

Module 1 Introduction to Care for Our Common Home

Lesson 5

The Lens of Catholic Social Teaching- Solidarity

GUIDING QUESTIONS

What is meant by solidarity in Catholic Social Teaching?

What in Canada's history has violated the principle of solidarity?

What in Canada's present demonstrates a desire to move forward in solidarity?

How has Development and Peace demonstrated a commitment to solidarity?

TEACHER PREPARATION

Download and Set Up

The accompanying PowerPoint presentation

Print

This lesson plan, so that you can follow the ppt as directed herein

Print/Copy

Student Handout 3 C's Great Need, Great Hope- 8 ½ x 11". Print for half of the number of students, and cut sheets in half, so each student gets one.

Print

Appendix Solidarity Circle Awareness Activity, for the teacher

Prepare

Read some of the history and purpose of the TRC in order to be able to speak to slide 19.

<http://www.trc.ca/about-us.html>

LESSON PLAN

IGNITE

Use the same process to surface their thinking as in Lesson 4. Ask each question below and give them a moment to record their thinking. Pay close attention to the students and give them the time they need. These are important questions. Tell them ahead of time that you will not be asking anyone to share, but you do want them to think seriously about these questions.

- Have you ever felt really down, where you needed someone to care? What was going on for you at the time? What were you feeling? What did you need?
- Who appeared and, in their being present to you, made the difference?
- Have you ever done this for someone else? Think of what was going on and how you stepped in. Why did you do what you did?

Invite students to think about your responses as we move through the next part of this lesson.

IMMERSE

Project Slide 1. Ask: What does this image express? Invite students to come up with words or phrases for what this image expresses.

Project Slide 2. What does the word solidarity mean to you?

Project 3 and 4. Discuss concepts on the slide in order to deepen understanding of the meaning of solidarity. Teacher, in Slide 4, give a personal story if possible, about “walking with” in your life.

Project Slide 5 which ends with a 5-minute video to illustrate [Solidarity by the Canadian Catholic Mission Society](#). BEFORE viewing, hand out the page *3 C's: Great Need, Great Hope*. Read the 3 C's with the students to prepare them for watching the video.

- **Connect:** What did you see in the video that has a connection in your own life?
- **Challenge:** What challenges do the people face? What (and whose) actions of solidarity support them in their struggles and challenges?
- **Change:** What in this film challenges you to change the way you think about something, or change an attitude you hold?

After the view, ask students to respond in writing, and then to share their responses in groups of 4. A spokesperson for the group reports the main ideas to the class.

Explain that [Catholic Missions in Canada](#) helps to fund the important work of missionaries in poor mission areas of Canada, and most particularly in the north.

Project Slide 6 which gives another part of the story that helps us understand the importance of Solidarity. It is important to give students information about the history of residential schools, as this is so very important for post-colonial education, and for the students to understand why the *Truth and Reconciliation Commission* was set into motion.

There is a link on this slide that is a video project(2:32) created to help explain the impact of *Residential Schools: Imagine that*. Depending on what background learning the students already have with this, the teacher can discern whether to show it or simply to reference it.



Video links:

[Great Need, Great Hope](#)

[Imagine That](#)

[We are all one \(CBC\)](#)

Project Slide 7 and discuss.

Project Slide 8 and discuss the important work of the *Truth and Reconciliation Commission* for all Canadians. There is a video (4:29) embedded in this slide *We are all one*, by the CBC, which gives insight into why the call to journey together on a new path is a call to *all Canadians*. Ours is a shared history and a shared path forward.

Project Slide 9. This is a march of hope and commitment as the Truth and Reconciliation Commission challenges Canadians into the important work of healing, reconciliation, and a new path forward together.

COALESCE

Project Slide 10. This is an excellent example of solidarity in the *Share the Journey Campaign of Caritas Internationalis*, which Development and Peace-Caritas Canada joined for our annual campaign in 2017-2018. As one human family, where one part of the body suffers, the whole body suffers (1 Cor. 12:26). The fact that there were 68.5 million forced migrants and refugees in 2018-2019 was a clarion call for us here in Canada to share the journey and to examine the causes of forced migration. The poster illustrates a special walk-a-thon as an action of walking in solidarity with those forced to flee and to raise funds so they might not have to. To learn more about the campaign on forced migration including animated videos, testimonials and a clip by Cardinal Tagle visit us at www.devp.org/en/education/fall2018/materials.

Project Slide 11. A 4-minute video that provides a good example of global solidarity. The video captures people across the world with a 'reaching out' gesture, part of the *Share the Journey* campaign which really took off in schools across Canada. It is best if the *teacher reads the names of the countries and schools aloud* when each image comes up. After the view, ask: *In a phrase, say something about what you felt or thought as you watched this video?*

OPTIONAL

Group Activity Solidarity Circle. This activity is designed to have students engage with their bodies in an experience of inequality and desire for solidarity.

Project Slide 12 and 13 to introduce the current campaign: *For Our Common Home- A Future for the Amazon is a Future for All*. Explain that the 2018-2019 campaign *Share the Journey* invited all humanity to see themselves as part of one family in God who share the journey of our lives in love and solidarity. This year's campaign *extends that kinship* into the created world of nature: *for our common home*.

CREATE

Project Slide 14

Look for a current example (from within the last two weeks) from the televised news, the written news, or another cited legitimate source, of the intersection of human dignity and solidarity being lived out. This can be a local example, a Canadian example, or an international example. Be prepared to orally share with the class a 1-minute summary that includes:

Who? What? When? Where? Explanation of how human dignity and solidarity are either violated or supported in this story. Source of information must be cited.

Please consider making a donation to support our mission at Development and Peace – working with partner organizations in the Global South who promote alternatives to unfair social, political and economic structures, and educating Canadians about the causes of poverty and mobilizing towards actions for change. For more information www.devp.org

3 C's

CONNECT

What did you see in the video that has a connection in your own life?

CHALLENGE

What challenges do the people face? What (and whose) actions of solidarity support them in their struggles and challenges?

CHANGE

What in this video challenges you to change the way you think about something, or change an attitude you hold?

SOLIDARITY CIRCLE

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OBJECTIVE // To understand the relationship between distributive justice, solidarity, and human dignity

TIME // 10 – 20 minutes (depending on group size)

GROUP SIZE // Medium to large

LEADERS REQUIRED // One facilitator

ACTIVITY//

Action 1:

Ask participants to stand around the facilitator in a circle.

Ensure there is ample room for everyone to be part of the circle.

Count the number of participants in the circle.

Calculate the 1/7th of this number. (For example, if there are 21 participants, then 1/7th is 3).

Facilitator:

"Let us imagine that this circle represents the entire human family, in all of its diversity."

Question 1: *Around how many people are there in the world?*

After taking a few responses from the group reveal that there are around 7 billion people in the world. In this room, this group, represents all 7 billion people of the world.

"When God created the world, in all its diversity, He saw that it was all good.

He created short people, tall people, people who have become doctors and bakers, farmers and scientists.

He created all people, whether born here in Canada or around the world, whether they are rich or poor. We are all created in the image of God."

Question 2: *Do you think that every human being is important? Has value? Has dignity?*

Take a moment to explain "dignity", or the principle of "Human Dignity". Wait for the participants to answer the question, once the concept of "dignity" is explained, and then explain the Catholic Social Teaching principle of Human Dignity:

"The foundation of all Catholic Social Teaching is the inherent dignity of the human person, as created in the image and likeness of God. The Church, therefore, calls for Integral Human Development, which concerns the wellbeing of each person in every dimension: economic, political, social, ecological, and spiritual."

– Development and Peace, devp.org/en/cst/dignity

Ensure participants understand that dignity is not something that can be given or taken away. It does not depend on a person's productivity, status, location, etc. In our faith and that of many others, every one of us has inherent Human Dignity, from conception to death.

SOLIDARITY CIRCLE

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Question 3: *What are some things that all human beings need to live a dignified life?*

Most participants will list air, water, food, shelter (clothing, homes), community, love.

Question 4: *Can a human being live, or live for long, without any of these basic needs of life?*

Question 5: *Do you think that we, as a human family, are interdependent? Interconnected? That what happens in one part of the world affects another part of the world?*

If necessary, use current examples in the news related to immigration, poverty, trade, depending on age group.

"Indeed, we are all interdependent, what happens in one part of the world impacts us, and what we do, impacts others. In order to demonstrate this interdependence, please link arms."

Action 2:

Ask participants to link arms with each other.

Ask them to try to be comfortable because they are about to become a little more uncomfortable.

Ask all participants if they are okay to be tapped on the shoulder.

Let them know that if you tap them on the shoulder then they are to keep their arms linked to their neighbours, but to get down on their knees.

Ask them to please be quiet even though it might be uncomfortable.

Action 3:

Tap 1 out of 7 participants on the shoulder.

For example, for a total of 21 participants, tap 3 people on the shoulder

Facilitator:

"The number of people that were tapped on the shoulder, and are now down on their knees, represent the approximate number of hungry people in the world. Approximately 1 billion people suffer from hunger in the world."

Living in hunger means never getting enough to eat. This means not getting enough calories or adequate nutrition, which slows physical and mental processes and weakens the immune system.

Action 4:

Tap another 1 out of 7 participants on the shoulder.

Make sure to space out the people that you have tapped.

For example, for a total of 21 participants, tap a different 3 people on the shoulder. This way a total of 6 people will be on their knees by the end of this "round".

SOLIDARITY CIRCLE

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Facilitator:

"The number of people that were tapped on the shoulder, and are now down on their knees, represent the approximate number of people who are malnourished or suffer from malnutrition in the world. Approximately 1 billion people suffer from malnutrition in the world. This is on top of the number of the 1 billion people who suffer from hunger."

Malnutrition is not getting enough food or are not getting the right variety of foods to get the nutrients we need.

Action 5:

Tap another 1 out of 7 participants on the shoulder.

Make sure to space out the people that you have tapped.

For example, for a total of 21 participants, tap a different 3 to 4 people on the shoulder. This way a total of 9 or 10 people will be on their knees, by the end of this "round".

Facilitator:

"The number of people that were tapped on the shoulder, and are now down on their knees, represent the approximate number of people who suffer from diseases because of the kind of food they eat, mostly because it is contaminated or lacks enough nutrients. Approximately 1 billion people suffer from food-related sickness. This is on top of the 1 billion people who suffer from hunger, and the 1 billion people that suffer from malnutrition."

Examples of these illnesses are stunted growth and diarrhea, or obesity and Type II diabetes.
As you see, around half of the people in the world suffer, from lack of a very basic necessity: food.

Question 6: *Is this right? Is this fair?*

Allow participants time to respond.

Question 7: *Is this comfortable? Even for those standing?*

Allow participants time to respond.

"Indeed, it is not comfortable for those standing. We are all impacted when something is not right in the world. Sometimes we feel it directly and sometimes we do not feel it. The reality is that we are all impacted by it, or contribute to it."

Question 8: *How do we contribute? How are we impacted?*

Encourage participants to think about physical, social, economic, spiritual and ecological connections.

Some examples may include:

- Interconnections: 1/3 of all food is wasted here in Canada
- Political: decisions can be one-sided or ill-informed, without the perspectives of all those involved or affected by the decision.
- Economic: rising costs of health care, of healthy food, of social service costs.

SOLIDARITY CIRCLE

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Question 9: *Is this how God created the world? Is this how He wants it to look like?*

Action 6:

Ask participants to say the 'Our Father...' out loud.

Stop them at "Your Kingdom come, Your will be done, on Earth as it is in Heaven."

Question 10: *Is this how heaven looks like? Is this how earth looks like?*

"If we pray the 'Our Father', we ask God that His Will be done on Earth like it is in Heaven. We are called to collaborate with God's plan and be vessels of his love here on Earth. We are called to live in Solidarity."

Question 11: *Would you like to help your neighbor stand up? Get the food they need? Make sure food is distributed fairly? Not wastefully? And for their dignity to be reaffirmed?*

Action 7:

Ask the participants standing up, to lift up their neighbours who are on their knees.

"Solidarity is the action of acknowledging that each person has inherent Human Dignity, that we are all part of God's family, that we are connected, and that we have a responsibility to help each other out, and make sure we all live in dignity."

Explain that in 1967, the Bishops of Canada created the Canadian Catholic Organization for Development and Peace, to help Canadians live in solidarity with their brothers and sisters around the world.

To learn more about what Development and Peace does, or how to get involved, visit the website at devp.org or contact your local animator. Find contact information at: devp.org/en/contactus/address.