

MADZI

WATER JUSTICE IN MALAWI

EDUCATOR GUIDE



Irish Aid
An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs

trocaire
TOGETHER FOR A JUST WORLD

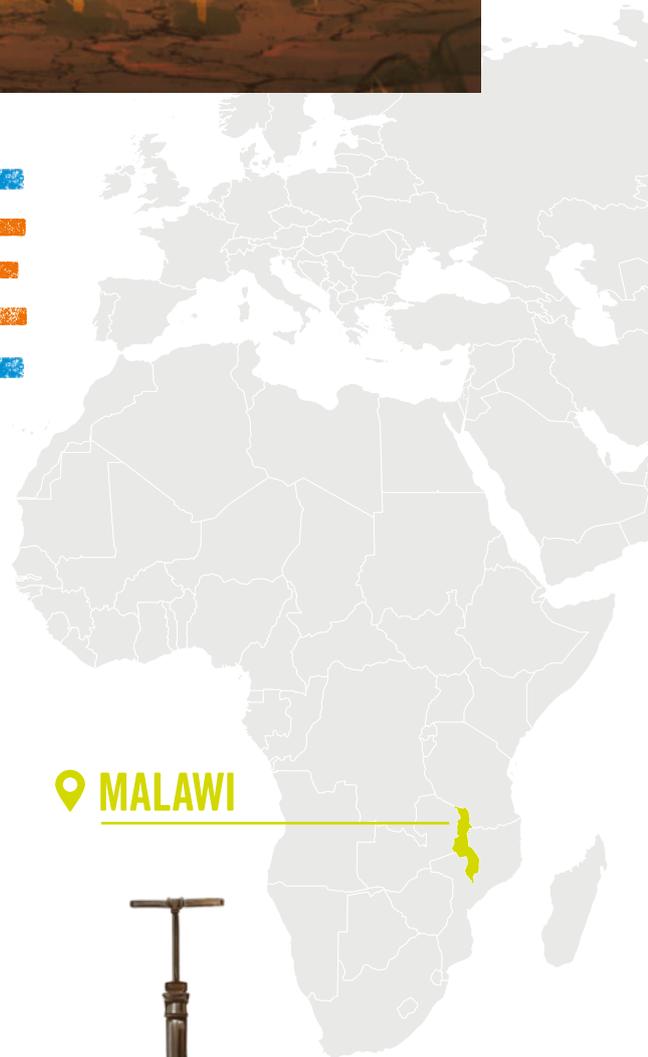


EDUCATOR GUIDE

Welcome to **Madzi: Water Justice in Malawi**, Trócaire's new digital Development Education game!

This game is based on the life experiences of Malita and her children Patrick and Patricia who are from the Machinga district in Malawi. Trócaire, working with our local partners provide support for this family and their community. In recent years the effects of climate change have become more extreme in Malawi. The community have experienced either 'too much water, or too little water', at various points throughout the year. Sometimes, extreme and prolonged droughts can make it difficult to grow crops. At other times during the year, the community is affected by powerful cyclones which bring heavy wind and rain which leads to flooding. This flooding causes huge damage to crops and infrastructure.

By playing this game, young people will gain a greater insight into the challenges faced by local communities in Malawi in accessing enough clean, safe water. They will explore the causes and solutions to these challenges.



PART 1: HOW TO PLAY MADZI – WATER JUSTICE IN MALAWI



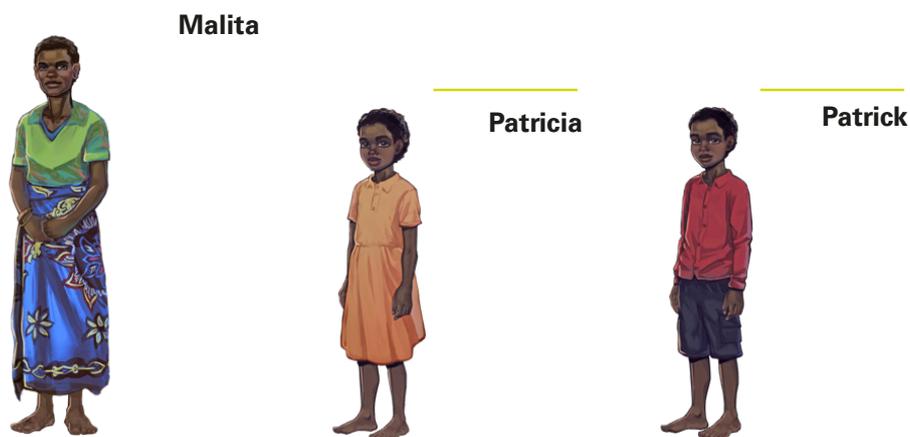
It takes 30-40 minutes to play through all three levels of the game.

This game can be played individually, in pairs or in small groups. The game will need to be played on either a laptop or tablet. It will not work on smaller devices like a mobile phone. An internet connection will also be required.

LINK TO GAME - [HTTPS://GAMES.TROCAIRE.ORG/MADZI/](https://games.trocaire.org/madzi/)

CHARACTERS

In the game, you will play as Patrick and will have many interactions with other characters on screen. By clicking on the various pathways on the screen, this will allow Patrick to move forwards and backwards in the game.



GETTING STARTED:

To start the game, select **Chapter 1** and complete each chapter one after the other. There are three chapters in the game in total. You have reached the end of the game when you finish Chapter 3.

Once you click on **Chapter 1**, the scenes will automatically roll through to a narration which leads onto a view of the farmhouse at 6am in the morning. The player is then taken inside the house where Patricia, Patrick and Malita appear. At this point, all of the features of the game are explained using a short introductory tutorial.



Sometimes you will need to click on the yellow on-screen dialogue that takes place between characters, which appears in the bottom left-hand corner of the screen. This will provide you with further information, which will guide Patrick on what he has to do next in the game.

The combination of the movement of the mouse around the screen, on-screen text and the open dialogue boxes will provide the gamer with cues about where Patrick needs to go next, what he needs to do and who he needs to talk to.

In the first scene of Chapter 1, Malita and Patricia speak to each other which is indicated by the yellow dialogue box at the bottom of the screen. Then Patricia leaves the house to start her chores, feeding the hens. To find out what tasks lie ahead for Patrick, click on the figure of Malita.

TASKS AND INVENTORY

Patrick will be given a number of tasks to do throughout the game. The dialogue boxes will share Malita and Patrick's conversation and tips which will help Patrick to complete his tasks. Students will have to help Patrick complete all of the tasks in each chapter of the game. The **tasks** tab (in green, bottom right-hand corner) will flash to prompt the gamer to click on it. When the gamer clicks on the tasks tab, a notebook will appear. Completing the tasks will enable the students to complete all three chapters of the game.



INVENTORY

When Patrick picks up different items during the game, they will be added to the inventory bar at the top of the screen. At certain points in the game, items may need to be removed from the inventory in order to complete tasks. Items can be removed from the inventory by clicking on them once.



Bucket



Chlorine Tablets



Jar of honey

FACT CARDS

At different points throughout the game, a shiny star-like object will appear on screen. By hovering their mouse in the area, the gamer will be prompted to **'Look at?'** the object. Once again, using their mouse, the gamer can move Patrick to look at the object.

When they click on the shiny star-like object, a fact card will appear on the screen. The fact cards contain information related to the lifestyles and culture of people living in Malawi and some of the many challenges that people face, including the absence of running water in their home, access to clean, safe water for drinking, for watering crops and for everyday household chores.

In total, there are 9 fact cards to collect as the game progresses.



SPECIAL TASKS

During the game, Patrick has a special task to fulfil, gathering the components of a water filter. These components are spread throughout the game, and more information will become available as the game progresses. Players will see the following graphic to help them with this task:

The game ends when the player has completed all of the tasks in each of the three chapters. Enjoy playing Madzi - Water Justice in Malawi!

PART 2: ACTIVITY PLAN

Task 1: Play Madzi!

Task 2: What did I learn? (30-40 mins)

Hand out five “post its” to each student. Ask them to respond to each question separately on each post it. After all students have completed the task, group them together into common learnings, and identify one or two main points from each to share with the whole class.



Q.1 WHAT HAVE YOU LEARNED ABOUT WATER IN MALAWI?

Possible suggestions: simple tasks like collecting water can be difficult, often wells dry up so people have to walk further distances to access it, growing food is becoming more difficult for people who live there, people have no running water in their homes/village, clean water can be difficult to access.

Q.2 CAN YOU PICK OUT ANY SIMILARITIES BETWEEN YOUR LIFE AND PATRICK’S?

Possible suggestions: he goes to school, he helps his mum do chores around the house, he lives in the countryside, he has a sister etc.

Q.3 CAN YOU PICK OUT ANY DIFFERENCES BETWEEN YOUR LIFE AND PATRICK’S?

Possible suggestions: he has to walk to school, his family cook their food outside on a fire, he gets up much earlier than me etc.

Q.4 WHAT DO PEOPLE IN MALAWI SOMETIMES DO TO MAKE THEIR WATER SAFE TO DRINK?

Possible suggestions: add chlorine tablets, boil the water, filter the water.

Q.5 IN ADDITION TO ACCESSING CLEAN WATER, WHAT OTHER CHALLENGES DO YOU THINK PATRICK AND HIS FAMILY FACE IN THE GAME?

TRÓCAIRE’S TEACHING RESOURCES

Trócaire’s Development Education Team have created curriculum linked, digital teaching resources for primary teachers to use with their students, which take a more in depth look at Patrick and Patricia’s story as well as climate change in Malawi. Other issues as well as climate change are also explored through the lens of other peoples’ stories in countries that Trócaire works in. These are available on a new digital platform called the “Water Tree of Justice”. A multitude of interactive resources are available which include a video and an animation and follow up activities for students. The platform can be accessed

[here](#)



PART 3: TRÓCAIRE GAME CHANGERS PROGRAMME

If you and your students have enjoyed playing 'Madzi: Water Justice in Malawi', maybe you would like to design your own game exploring a global justice theme?

WHAT IS GAME CHANGERS

Game Changers is a programme and competition for young people who are interested in investigating and exploring issues of global justice, and are committed to taking action to raise awareness of these issues with others. Using Games Based Learning (GBL) and game design, young people choose an issue of global justice related to the SDGs, and create a game that raises awareness of their chosen issue through the game play.

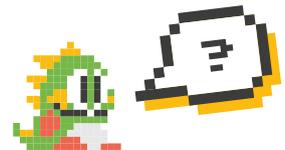
WHO CAN ENTER GAME CHANGERS

Game Changers is open to young people and their educators from all over the island of Ireland. Any young person in Primary or Post Primary school, or of a similar age and involved with a youth group, are welcome to register for the programme.

HOW DOES IT WORK

The Game Changers programme is designed for delivery in a classroom or youth setting by educators, supported by Trócaire's education officers. However, it can also work really well in an extra-curricular setting in schools for small or large groups. It really is quite flexible! The key stages of the Game Changers Programme are:

- Stage 1** Registration through our online form [here](#)
- Stage 2** Workshop with Trócaire's education officers at the young people's school/youth setting (online option also available).
- Stage 3** Complete and enter games: **Deadline – 4 April 2025**
- Stage 4** Shortlisting and announcement of finalists by week of **21 April 2025**
- Stage 5** Game Changers Final: **13 May 2025**



Trócaire would like to thank the students and staff of the Technological University of the Shannon for partnering with Trócaire to develop this game.

In particular:

- Game Design and Development – Alan Devins
- Lead Artist – Daria Kravtsova
- UI Artists – Holly O’Leary & Patryk Kowalski
- Game Producers – John Hannafin & Paul Keating
- Development Education Game Advisors – Stephen Farley and Aine O’Driscoll
- Content Advisors – Desire Mpanje & Prishela Row

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- Gaelscoil Cluain Meala, Rang 6
- St Olivers N.S., Clonmel, 6th Class
- Loreto Secondary School, Clonmel, 1st Year
- Meabh Devins



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