

KS3 Lesson Plan: *livesimply*: live in solidarity

This Harvest Fast Day we continue the *livesimply* challenge – to live simply, sustainably and in solidarity with people living in poverty worldwide. This pack of materials and this lesson plan focus on the concept of living in solidarity. The lesson plan is designed for KS3 but can also be used with KS4.

Objectives

Pupils should:

- reflect on what solidarity means and why God's children are called to solidarity
- learn how communities around the world work together in solidarity
- discover ways to stand in solidarity with oppressed people around the world.

Outcomes

Pupils will be able to:

- explain what is meant by 'solidarity' and why they are called to it
- give examples of solidarity happening both locally and globally
- take some action to stand in solidarity with the poorest people of the world.



Curriculum links

RE: ICONS Book 1: p25 Living in communion, being a disciple; p91 One body throughout the earth; Book 2: p55 One World Week; Book 3: pp71-76 The Common Good.

Citizenship: QCA KS3: 1i, 2a, 2b, 2c, 3a, 3b. KS4: 1j, 1i, 1f, 2a, 2b, 2c, 3a, 3b.

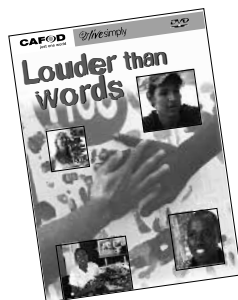
Starter

Read the introduction to the sheet entitled *livesimply: live in solidarity* about the meaning of solidarity. Discuss, and check that everyone understands.

Sorting exercise – Ask pupils to sort the statements on the 'Sort it out' exercise into those which show solidarity and those which do not.

Activity One

From the DVD-ROM *Louder than words* watch the clip entitled 'El Salvador' about Luis who rehabilitates young men caught up in gang violence. If you want to take this further or have more time, you could also watch the 'Conflict' clip, which goes into more detail about gangs and the issues involved.



Hold a question and answer session with the whole class to explore how the clip illustrates solidarity within a community.

- How does Luis work in solidarity with his community?
- How do music and football help to break down gang culture and introduce a more positive sense of solidarity?

Activity two

Ask pupils to focus on one or more stories from the sheet entitled *livesimply: live in solidarity*. Use the questions on the sheet and ask them to highlight or underline examples of solidarity in the stories.

Ask pupils to feed back the examples they have chosen. Suggest that they give reasons why each example is an example of solidarity, or of standing together with others in the community in each story. Find out more about solidarity and more true life stories on www.cafod.org.uk/bigdealwalk

Activity three

Watch the second clip, 'Nottingham', from the DVD-ROM *Louder than words*. This clip is based in the UK and shows young people taking action such as praying, running workshops about necessities and buying Fairtrade products. **Discuss as a class or in small groups** how we can stand in solidarity with our global community. Why are we all part of one family? Did God create us all equal? What actions could we take to stand in solidarity with the poorest people in the world?

Activity four

Use the worksheet entitled *Solidarity – what's that?* to consolidate the ideas that have emerged from the lesson. Pupils can work in pairs or alone writing their own ideas into the footprints. Each set of footprints is attached to a key question. A word bank is offered to prompt students.

Plenary or homework

Ask pupils to organise a sponsored walk for CAFOD and become part of the *Walk the world with CAFOD* fundraising event.

E-mail walk@cafod.org.uk to tell us about your walk. Look at the 'Walk with us in solidarity' sheet available at www.cafod.org.uk/secondary. Each pupil could complete a footprint with a message or pictorial representation of solidarity. Pupils can write their own message, or use one of the sentence starters to help. These footprints will provide a great display for a wall or along a corridor.

For more information on *Walk the world with CAFOD* and your walk, visit the Big Deal website at www.cafod.org.uk/bigdealwalk

You will need:

- **DVD ROM** *Louder than Words* (sent to schools in January 2007 for Lent Fast Day. Video clips are also available on the Big Deal website at: www.cafod.org.uk/bigdeal/livesimply)
- **Worksheets:** *Solidarity – what's that?* – A3 copy for all pupils; *livesimply: live in solidarity* – copy one between two; *Walk with us in solidarity*.

livesimply: live in solidarity

Introduction

Solidarity is a difficult word and is often misunderstood. It means different things to different people. For CAFOD, solidarity means walking alongside the poorest people in developing countries and working with them to make a difference. This involves understanding how poverty is caused and how it affects people as well as taking action to make a difference. Taking action can include praying, campaigning, fundraising or changing how we live so that our lifestyles become part of the solution rather than part of the problem.

Solidarity is not only about people from the richer nations walking together with those from developing countries. Solidarity also happens within various communities around the world. Examples of solidarity in the real-life stories below teach us about empathy and community.

We are all part of a global community. God has created us equal and therefore calls us to walk together with our sisters and brothers. Our actions have a global effect and we all have a responsibility to seek the common good.

Sort it out!

Below there are many different statements. Your job is to decide which are 'in solidarity' with oppressed people (tick 'yes') and which are not (tick 'no'). Remember solidarity is about community, support and viewing all people as equal.

- | | | |
|--|-------------------------------------|------------------------------------|
| The problems of the world are global and we need to work together to solve them. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| It is only right that richer countries have access to the things they want. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Because some people are poor we should all live in poverty. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| God created us all equal and so the good things of creation are for us to share equally. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| All over the world young people are interested in music, sport and spending time with their friends. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Poor people from other countries need to tackle their own problems. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| We are all created in God's image. Essentially people all over the world are the same. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Every day we have a global impact. For example, we can choose to buy Fairtrade goods and make the world a fairer place. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Poor people are very different from rich people. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| The world is divided into rich and poor. This is not going to change. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Living in solidarity

Zambia: Perform to inform

Timothy Chanda aged 17 and Innocent Misero Sekeleti aged 19 perform plays in their local market place to tackle difficult issues such as HIV and AIDS and child abuse. Working together with other young people they put on a great performance, but they are also aiming to educate.



Innocent's father died in 1999 and Timothy lost both his parents to AIDS in 1995. Life has been tough for both of them, but they are keen to take action to change attitudes and stop the spread of AIDS in their community.

Timothy said, "My parents dying has taught me a lesson and has been an eye opener. When your parents have gone it's up to you to arrange your own life and to be strong in whatever situation." He believes the performances will bring change. "I think it's effective to give messages in the market because all sorts of people come here," he says "Some of them have never come across such a message. When they hear such information some people do change."

Innocent says, "I think these dramas work because the audience is affected by it. They might see sense in it or they might just be entertained by it, but they will remember it."

Nicaragua: Preparing for the worst, hoping for the best



Darling, centre right

When Hurricane Mitch ravaged communities across Central America in 1998, seven-year-old Darling had to cross a flooded river with only a rope around her stomach to keep her afloat.

It is a miracle she survived. Now 15, Darling is taking part in an emergency simulation in Nicaragua supported by CAFOD's partner, John XXIII, to help her community to respond to future disasters.

Along with other young people she has received training in basic first aid, dealing with people who may have lost their homes, and evacuating survivors from dangerous areas. The simulation gives them a chance to work together and put their skills into practice. Each has their own role, which would be the same in event of a real emergency.

"We're not doing this just for fun. Every time it rains here the road and river floods and people can't cross," said Darling, completing an exercise where she learned to scale a rope across a river in a simulated flood.

"My role is to see if people are injured, to do first aid and prioritise treatment. Before we didn't know anything – we'd see someone injured or dying and we wouldn't know what to do. Now we are prepared."

Many villages like Darling's in Nicaragua are cut off from outside help for days, or even weeks, when a disaster occurs.

Ana Maria Gutierrez who works for John XXIII said: "Some people have no choice but to live in precarious places where they may be vulnerable to flooding. We are all responsible for making sure people don't have to live like this."



The Philippines: Equality now!

Jun, 18, is from the Philippines. He left school when he was 15 and now works in his parents' corn mill.

In his country, most people hold the traditional view that a woman should stay at home and depend on money from her husband. But hand in hand with this is also an acceptance of abuse and violence towards women as the 'norm'.



Jun, left

Jun knows that things can be different. He has learned that if women – as well as men – can earn money, lives can be transformed. Jun says, "My parents are more aware that men and women are equally capable ... now both collect water and don't see it as a woman's job." He adds, "When men and women are equal then both will work to improve their income and their lives. I think this will reduce poverty."

An organisation called Sabakan, which is funded by CAFOD, has helped teach Jun about issues concerning the roles of men and women in his society. Sabakan works to change attitudes towards women. It also trains young people to share these views with others in their schools and communities.

Jun is just one of the young people Sabakan has trained. He says, "There's a real need for this in the Philippines because until now we have learned the traditional roles of men and women from our parents and grandparents". He adds, "Now we will be passing on new information to our own children and that will bring about some changes."

Photographs: Annie Bungeoth, Marcella Haddad

Questions

Using the stories above, answer these questions

Highlight or underline examples of people working together as a community. How does each story show examples of solidarity within a community?

How would helping CAFOD add to your solidarity with these communities?

Write down what solidarity means to you.

Use your own words and your own examples.