Videos 1,2,3

Serve and Young Africa websites

Lesson Overview :

This lesson is based around different types of education and skills that we need in different situations.

The children will need to understand the difference between learning to read and write and learning to face problems that they will encounter in life.

From this perspective, they can be introduced to the different problems that face people in different cultures or more disadvantaged environments and how they can be prepared for this.



Brainstorm the different skills we learn in school e.g. to read, to write, solve maths problems etc.

Place the word “life skills” on the board. Hand each child and A4 sheet of paper and ask them to write the word “life skills” in the middle. Ask them to fill in some suggestions around it as to what they think life skills might be. They can draw, write or pose questions to illustrate their ideas.

Children discuss their thoughts with a partner and feed back to class.

Lesson body

- **Play the three Life Skills Videos (see resources)**
- **After each video stop and ask students to refine or add to their page if they wish too.**
- **Relate back to children’s school experience. Can they now think of any ways we are taught life skills in school e.g. children are listened to, student council, feelings check in, children’s achievements celebrated at assembly etc.**
- **Make the connection between the life skills they need and the society they live in and ask the students what kind of differences are there between the life skills that the students in the videos need.**
- **What does this say about the society that they live in and in this respect how important is the life skills training that Young Africa give to their students.**

Teacher defines an imaginary line in the classroom. One side represents “life skills” and the other side represents “other skills”.

Teacher then makes a statement e.g. “not being afraid to try again if I make a mistake”, “learning to complete a 4 part word problem”

Children’s then place themselves either side of the line according to their point of view. If unsure, they can stand on the line. Children then discuss their reasons for their standing

Teacher then creates a new line with one side representing life skills needed in Ireland and the other Life Skills needed in Zimbabwe. Using their Life Skills document created at the start of the lesson and the information they have learned, ask students to call out a different life skill and then place themselves on either side of the line, according to whether the life skills are needed in Ireland or Zimbabwe. Teacher can start them off using the following:

- Learning to find water to drink
- Learning to cook food
- Taking care of a sick parent
- Learning how to create your own job

Extension activities

Ask students to create an information pamphlet for Ana and Tendai on life skills you are learning in school in Ireland and what are the most important life skills needed for our society.

Resources :

Mavambo Overview Video

Mavambo Pictures

Redemptorists and Mavambo Websites

Lesson Overview :

This lesson will be a role play where the students will attend an imaginary investor and funder conference and will be representing The Mavambo Trust.

The scenario will be that Mavambo Trust need to expand their work into the wider community and a funder has shown an interest in their project. The students will role play being the CEO of Mavambo and attend the funding and Investor meeting where they will justify the need to expand the project and the good work that Mavambo does in their community.

They must understand and put across the need for the services that Mavambo provide and how they will use the funding if they are successful.



- **Brainstorm with the children who they feel are the educators in their life outside of school e.g. parents, grandparents, people in the community, the church.**
- **If they were missing all or one group of people in their life how would this effect their education?**
- **Is education just learning how to read and write or is there other forms of education?**
- **What are role models and who are their role models?**

Scenarios

Draw up a series of “what if” scenarios and ask students to respond to them:

“What if there was nobody at home to help practice skills you have learned in school”

“What if your community had no library or facilities to read and learn”,

“What if the nearest school was a four hour drive away”,

“What if school was too expensive for you to go to”

Lesson body

- **Play the Mavambo overview video and give children an opportunity to discuss it and raise questions**
- **Divide students into groups of four and assign the following roles, manager, reporter, recorder and time keeper**

- In these groups, they will compile a list of all the benefits they can see that the expansion of the Mavambo Trust project brings to the community
- Play the video again as necessary highlighting the various elements and refer to the Mavambo Trust Website giving the student a set amount of time to complete the task.
- Once they have compiled the list the students will then use this information to create a pitch for a funder who is considering investing in the project but needs more information.
- They must talk about the current work of the Mavambo Trust and the need for expansion.

Conclusion

Each group will present their information to the class using whatever medium they choose e.g. visual representation, list, oral presentation etc.

Extension activities

Using Prezi or Powerpoint digitally represent your presentation above using the photos and images provided in the resources pack.

Resources :

Mavambo School Video
Mavambo Library Video
Mavambo Pictures

Lesson Overview :

This lesson will introduce the Mavambo Trust Accelerated Learning Programme to the students.

After hearing from one of its teachers and seeing its library, students will be asked to put themselves in the position of both the teachers and the students in the programme. In order to do this, they will need to gain an understanding of how the programme works and empathise with the students who attend it.

The circle time at the beginning of the lesson will lay the foundation for this and the teacher will need to elaborate for the students on the themes that arise during discussion.



- In a circle pass around the speaking object and ask students to use one word to describe their first memories of school.
- Ask the children to imagine what would happen if they missed the first three years of school and had to come to 2nd class unable to read or write.
- Children listen and respond to the Mavambo School Video and Mavambo Library Video.
- Pass the speaking object around again and ask the children to describe in one word or sentence what they imagine it would be like for the students on this programme starting school after missing the first three years.

Lesson body

- In small group circles children, will recount what they have learned about Ms Tabitha Gibson from the video by going into role e.g. child 1-My name is Tabitha Gibson and I work for Mavambo Trust, Child 2-In my learning centre children are divided into three colour coded groups etc.
- Groups will be invited to share their recounts with the class.
- Place the word 'Accelerated Learning' on the board. Ask children what they feel this means. Invite the children to listen carefully as you read the information on the Accelerated Learning program on the Mavambo website document.

- After reading, discuss with the children what they believe the benefits and importance of this programme are.
- Ask children to use what they have learned about the Accelerated Learning program and its benefits to write a short pupil profile of a student who is graduating from the program.
- The profile will describe the child's life before they entered the program, what it was like for them during their time there and finally how it has changed them.
- Students will be invited to read their pieces to the class

Conclusion

Children in their groups will create a job description for the local newspaper for a teaching position in the Mavambo Trust detailing the skills the teachers will need and the kind of work they will be doing there.

Extension activities

In pairs role play a journalist doing a report on the program and interviewing students attending the school.

Resources :

Mavambo Pictures
Mavambo Community Video
Mavambo Outreach Video

Lesson Overview :

This lesson will use the De Bonos Thinking Hats framework to allow students to look at the lives of the children in the local community who are the target of the Mavambo trust program.

Students will use the resources and framework to analyse the problems facing the community and in turn gain an understanding of how important the Mavambo intervention is for them.



- **Recap on the previous lessons and questions that have arisen.**
- **From all we have learned in the unit so far compile a whole class a list of the main barriers to education for the children in the local community.**
- **Discuss the list with the class.**

Lesson body

- **Play the two videos (see resources) inviting children to listen carefully to see if they would like to refine or add to their list above.**
- **Using De Bonos thinking caps as a frame work for their thoughts, different groups will be allocated a hat to discuss the lives of those in the Mavambo community, encouraging children to consider a problem from different view points.**
- **Outline the different hat groups below and model an example of how it is done first using a familiar topic for student's such as school life in Ireland.**
 - **White hat group; what are the facts.**
 - **Yellow hat group; what are the positives/ plus points.**
 - **Black hat group; what are the difficulties/ risks people are facing.**
 - **Red hat group; what are your feelings on the situation**
 - **Green hat group; what are the alternatives/ solutions/ possibilities you can come up with.**

- Each group will feedback to the class inviting questions and discussion.
- Elicit points for further discussion.

Extension activities

Each group will create a thinking cap collage and poster representing their thoughts and each hat will be displayed in the class.

These posters can then be used as a further prompt for discussions on any topic.





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Irish National Teachers' Organisation
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