



A Resource for Middle and High Schools



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WELCOME!

Global Solidarity Week is a school-based event packed with action and reflection to celebrate and strengthen your school community's global connections.

What is Global Solidarity Week?

The concept for Global Solidarity Week (GSW) came out of the shared experience of six Catholic high school educators who traveled to India in July 2004 as part of Frontiers of Justice, a program sponsored by Catholic Relief Services and the National Catholic Education Association. These educators discerned how they can bring back their experience of global solidarity in India while also celebrating the other global connections in their school community. The GSW is a collaborative work of these educators and in Lent 2005, the first Global Solidarity Week was organized in Georgetown-Visitation Preparatory High School in Washington, D.C., Archbishop Edward McCarthy High School in Ft. Lauderdale, Bishop McNamara High School in Forestville, MD and at the Academy of Our Lady of Guam in Hagatna, Guam.

We hope GSW will leave a lasting impact on the spirit of your school by creating a community that is awakened to their authentic connections with neighbors both locally and globally.

Why Host a Global Solidarity Week?

The Catholic Social Teaching principle of Solidarity calls us to develop a more personal and profound awareness about issues of global poverty and human relationships. Pope John Paul II used the analogy that we are God's family on earth, working together for the common good of everyone,

“Solidarity is not a feeling of vague compassion or shallow distress at the misfortunes of so many people both far and near. On the contrary, it is a firm and persevering determination to commit oneself to the common good; that is to say the good of all and each individual because we are really responsible for all.”
- Sollicitudo Rei Socialis, #38

The path toward Global Solidarity is the same path that leads us toward a just world, an aspiration at the heart of life in Christ, in which all are welcome at the table.

What's Inside This Guide?

Included in this guide are tools designed to facilitate GSW at your school. These materials are designed to be flexible so you can choose what would work best in your school for a period as short as a day or as long as a week and for both classroom or school-wide activity.

- The Church's teachings about Global Solidarity:
If Global Solidarity is a concept that is new to you or others at school, take some time to review the sections of **background information** to refresh your understanding of Global Solidarity and its **roots in the Gospel**. These pages are also designed to be used as **handouts to introduce the concepts to students** in order to enhance their experiences and to deepen their discussions during Global Solidarity Week activities.
- Classroom and school-wide activities, discussions and reflections:
This booklet is a resource for **dozens of activities** organized by topic including: **planning suggestions, prayer and liturgy resources, role play, social justice issues and daily acts of solidarity**. You will find **sample schedules** for both **week-long** and **day-long** events that you can adapt to your school's capacity and needs.
- An option to use these materials to begin a meaningful Lenten journey at your school:
Though applicable at any time during the year, when GSW is integrated into the beginning of **Lent**, the event allows for new and creative approaches to the traditional Lenten observances of **prayer, fasting, and giving**. These three actions, when rooted in the concept of Global Solidarity, will deepen and expand the experience of Lent.

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GLOBAL SOLIDARITY WEEK



I. GOALS AND TIMELINE

Goals:

- To explore Global Solidarity, a principle of Catholic Social Teaching.
- To involve groups representing a variety of areas of the school community, including students, faculty, family, administration and staff.
- To provide creative options for Lenten observances of praying, fasting, learning and giving.
- To deepen our awareness of the joys and challenges of life for our brothers and sisters in developing nations.
- To contribute to Christ's mission of creating a just and peaceful world in a variety of ways.
- To challenge students, faculty and members of our community to make informed, radical conversions in our daily lives. We will use the word "radical" to mean counter-cultural, for example: limiting TV use as a family, gathering for regular prayer or scaling back use of resources.

A pre-planning school self-assessment:

- How well does the faculty understand Global Solidarity and Catholic Social Teaching?
- What does your school already do to take action related to Global Solidarity?
- What is missing from your school's commitment to Global Solidarity?
- How many people will be participating?
- What facilities are accessible for activities?
- What other activities or special interest weeks already exist at your school?
- What resources do you have (clubs, service-learning, peace and justice staff, mission trips, etc.)?
- Who in your school community could volunteer their gifts and talents to enrich this week (immigrant families, people who have done extensive travel overseas, etc.)?
- What is your timeline for preparation and whose support can you count on?

Timeline:

You will be wise to begin planning for this week as far in advance as possible. For an Ash Wednesday week event:

- Seek approval and schedule it in school calendar – end of previous school year
- Assemble a steering committee of teachers, students, parents and administrators – start of school year
 - Assign a point person for each event or activity, especially if you are a classroom teacher and will need to continue teaching your classroom content during this week.
 - Assign large-scale events (hunger banquet, fundraiser dinner, etc.) to sub-committees who will meet separately to focus on planning for the event.
- Meet as a steering committee
 - twice monthly - September-November
 - once a week - December-February
 - daily or as needed - week prior to event



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II. A BRIEF INTRODUCTION TO CATHOLIC SOCIAL TEACHING AND GLOBAL SOLIDARITY

Catholic Social Teaching (CST) is a rich body of thought and work from the Catholic Church that addresses modern social realities. Through CST, the church articulates its reflection and response to the challenges of living up to the message and vision of the gospel in a complex and changing world. Gaining an understanding of the principles of CST will root us more fully in the responsibility of all people to ease human suffering and end injustice in the world. The relief and development work of Catholic Relief Services is rooted in the principles of CST.

One of the key principles of CST is solidarity. It is based on the knowledge that each person is part of one human family. Rev. J. Bryan Hehir defines solidarity as “...the conviction that we are born into a fabric of human relationships that our humanity ties us to others that the gospel consecrates those ties and that the prophets tell us that those ties are the test by which our very holiness will be judged.”

Global Solidarity affirms our interconnectedness as part of one human family. In 1997, the Catholic Bishops issued “Called to Global Solidarity: International Challenges for U.S. Parishes” and introduced the document in these words:

“At a time of dramatic global changes and challenges, Catholics in the United States face special responsibilities and opportunities. We are members of a universal Church that transcends national boundaries and calls us to live in solidarity and justice with the peoples of the world.”

The increased advancement in technology and communication has brought world events within our backyards and yet we often find ourselves overwhelmed and unable to respond in a constructive and faith-filled manner. Through the celebration of global solidarity week we hope that you would be able to provide opportunities for your school community to reflect on our call to global solidarity and act on global justice issues in a faith-filled way.



III. GLOBAL SOLIDARITY WEEK TEMPLATE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Theme (for the week)					
Prayer/Liturgy					
Classroom Activity/Lesson Component					
Daily Acts of Solidarity - School					
Daily Acts of Solidarity - Home					
Additional Acts of Solidarity					
Fundraising					
School-wide promotion					

III. GLOBAL SOLIDARITY WEEK SAMPLE SCHEDULE

The activities listed in this sample week are explained further throughout this resource.
Use this chart as an example of how the week could be structured and adapt it to your school's needs.

	Monday	Tuesday	Ash Wednesday	Thursday	Friday
Theme (for the week)	Who is My Neighbor?				
Prayer/Liturgy	Use a prayer from <i>Prayer without Borders</i> (CRS publication)	Prayer of St. Francis of Assisi	Readings about social justice at Mass and a global solidarity focus in the Prayers of the Faithful	Our Father said in different languages	Migrant Prayer
Classroom Activity/Lesson Component	Letter writing with overseas school	Social justice-themed video and questions	Show Operation Rice Bowl video at Ash Wednesday Mass	Write letters to Congress (read advocacy info from CRS or Amnesty International)	Class prayer services or skits Justice-oriented career day
Daily Acts of Solidarity - School	Do not use furniture in classroom. Students take shoes off.	Lunch: rice or soup only	Host school-wide hunger banquet	Day of fasting – water only (no sodas available)	Turn off all lights, heat or air conditioning.
Daily Acts of Solidarity - Home	Shower w/o hot water or use one bucket of water only	Sleep on the floor	Turn off heat or air conditioning	Do not use cell phones, internet, or TV	Candlelight family dinner (conserve electricity)
Additional Acts of Solidarity	Wear the same clothes to school	Car pool or take public transportation	Recycle your soda cans, water/soda bottles, newspapers	Eat a vegetarian diet today & learn about impact of diet	Turn off vending machines
Fundraising - all profits go to organization of your choice	“Penny Drive”	Fair trade sale (chocolate, coffee, cocoa, tea)	Operation Rice Bowl (CRS) Lenten project	pizza sale	bake sale



GLOBAL SOLIDARITY WEEK



IV. TOOLS FOR ENGAGING FACULTY, STAFF, STUDENTS AND FAMILIES

A. Steps for Planning Global Solidarity Week

- **Justify Global Solidarity Week at your school.**

Have a conversation with your principal and follow up with a written proposal for the event. Your proposal should explain the importance of global solidarity, why your school should be involved and the benefits of participating. Attach the Bishops' letter, "Called to Solidarity: International Challenges for U.S. Parishes" -- www.usccb.org/sdwp/international/globalsolidarity.htm

Include the following points in your proposal:

- Research published by the Center for Applied Research in the Apostolate (CARA) at Georgetown University in 2005 indicates that Global Solidarity is one of the least understood principles of Catholic Social Teaching and teachers frequently rely on materials from CRS or the USCCB to increase understanding of CST. The most frequently cited challenges to incorporating CST into curriculum were time constraints, lack of faculty knowledge and the counter-cultural nature of CST. Hosting a GSW would begin to address these needs and challenges. [Research sponsored by NCEA (National Catholic Education Association, www.ncea.org) and CRS (Catholic Relief Services, www.catholicrelief.org)]
- The growing interdependence of our world requires a global view. Students will be expected to understand international issues in order to be successful in today's world. More importantly, they need to understand how they can engage the world through the lens of our Catholic faith.
- GSW can be a great opportunity for cross-curricular and extra-curricular activities within your community. It can also provide a great opportunity for student leadership development as organizers and participants. Your school might already be doing many different projects that have global focus. GSW could highlight these as acts of solidarity that the school is already doing, and connect them with new or long-term commitments.

- **Connect with parents**

Send home a flyer or letter to parents explaining the intent of the week.

- Encourage families to participate by including a schedule of events at school during the week and a list of suggested acts of solidarity that can be done by individual families at home.
- Provide tools and resources for home discussions, such as Handout - Daily Acts of Solidarity at Home.
- Include information on your school's website, including links to relevant documents and resources highlighting global solidarity at work.

- **Empower colleagues**

At a faculty meeting, explain GSW and extend a general invitation to anyone who would like to be a part of the planning.

- Personally invite teachers and staff who would bring a unique gift or experience to the week's events.
- Give teachers handouts highlighting suggested cross-curricular ideas so all departments (not exclusively Religion or Theology) can be inspired about how to get involved and feel a part of the week.
- Use ideas for involving after-school clubs as a way of encouraging participation from other teachers.

- **Inspire student involvement and participation**

Start early to assemble student leadership and support for the planning and organizing phase of implementation.

- Approach different clubs/organizations and invite them to sponsor different activities during GSW.
- Invite students from a variety of involvement throughout the school to participate on the steering committee that is planning the GSW.
- Invite students who have international or cross-cultural experiences to be part of the planning of the activities of the week.



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- **Reach out to your local community**

There are resources at the parish, diocesan and local community levels that could help you structure or enhance some of your events.

- Contact your diocesan Peace and Justice office for guest speakers or other resources.
- Organize a service project that will benefit your local community, perhaps by coordinating with the local Catholic Charities office.
- Contact your diocesan, local community, student and alumni newspapers to publicize the student efforts.

- **Publicize and promote the event**

Bring in attention from throughout your school and the wider community

- In school, make posters, display pictures, make daily announcements over the loud speaker, and presentations on the TV.
- In the community, make arrangements with local newspapers to come to events and take pictures to feature in a story.
- Use school announcements to educate and remind students of acts of solidarity at home. Place a poster at the school entrance/exit to remind students of the acts of solidarity for the school day and for the evening at home.
- Use pictures of people from the developing world (outdoor classrooms, children eating simple meals, etc) to help students realize that the daily act of solidarity connects to reality of life for others around the world.

- **Plan for follow-up or design a continuing component**

Even if you only have time to build in one lesson or activity day into your curriculum, this event will have an impact on your school that will be important to continue building a sense of global solidarity at your school over time.

- Seek opportunities to demonstrate global solidarity on a local or international level through commitment to a service site, overseas community or parish group.
- If the parish already has a sister parish relationship, offer assistance, fundraise, support related events.
- Hold monthly “Solidarity Seminars” to explore different related themes by discussing articles, hearing a speaker, viewing and discussing a video or visiting local agencies or communities.
- Learn about effective legislative advocacy and then implement these skills to promote global solidarity in our nation and beyond.
- Encourage graduating seniors to look into the programs and practices at their prospective colleges and universities. Contact offices of service-learning, academic departments and student services to discuss topics related to solidarity.

- **Evaluate the event and plan for next year**

As Global Solidarity Week is coming to an end, distribute the evaluation forms to all participants. When you have collected all the completed forms, use them for your own assessment of the event and to make changes for the following year. Make copies of the full set of evaluations and mail to CRS so the materials can be continually reviewed and improved.

Mail to:

Youth Programs
U.S. Operations
Catholic Relief Services
209 West Fayette Street
Baltimore, MD 21201

Please e-mail any questions to: education@crs.org



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B. Kick-off Assembly Components

At this assembly, participation by the students, faculty and administrators on the steering committee will demonstrate their support and involvement so the student body will notice right away that it is a school-wide effort. This will help generate enthusiastic participation.

1. Develop a memorable theme that captures the message of global solidarity and at the same time, catches people's attention, and is easy to remember. Some suggestions:
 - Who is my neighbor?
 - One Human Family
 - Bridging Borders
2. Open with upbeat music or a skit that introduces the theme to students, if you are using the "Who is my neighbor?," parody the opening sequence of *Mr. Roger's Neighborhood*, and his song, "It's a Beautiful Day in the Neighborhood." This is one way to begin the discussion of being neighbors, despite lack of physical proximity.
3. Make a connection to a Gospel story demonstrating that Jesus' message was one of unity and solidarity among people.
4. Give a brief introduction to the concept of solidarity in Catholic Social Teaching and how it connects with asking "who are our neighbors?" and exploring what is life like for them and how are we called to enrich each other's lives?
 - Awareness
 - Action - personal and communal conversion
 - Prayer
5. Highlight other students/school groups and how they are "living in solidarity"
 - Student immersion/service trips
 - Students who are immigrants to the US
 - Advocating for peace and justice issues in legislation
 - Fundraising for programs that help people help themselves
6. Invite a guest speaker to share their international experiences. Select someone trained in issues of overseas relief/development or even a recent immigrant from a developing nation who can authentically share about the realities of their daily life in their native country.
7. Explain Global Solidarity Week and the activities and events they will experience. Invite other people who are working with you to explain different parts of the week including speakers, skits, films, hunger banquet, etc.
8. Challenge students to take part in Global Solidarity Week in a personal way by choosing to live in global solidarity at home and beyond. Distribute information sheets on the "Daily Acts of Solidarity at Home" and "...at School."
9. End with prayer in order to help students understand the spiritual dimension of our global relationships with others. Choose a unifying prayer that will be said each day of Global Solidarity Week and distribute copies on card stock that can be taken home to serve as a reminder to live in solidarity with others.

C. Flyer Sample

ON DECEMBER 26 2005, THE WORLD WAS MOBILIZED INTO ACTION — TO CARE FOR OUR NEIGHBORS IN INDONESIA, SRI LANKA, THAILAND, INDIA...

THIS LENT, OUR FAITH CALLS US TO CONTINUE TO CARE
AND TO ASK, “*WHO IS MY NEIGHBOR?*”
AND *HOW CAN I LOVE HIM OR HER AS I LOVE MYSELF?*”

As we begin the season of Lent,
Catholic schools across the country are holding a:
Global Solidarity Week
Feb 7-11, 2005

We hope that this week is a meaningful experience for your student. Check out some of the activities of Global Solidarity Week; please accept our invitation to get involved in any way you can:

- **Daily acts of solidarity at home:** Your student will receive information on actions to do at home to help us remember not to take our resources for granted and to consider the extent of our wealth *such as giving up a night of TV*.
- **Hunger banquet instead of lunch on Ash Wednesday, Feb 9:** We will approach this day of fasting by having students participate in a hunger banquet where most students will be *served only rice* – an act of fasting from excess. Please note that since the regular lunch will not be available; be sure to make alternate plans for those with medical needs.
- **Catholic Relief Services *Operation Rice Bowl* throughout Lent:** After the Hunger Banquet, CRS Rice Bowls will be distributed for *students to bring home*. The Rice Bowls will be collected at our school Reconciliation service on March 23.

More information about all of these activities will be available soon.

If you have any questions or if you would like to help with Global Solidarity Week please contact the school.



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D. Handout - Daily Acts of Solidarity at School

During Global Solidarity Week, we will be exploring what school life is like for our global neighbors. We will participate in acts of solidarity so that through our own experience, we may come to a deeper understanding of some of the hardships they endure and creatively surmount each day.

- We will **take off our shoes** before entering a classroom. In many countries (Japan, China, India), removing your shoes is a traditional and cultural practice that shows respect for the place that you are entering. It also has the very practical purpose of keeping the room clean, especially in a place where shoes have been walked in through unpaved, dusty streets where there are poor sanitation systems. Also, if you are going to be sitting on the floor, with your feet underneath you, taking off your dusty shoes will help keep your clothes clean!
- We will **turn off the heat or A/C** where possible. Have you ever considered how lucky we are to be able to control the temperature of the school environment? In the winter we have heat, and in the summer we have air conditioning. What would be the effects on our ability to pay attention in class if we had to put up with the extremes of hot or cold?
- We will **participate in a hunger banquet**. Not only does the hunger banquet allow for a majority of students to experience hunger, it also is a powerful way to illustrate the inequality of food distribution around the world. According to the United Nations Human Development Programme Report from 2003, “Every day 799 million people in developing countries go hungry. One in four in South Asia goes hungry and as many as one in three, in Sub-Saharan Africa”. For many participants it will be like a fast, but to our global neighbors the simple meal you are served could be considered a day’s worth of food. A hunger banquet planning guide is available from: <http://orb.crs.org>
- We will **sit on the floor** and not use the furniture. Have you ever considered your classroom desk a luxury? Can you imagine sitting with legs folded while balancing books on one leg, and taking notes on a pad of paper that leans on your other leg? Or taking a test this way? How does your back feel after ½ hour of sitting on the floor?
- We will **turn off the lights**, and try to work by natural light. Many schools in developing countries depend completely on natural light and therefore sitting outside is often the best way to assure enough light. In many US schools, large windows provide a good source of natural light, but in the developing world glass is expensive and perhaps hard to come by. Many classrooms are built with only small windows or slats in the wall to allow some light in, but to also keep out most raindrops. How much do we spend on electricity at your school? How much does it cost to light our classrooms? Do we always need to have the lights on?
- We will **turn off vending machines** for the week, or at least on the same day the school is fasting. We will deny ourselves instant access to snack foods in solidarity with those who do not have the same access we have to surplus and even excess.



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E. Handout - Daily Acts of Solidarity at Home

During Global Solidarity Week, we will be exploring what life is like for our global neighbors. We will participate in acts of solidarity so that through our own experience, we may come to a deeper understanding of some of the hardships they endure and creatively surmount each day.

- **Sleep on the floor.** A good night's sleep, on a bed, in the silence, security and privacy of your own bedroom is a luxury not available to most of the world. Many homes in developing countries do not have multiple bedrooms, let alone the space for a permanent bed with a mattress and box spring. Many sleep on a mat or cot which can either be rolled up or used for other purposes. Even if you choose to sleep on your floor for one night, you can still count many ways that your night's sleep will be better than those people sleeping on their floors in poorer conditions.
- **Shower by filling a bucket with water** and use a cup to pour water over you. The national average of water used for showering in American homes is 24 gallons. Imagine how much water you would save if you showered with the bucket and cup method which uses about 2 gallons a person. According to the World Bank, 1.1 billion people lack access to clean water and more than 3 million people die each year from preventable water-related diseases.
- **Turn off the heat or the A/C.** How much energy and money do we spend heating our homes in the winter, and running the air conditioning in the summer? The luxury of living in a controlled temperature environment is something that we take for granted and it is easy to become annoyed if we find ourselves in an environment where we are "too cold" or "too hot." Experiencing the discomfort of a cold or hot house for a few hours may help us appreciate the comfort of indoor heating and cooling that we take for granted.
- **Fast from technology** that we sometimes use to shut out the present moment including: TV, cell phone and internet. By turning off our TV, our cell phone, and internet, we are experiencing the reality of life for the majority of the world that does not have access to these modern conveniences. Though these items bring us together in innovative ways, sometimes our lives, our attention spans, our creativity and our relationships can be negatively affected by the fast-paced instant gratification of these technologies. Often quality personal interaction between people—especially family members—suffers. Turning them off for one evening allows us the opportunity to control how we use those tools in our lives, and to not be controlled by them. In their absence, there is more time to talk around the dinner table, play a game together, or say a family prayer.
- **Turn off the lights** and eat dinner by candlelight. When a storm knocks the electricity out for a few hours, we often don't know what to do to entertain ourselves. Turning off the lights and eating by candlelight is one simple way that a family can enjoy a meal together while conserving electricity. Although "dining by candlelight" usually implies a gourmet meal and elaborate setting, we suggest that for this first Friday of Lent, the meal remain simple, meatless, and be eaten with an awareness of all the blessings in our life.
- **Go vegetarian for the week** - For most of the 1.3 billion people living in poverty around the world the opportunity to eat meat for a meal is an unimaginable luxury. Going an entire week without eating meat and preparing simple foods for all meals can be a powerful reminder of how many of our brothers and sisters live. According to www.Christianveg.com, 66% of grain produced in the US is used to feed cattle and 37% of the world's grain is used for animals, not people. Be sure to research healthy meatless living before you choose this option; changing your diet should be done with careful thinking.
- **Take public transportation, ride a bike or carpool to school.** Most of the world's children do not ride in cars to school. Sharing a ride to school can serve as a clear reminder of how much more effort others have to make to receive an education. Additionally, finding a more energy-efficient way to travel to school is a great opportunity to reflect on our stewardship of the earth's resources.
- What news stories about people overseas or experiences have you had that have touched you recently that you want to remember in a special way? What kind of action could you take to be in solidarity with those in that story or situation? **Think of your own action** that would reflect your commitment to solidarity that you want to make this week.

Congratulations on living a week of solidarity!



GLOBAL SOLIDARITY WEEK



V. CLASSROOM ACTIVITIES

A. Building Awareness of Justice Issues

Learning about the issues that our brothers and sisters overseas face every day will empower students and school communities to use that understanding about how our lifestyles can and do impact others. If we live with a mindset of global solidarity, then we understand that the struggles of others are also our struggles. The more we know about the realities of our world, the more passionate we will become about making choices that make a positive impact for all people.

- Use the background information handouts about **Catholic Social Teaching and Global Solidarity**. Try different types of reading strategies to help your students quickly become comfortable with a large amount of complex information:
 - jigsaw
 - graphic organizers
 - speedy presentations
 - two-column notes page – quote on the left, comment on the right
 - reciprocal teaching - predicting, questioning, clarifying, summarizing
- Have the students take the **World Awareness Quiz** on the Operation Rice Bowl website, <http://orb.crs.org>.
- Once the students have a basic understanding of the issues, allow students as individuals or pairs to choose a related topic to do an **i-search** for specific global social and economic information. There are usually four steps to an i-search project (<http://eduscapes.com>):
 - Selecting a topic - exploring interests, discussing ideas, browsing resources
 - Finding information - generating questions, exploring resources
 - Using information - taking notes, analyzing materials
 - Developing a final product - developing communications, sharing experiences

The following websites are good resources for doing an i-search:

- Catholic Relief Services: www.catholicrelief.org
 - Bread for the World: www.bread.org
 - United Nations: www.un.org
 - National Geographic: www.nationalgeographic.com
- Use the **Solidarity with Africa** resources developed by CRS for a series of activities, prayers and educational materials that would help your students make a specific connection with Africa. <http://education.crs.org/africa.cfm>
 - The **Food Fast** website from CRS has many different activities to complement the actual hunger banquet experience. The site contains slideshows, prayers, factsheets and profiles of individuals called “stories from the field.” Use these images and resources in your classroom by downloading them directly from www.foodfast.org or ordering a CD.
 - Use the CRS advocacy page and legislative network to learn about policy issues with a connection to global solidarity. Learn the Church’s stance on many current issues and get information about how your actions could impact the outcomes. <http://actioncenter.crs.org>



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B. Skits and Role Play

These skits could be done in a classroom or large group setting. Each skit should be performed by groups of three or four students each:

Universal Declaration of Human Rights: Print the UDHR from the UN website, www.un.org. Give each group either one article or combine articles that are similar. Have the students act out a situation that best reflects the article. The scenario should either exemplify or negate the article.

Catholic Social Teaching: Use *Handout – An Introduction to Catholic Social Teaching* at the end of the classroom activities section. Students will act out a principle of Catholic Social Teaching using modern day examples. Make newspapers available to them or use previously studied class content about current or past societal issues. .

Global Solidarity: Use *Handout – An Introduction to Global Solidarity*, cut into strips. Give each group a quote. Students should write a skit that captures the theme of their statement.

The Stations of the Cross: Divide the students into 14 groups. Assign each group one station. Have the students create a modern day story that reflects the stations (e.g. In the eighth station, Jesus consoles the women. The students could create a skit of a Niger mother who cannot feed her dying child.). There are a variety of ways to present these stations: to the school during a Mass or liturgy, before or after school, outside or inside, etc.

- Catholic Relief Services' Operation Rice Bowl features Stations of the Cross and photographic images slideshow that can be paired with each station. They are free and accessible on the ORB website, under "Lenten Resources" at <http://orb.crs.org>.
- The following are found at the Center of Concern: Education for Justice <http://www.educationforjustice.org>
The Center of Concern: Education for Justice is an excellent resource for educational materials about Catholic Social Teaching, and schools can join for a nominal fee.
 - Stations of the Cross with Debt Reflections
 - AIDS Way of the Cross of Jesus Christ
 - The Way of the Cross of a Migrant
 - The Way of the Cross with Oscar Romero
 - Peace Stations of the Cross
 - The Way of the Cross of the People of Chiapas
 - The Child's Way of the Cross
 - Creating Your Own Justice Stations of the Cross
 - Contemporary Stations of the Cross: Planning a Procession for your Own Community

Scripture Skits: Assign students a scripture passage with a social justice theme. They could either act out the scene or create a modern day adaptation of the scripture. See *Handout – Solidarity in Scripture* at the end of the classroom activities section for suggested readings or use passages of your own choice.



GLOBAL SOLIDARITY WEEK



C. Social Justice Video

Use excerpts or the entire film to generate discussion or to introduce a topic.

Visit www.crs.org or the Food Fast website order page www.foodfast.org for information on the following videos:

To Earn or Learn
Positively Speaking
Speaking Our Peace
Journey Against Hunger

Visit www.truevisiontv.com for information on the following videos:

Innocents Lost
Orphans
The Transplant Trade
Reporters at War
Dying for Drugs
Dying Rooms
Old
Kids Behind Bars

Visit www.maryknollmall.org for information on the following videos:

Coming to Say Goodbye: Stories of AIDS In Africa
An African Christmas
Convictions of Prisoners of Conscience
The Global Banquet: Politics of Food
The Business of Hunger

Visit www.pbs.org for information on the following videos or search the Frontline website for other social justice videos and related study materials:

Frontline: Ghosts of Rwanda

The following videos can be ordered online or bought in stores:

Romero
Burning Season
Hotel Rwanda
The Mission



GLOBAL SOLIDARITY WEEK



D. Chocolate in the Classroom

If your school is unable to host a hunger banquet, here is one way to adapt the idea to a classroom setting to allow students to see the disparity of income and food around the world. If you are able to, use fair trade chocolate; it will help you make a smooth transition from this activity into talking about the topic of fair trade.

Supplies Needed (amounts will depend on class size):

candy bars (Fair Trade preferably)

M&Ms™

Cheerios™

Directions:

A. Divide the class into three categories by giving them a numbered or colored notecard:

- 60% of class will be considered Developing World.
- 30% of class will be considered Developed World–level 2.
- 10% of class will be considered Developed World–level 1.

B. Give the students in the different groups the following types of candy:

- Developed World–level 1 - a whole candy bar
- Developed World–level 2 – one M&M™ or small Halloween packs
- Developing World – one Cheerio™

C. Observe class reaction and conduct classroom discussion.

Sample Questions:

- How did it make you feel to see your neighbor get what he/she did?
- How did you feel to get what you got?
- Explain where you saw justice or injustice? How? Why?
- Did you notice how many people were in each group?
- Infer a connection to the “real world” about the numbers.
- What was the reason you were given different amounts and what do you think about that?
- Are you still hungry after you ate?
- If you did beg for more food, how did you feel about doing it? What was their reaction/answer?
- How else can we apply what we experienced to what we see in the world?

D. Use the info from CRS’ Food Fast and Operation Rice Bowl to help clarify the parallels to the situation of hunger and food distribution in the world.

E. Personal Connection – Individually or with a partner, students will create a representation of their reflections about the experience and the connections they were able to make with the world. The representation should include their personal reaction to the experience. The representation could be a drawing, a poem, a short essay, a skit or role play, etc.



GLOBAL SOLIDARITY WEEK



E. Fair Trade

The average U.S. family spends \$8500 on food, clothing and furnishings. How much of that amount could be spent supporting small businesses, local and/or organic farms or authentic handcrafts from artisans overseas? What impact does buying items that are “Fair Trade” have on individuals and on the larger economy? This is a discussion that high school students are ready to have.

- CRS has an Action Guide on the Fair Trade website called *Fair Trade Futures: Living a Fair Trade Life*. The introduction gives solid background information about what “Fair Trade” means. Use these initial pages to help your students increase their fair trade literacy. The next several pages detail actions that individuals, churches and schools can take to live a “Fair Trade life.” http://www.crsfairtrade.org/assets/FT_Futures_Action_Guide.pdf
- Try using the Life as a Coffee Farmer activity to bring Fair Trade issues to life in your classroom. Find the activity and reflection guide in pdf form at www.foodfast.org/pdf/Life_As.pdf
- The CRS website and the other websites listed below, have information about several popular topics related to Fair Trade. Assign each topic to a group of students to study and then present to the class. They should see what they can find out about the topic and why Fair Trade is the favorable option. They should also make the connection to global solidarity.
 - Coffee
 - Chocolate
 - Handcrafts
 - Fair Trade in Schools, Churches, Communities
 - Clothing and Accessories

Resources:

- Catholic Relief Services Fair Trade website - www.crsfairtrade.org
- Work of Human Hands - www.crsfairtrade.org/work_of_human_hands/index.htm
- SERV International - www.agreatergift.org



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F. Reflections

This week will be jam-packed for the students, and it is essential that they are allowed the time to digest everything in a purposeful way in order to make lasting personal connections to the concept of global solidarity. Students may have enjoyed an event because of its interactivity, but their cognitive understanding of how that activity relates to global solidarity needs to be made on a personal level. Taking the time to reflect and respond will help this process. Another occasion to allow time for this step is when this is an event that your school will conduct year after year; there will be a need for students to experience something new each year they participate. One way to address this need is to allow them to try different means of reflection that best reflects their increasing level of maturity. There are endless meaningful ways to do this and below are just a few ideas.

Written Reflections – Journals and Essays

Daily journaling after experiences of Global Solidarity Week can help students more fully internalize realizations or answer personal questions about this possibly new and certainly complex topic. Daily journal entries could be turned in as-is or used to create a final product essay, poem, story, letter, etc.

Expressive Reflections – Art

Art representing global solidarity could be created in any media: pen and ink, paint, collage, poster or mural, textiles, etc. These works could be created individually or collaboratively. Working with a partner or team would give the students another chance to express their emerging ideas about solidarity. Inspiration could be taken from another culture's traditional art or a piece could represent a variety of cultures.

Communal Reflections – Discussions

Take some time at various points during the week or at the culmination of the week to discuss what the students and faculty are experiencing. They may need help making the connections and it will help to hear their peers' thoughts and ideas.

Another option is to allow time(s) during the week to break into small groups with a facilitator who could be an older student taking that leadership role or a teacher taking on a mentor role instead of an instructor role. The students leading the discussion should be aided as they prepare to facilitate their group before the group meets. The student-facilitators could develop questions and discussion topics, and practice some good group facilitation techniques:

- Setting the purpose for the discussion
- Preparing an agenda and/or guide questions
- Leading introductions
- Setting norms/ground rules
- Setting a tone of open, inviting discussion
- Involving everyone
- Managing group dynamics
- Preparing for conflict
- Providing closure at the end of the discussion



GLOBAL SOLIDARITY WEEK



G. Handout - Principles of Catholic Social Teaching

The relief and development work of Catholic Relief Services is rooted in these principles of CST.

- **Dignity and Equality of the Human Person:** All of humanity has been created in the image of God and possesses a basic dignity and equality that comes directly from our creation and not from any action on our part.
- **Rights and Responsibilities:** Every person has basic rights and responsibilities that flow from our human dignity and belong to us as human beings regardless of social or political structures. The rights are numerous and include those things that make life truly human. Corresponding to our rights are duties and responsibilities to respect the rights of others and to work for the common good of all.
- **Social Nature of Humanity:** All of us are social by nature and are called to live in community with others – our full human potential isn't realized in solitude, but in community with others. How we organize our families, societies and communities directly affects human dignity and our ability to achieve our full human potential.
- **The Common Good:** In order for all of us to have an opportunity to grow and develop fully, a certain social fabric must exist within society. This is the common good. Numerous social conditions – economic, political, material and cultural – impact our ability to realize our human dignity and reach our full potential.
- **Subsidiarity:** No higher level of government – or organization – should perform any function or duty that can be handled more effectively at a lower level by people who are closer to the problem and have a better understanding of the issue.
- **Solidarity:** We are all part of one human family – whatever our national, racial, religious, economic or ideological differences – and in an increasingly interconnected world, loving our neighbor has global dimensions.
- **Option for the Poor:** In every economic, political and social decision, a weighted concern must be given to the needs of the poorest and most vulnerable. When we do this, we strengthen the entire community, because the powerlessness of any member wounds the rest of society.
- **Stewardship:** There is inherent integrity to all of creation and it requires careful stewardship of all our resources, ensuring that we use and distribute them justly and equitably – as well as planning for future generations.



GLOBAL SOLIDARITY WEEK



H. Handout - Catholic Social Teaching Quotes on Global Solidarity

Solidarity is the conviction that we are born into a fabric of human relationships that our humanity ties us to others that the gospel consecrates those ties and that the prophets tell us that those ties are the test by which our very holiness will be judged.

— Rev. J. Bryan Hehir

Below are several quotes from official church documents about Global Solidarity. Links to additional CST information and quotes appear at www.osjspm.org/cst.

(Solidarity) is not a feeling of vague compassion or shallow distress at the misfortunes of so many people, both near and far. On the contrary, it is a firm and persevering determination to commit oneself to the common good; that is to say, to the good of all and of each individual, because we are all really responsible for all.

—*On Social Concern (Donders), #38*

We have to move from our devotion to independence, through an understanding of interdependence, to a commitment to human solidarity. That challenge must find its realization in the kind of community we build among us. Love implies concern for all - especially the poor - and a continued search for those social and economic structures that permit everyone to share in a community that is a part of a redeemed creation (Rom 8:21-23).

—*Economic Justice for All, #365*

One of the most striking features of today's world, and one due in no small measure to modern technical progress, is the very great increase in mutual interdependence between people.

—*The Church in the Modern World, #23*

Catholic social teaching more than anything else insists that we are one family; it calls us to overcome barriers of race, religion, ethnicity, gender, economic status, and nationality. We are all one in Christ Jesus (cf Gal 3:28) - beyond our differences and boundaries.

—*Communities of Salt and Light, page 10*

Another root of this contradiction between affirmation and practice lies in a notion of freedom that exalts the individual in an absolute way giving no place to solidarity, openness to others, or service of them, asking like Cain: "Am I my brother's keeper?" Yes, human beings are their brother's and sister's keepers. God entrusts us to one another. Our freedom has a relational dimension; we find our fulfillment through the gift of self to others.

—*The Gospel of Life (Donders), #19*



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A world divided into blocs, in which instead of solidarity imperialism and exploitation hold sway, can only be a world structured in sin. Those structures of sin are rooted in sins committed by individual persons, who introduced these structures and reenforced them again and again. One can blame selfishness, shortsightedness, mistaken political decisions, and imprudent economic decisions; at the root of the evils that afflict the world there is -- in one way or another -- sin.

—*On Social Concern (Donders), #36*

The solidarity which binds all men together as members of a common family makes it impossible for wealthy nations to look with indifference upon the hunger, misery and poverty of other nations whose citizens are unable to enjoy even elementary human rights. The nations of the world are becoming more and more dependent on one another and it will not be possible to preserve a lasting peace so long as glaring economic and social imbalances persist.

—*Mother and Teacher, #157*

Legislation is necessary, but it is not sufficient for setting up true relationships of justice and equality...If, beyond legal rules, there is really no deeper feeling of respect for and service to others, then even equality before the law can serve as an alibi for flagrant discrimination, continued exploitation and actual contempt. Without a renewed education in solidarity, an over-emphasis on equality can give rise to an individualism in which each one claims his own rights without wishing to be answerable for the common good.

—*A Call to Action, #23*

Solidarity helps us to see the ‘other’-whether a person, people or nation-not just as some kind of instrument, with a work capacity and physical strength to be exploited at low cost and then discarded when no longer useful, but as our ‘neighbor,’ a ‘helper’(cf. Gn. 2:18-20), to be made a sharer on a par with ourselves in the banquet of life to which all are equally invited by God.

—*On Social Concern (Donders), #39*

In order to remain a Christian, one must take a resolute stand against many commonly accepted axioms of the world. To become true disciples, we must undergo a demanding course of induction into the adult Christian community. We must continually equip ourselves to profess the full faith of the Church in an increasingly secularized society.

We must develop a sense of solidarity, cemented by relationships with mature and exemplary Christians who represent Christ and his way of life.

—*The Challenge of Peace, #277*



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Interdependence must be transformed into solidarity, grounded on the principle that the goods of creation are meant for all. Avoiding every type of imperialism, the stronger nations must feel responsible for the other nations, based on the equality of all peoples and with respect for the differences.

—*On Social Concern (Donders), #39*

Given these conditions, it is obvious that individual countries cannot rightly seek their own interests and develop themselves in isolation from the rest, for the prosperity and development of one country follows partly in the train of the prosperity and progress of all the rest and partly produces that prosperity and progress.

—*Peace on Earth, #131*

There are descriptions of Global Solidarity in the catechism of the Church:

1941

Socio-economic problems can be resolved only with the help of all the forms of solidarity: solidarity of the poor among themselves, between rich and poor, of workers among themselves, between employers and employees in a business, solidarity among nations and peoples. International solidarity is a requirement of the moral order; world peace depends in part upon this.

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Various causes of a religious, political, economic, and financial nature today give “the social question a worldwide dimension.” There must be solidarity among nations which are already politically interdependent. It is even more essential when it is a question of dismantling the “perverse mechanisms” that impede the development of the less advanced countries. In place of abusive if not usurious financial systems, iniquitous commercial relations among nations, and the arms race, there must be substituted a common effort to mobilize resources toward objectives of moral, cultural, and economic development, “redefining the priorities and hierarchies of values.”

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I. Handout - Solidarity in Scripture

Old Testament

Ezek 22:7, 12, 19

(7) Father and mother are treated with contempt in you; the alien residing within you suffers extortion; the orphan and the widow are wronged in you. (12) In you, they take bribes to shed blood; you take both advance interest and accrued interest, and make gain of your neighbors by extortion; and you have forgotten me, says the Lord GOD. (19) Therefore thus says the Lord GOD: Because you have all become dross, I will gather you into the midst of Jerusalem.

Micah 2:1-2

(1) Alas for those who devise wickedness and evil deeds on their beds! When the morning dawns, they perform it, because it is in their power. (2) They covet fields, and seize them; houses, and take them away; they oppress householder and house, people and their inheritance.

Zec 7:8-10

(8) The word of the LORD came to Zechariah, saying: (9) Thus says the LORD of hosts: Render true judgments, show kindness and mercy to one another; (10) do not oppress the widow, the orphan, the alien, or the poor; and do not devise evil in your hearts against one another.

Isa 61:1-4

(1) The spirit of the Lord GOD is upon me, because the LORD has anointed me; he has sent me to bring good news to the oppressed, to bind up the brokenhearted, to proclaim liberty to the captives, and release to the prisoners; (2) to proclaim the year of the Lord's favor, and the day of vengeance of our God; to comfort all who mourn; (3) to provide for those who mourn in Zion-- to give them a garland instead of ashes, the oil of gladness instead of mourning, the mantle of praise instead of a faint spirit. They will be called oaks of righteousness, the planting of the LORD, to display his glory. (4) They shall build up the ancient ruins, they shall raise up the former devastations; they shall repair the ruined cities, the devastations of many generations.

New Testament

Mark 10:17-31

(17) As he was setting out on a journey, a man ran up and knelt before him, and asked him, "Good Teacher, what must I do to inherit eternal life?" (18) Jesus said to him, "Why do you call me good? No one is good but God alone. (19) You know the commandments: 'You shall not murder; You shall not commit adultery; You shall not steal; You shall not bear false witness; You shall not defraud; Honor your father and mother.'" (20) He said to him, "Teacher, I have kept all these since my youth." (21) Jesus, looking at him, loved him and said, "You lack one thing; go, sell what you own, and give the money to the poor, and you will have treasure in heaven; then come, follow me." (22) When he heard this, he was shocked and went away grieving, for he had many possessions. (23) Then Jesus looked around and said to his disciples, "How hard it will be for those who have wealth to enter the kingdom of God!" (24) And the disciples were perplexed at these words. But Jesus said to them again, "Children, how hard it is to enter the kingdom of God! (25) It is easier for a camel to go through the eye of a needle than for someone who is rich to enter the kingdom of God." (26) They were greatly astounded and said to one another, "Then who can be saved?" (27) Jesus looked at them and said, "For mortals it is impossible, but not for God; for God all things are possible." (28) Peter began to say to him, "Look, we have left everything and followed you." (29) Jesus said, "Truly I tell you, there is no one who has left house or brothers or sisters or mother or father or children or fields, for my sake and for the sake of the good news, (30) who will not receive a hundredfold now in this age--houses, brothers and sisters, mothers and children, and fields with persecutions--and in the age to come eternal life. (31) But many who are first will be last, and the last will be first."



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Matthew 25:31

(31) “When the Son of Man comes in his glory, and all the angels with him, then he will sit on the throne of his glory. (32) All the nations will be gathered before him, and he will separate people one from another as a shepherd separates the sheep from the goats, (33) and he will put the sheep at his right hand and the goats at the left. (34) Then the king will say to those at his right hand, “Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; (35) for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, (36) I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.’ (37) Then the righteous will answer him, “Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? (38) And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? (39) And when was it that we saw you sick or in prison and visited you?’ (40) And the king will answer them, “Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.’ (41) Then he will say to those at his left hand, “You that are accursed, depart from me into the eternal fire prepared for the devil and his angels; (42) for I was hungry and you gave me no food, I was thirsty and you gave me nothing to drink, (43) I was a stranger and you did not welcome me, naked and you did not give me clothing, sick and in prison and you did not visit me.’ (44) Then they also will answer, “Lord, when was it that we saw you hungry or thirsty or a stranger or naked or sick or in prison, and did not take care of you?’ (45) Then he will answer them, “Truly I tell you, just as you did not do it to one of the least of these, you did not do it to me.’ (46) And these will go away into eternal punishment, but the righteous into eternal life.”

Luke 6: 20-26

(20) Then he looked up at his disciples and said: “Blessed are you who are poor, for yours is the kingdom of God. (21) “Blessed are you who are hungry now, for you will be filled. “Blessed are you who weep now, for you will laugh. (22) “Blessed are you when people hate you, and when they exclude you, revile you, and defame you on account of the Son of Man. (23) Rejoice in that day and leap for joy, for surely your reward is great in heaven; for that is what their ancestors did to the prophets. (24) “But woe to you who are rich, for you have received your consolation. (25) “Woe to you who are full now, for you will be hungry. “Woe to you who are laughing now, for you will mourn and weep. (26) “Woe to you when all speak well of you, for that is what their ancestors did to the false prophets.

Acts 2:42-47

(42) They devoted themselves to the apostles’ teaching and fellowship, to the breaking of bread and the prayers. (43) Awe came upon everyone, because many wonders and signs were being done by the apostles. (44) All who believed were together and had all things in common; (45) they would sell their possessions and goods and distribute the proceeds to all, as any had need. (46) Day by day, as they spent much time together in the temple, they broke bread at home and ate their food with glad and generous hearts, (47) praising God and having the goodwill of all the people. And day by day the Lord added to their number those who were being saved.

Acts 4:32-37

(32) Now the whole group of those who believed were of one heart and soul, and no one claimed private ownership of any possessions, but everything they owned was held in common. (33) With great power the apostles gave their testimony to the resurrection of the Lord Jesus, and great grace was upon them all. (34) There was not a needy person among them, for as many as owned lands or houses sold them and brought the proceeds of what was sold. (35) They laid it at the apostles’ feet, and it was distributed to each as any had need. (36) There was a Levite, a native of Cyprus, Joseph, to whom the apostles gave the name Barnabas (which means “son of encouragement”). (37) He sold a field that belonged to him, then brought the money, and laid it at the apostles’ feet.

For more suggestions, see: http://www.gprep.org/spirituality/service/social_justice_in_scripture.htm



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VI. SCHOOL-WIDE ACTIVITIES

A. Prayer and Liturgy Resources

Prayer is a vital way to allow an entire community to gather and express their hopes and dreams for another community. These prayers could be used for classroom activities, morning announcements or school liturgy.

Prayer Ideas/Resources:

- ***Prayer Without Borders: Celebrating Global Wisdom*** – a compilation of prayers, wisdom stories and reflections from more than 25 countries. Order a copy at www.crsprayer.org.
- ***Prayer of St. Francis of Assisi*** (Lord, make me an instrument of your peace...)
- ***St. Teresa's Prayer*** (Christ has no body on earth but yours;...)
- ***Prophets of a Future Not Our Own*** (a.k.a. Romero's Prayer) by Bishop Ken Untener
- ***Native American Prayers*** – www.beliefnet.com/prayeroftheday/prayer_main.asp
(scroll down to prayers of different faiths)
- ***Columban Fathers Prayers*** – www.columban.org/prayer
- ***Migrant Prayer*** - www.usccb.org/mrs/nmw/prayer.shtml
- ***The Our Father*** in over 1300 different languages - www.christusrex.org/www1/pater/index.html
- ***Liturgy of the Hours*** - <http://www.universalis.com>
- ***Liturgy of the Saints*** from around the world on Social Justice – Subscribe to the Center of Concern's Education for Justice page www.educationforjustice.org or www.coc.org
- ***Prayers relating to Farm Workers*** – the National Farm Worker Ministry
www.nfwm.org/worshipresources/wrshpmain.shtml
- ***Litany of Non-Violence*** – The Sisters of Providence website lists this among other peace and justice resources accessible from the "Ministries" page – www.spsmw.org/cgi-bin/site.pl?3208&dwContent_contentID=254
- ***Catholic Social Teaching*** or social justice principles - use the internet to find prayers related to a particular principle. For good background materials visit: <http://www.osjspm.org/cst>

Prayers Online

Due to the ever-changing structure and hosting capacity of different organizations, you may find that links to favorite prayers or reflections listed here have changed. Before you lose heart, try a quick search by putting the key words into a reliable search engine.



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B. Fundraising Ideas

The GSW steering committee will choose an agency or organization that works to increase justice and solidarity in the world to benefit from GSW fundraisers. Note: Operation Rice Bowl funds are collected for Catholic Relief Services. To ease the effort of organizing more than one fundraiser during the week, a club or parent group may want to choose to sponsor one of these activities.

Operation Rice Bowl

Order materials from Catholic Relief Services on the website, www.crs.org. This long-standing CRS program offers parish and school communities the opportunity to reflectively give monetary support to people overseas while learning about some of the very people and places their donations will impact. Included in the materials are recipes, cultural information and individuals' stories. Students will be given a cardboard container for donations and an accompanying calendar that provides resources for prayer, fasting, giving and learning. After the money is collected and sent in to CRS, 25% stays in your local diocese and 75% goes to international programs.

Penny Drive

There are many ways to have a coin collection. You can change the title to fit the recipient, for example, "Pennies for Peace" etc.). A fun way to have a penny drive is to incorporate a class competition. Pennies equal 1 positive point, nickels = negative 5 points, dimes = negative 10 points, quarters = negative 25 points, one dollar = negative 100 points, etc. Each class has milk jugs or water jugs that can be carried around by students or placed in a predetermined, secure location where there will be adult supervision. Classes will place their pennies only in their jug and all other coins or dollars in the other classes' jugs. For example, a sophomore will put his/her pennies in the sophomore jug to earn positive points for the sophomore class, but place his/her quarters in the freshmen, junior and senior jugs so those classes would have to put in more pennies to regain their positive points. The class who wins with either the highest positive points or the lowest negative points can earn some kind of recognition or reward that is reflective of the solidarity theme.

Food Sales

Students bring in baked goods and they are sold before, during or after school. Pizza can be sold after school.

School/Parish Garage Sale

This can be done after school or on a weekend. Students bring in unwanted clothes and other items in good condition to sell. Unsold items should be donated to a local shelter or other agency that can use them.

"Blank"-a-Thons

Organize dance-a-thon, or hula-hoop-a-thon, etc. for which students will ask friends and family to be sponsors. If your school has access to a track, another option for this sponsorship-style of fundraiser is an overnight relay race. Teams of students and their families can sign up by getting a minimum target of sponsorship. Once at the event, the team members take turns spelling one another off walking or running around the track.

Solidarity Dinner

An international menu can be planned and tickets sold to attend this dinner featuring music or speakers from different countries.

Simple Meal

A simple meal (rice and beans, soup and bread, etc.) can be planned and tickets sold. Combine this activity with reflections/presentations from mission trips of faculty, students or guest speaker.



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Fair Trade Night

After the students have learned about fair trade and the impact it can have on economies all over the world, invite the school community to an event at which guests can sample fair-trade chocolate, coffee and tea and purchase these products and handicrafts from all over the world. All proceeds from the consignment sale will be sent to the organization from which the items were ordered. Guidance about how to host a sale through Work of Human Hands is on the Catholic Relief Services website, www.crsfairtrade.org.

Concert or Talent Show

Charge admission to an event at which students will sing or play music from around the world.

Fashion Show

Students will model fair-trade, second-hand, organic fabric, or international fashions at a ticketed admission show. The clothing from these alternative sources will be modeled to show you can be in fashion and also globally responsible.

The following three could be incorporated into a dinner/show night:

Raffle

Students will solicit donations from local area businesses, restaurants, shops, sporting events, etc. Then they will sell raffle tickets and have a drawing. Check your school policy about raffles before choosing this option.

Auction

1. Students bring in new, unused items (maybe not wanted from Christmas or their birthday) or solicit items from local businesses. This can be done by individual classroom or as a school. It can be an oral auction for bidding or a silent auction for bidding where the items are displayed and they write down their bid.

2. Faculty Auction – Have faculty and staff auction off fun things, for example, “Principal for a Day”, teacher cooks dinner for student, etc.

Other

If students raise X amount of dollars, a well-known teacher will do a crazy thing: shave or dye hair, wear costume to school, kiss a pig, etc.



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C. Hunger Banquet Resources

Catholic Relief Services' **Food Fast** is a 24-hour hunger experience designed to:

- **CONNECT** young people with the real world! Food Fast raises awareness on the issues of poverty and hunger faced by our brothers and sisters around the world.
- **CHALLENGE** Catholic youth to be counter-cultural! Food Fast challenges young people to consider how their engagement of the world, their perspectives and lifestyles, can make a difference.
- **EMPOWER** Catholic youth to action that would have long-term effects on the lives of the poor, more than just seeing them as objects of our charity.

All materials to prepare and host a Food Fast are available on the website www.foodfast.org. The event can be purely educational or used to fundraise for Catholic Relief Services' efforts to ease hunger in the world.

***NOTE

If doing an entire Food Fast event is not something you are able to do at your school at this time, make sure to check out the **coordinator's manuals from past years**. They are *great resources* of additional reflection, prayer services and group-building activities.

Hunger Banquet

An event like a hunger banquet helps to bring to life the realities of the poor distribution of food resources in our world. Students and faculty who participate take on a role of a person in one of three economic levels in the world – developed world – level 1, developed world – level 2 and the developing world. Each group is assigned an area of the room to sit and a corresponding amount of food to eat. The evening can be enhanced with speakers, discussions, decorations and props. There are several ways to organize an event like this and it is flexible enough to accommodate groups of varying sizes. If a complete hunger banquet is planned, include as many enrichment components as you are able: invite a keynote speaker, begin and end with a prayer service and songs, allow students to discuss their experiences in small groups, invite students to write about their experience.

The CRS Operation Rice Bowl hunger banquet model will be extremely useful in helping you organize a hunger banquet at your school. You can find the information here: http://orb.crs.org/Parishes/Hunger_Banquet.pdf



GLOBAL SOLIDARITY WEEK



D. Cross-Curricular Ideas

Different content area teachers will be able to provide their own spin on the concept of solidarity. Use this list of topics to inspire lessons related to solidarity that also incorporate subject area learning.

English

- Read literature that addresses conflict, poverty, injustice, etc., and discuss personal connections.
- Write a piece that reflects an understanding of solidarity such as a metaphor, poem, short story, etc.
- Work with students to show them how to gain access to a variety of resources that give current information about global situations (periodicals, websites, etc.).

Math

- Analyze statistics about education, poverty, hunger, etc.
- Create graphs, word problems, projections of current and future economic situations.
- Plan a budget on a minimum wage salary in the U.S. and then with overseas data (prices and wages)

Science

- Study topics that impact all humans' abilities to live a healthy fulfilling life
- Water issues – sources, hygiene, illness,
- Disease pathology and treatment
- Irrigation systems
- Transportation and technology

P.E.

- Use icebreakers or games that focus on teamwork and cooperative success
- The past coordinator's manuals for Food Fast www.foodfast.org have many suggestions for these type of activities

Social Studies

- Use current events as focus for discussion about our personal connections to international issues
- Distribution of wealth and resources around the world (agriculture, industry, medicine, etc.)
- Study the impact of government structures on the economic status of their people.
- See the Building Awareness page for information about taking action for advocacy.

Art

- Create individual or collaborative pieces that honor connections with brothers and sisters overseas.
- Study traditional art forms (materials, shapes, colors, patterns) of different cultures.



GLOBAL SOLIDARITY WEEK



VII. GLOBAL SOLIDARITY – ONE-DAY EVENT

Your school may not be able to accommodate an entire week of activities, but are able to set aside one day for school-wide participation. This is one possible agenda, using the tools in this resource. You could also use the template schedule and swap in preferred activities.

Preparing the school community

- Get support from administration and gather a small steering committee that includes students.
- Choose a day. One option is to choose a day that has special liturgical significance.
- Make all necessary preparations for the day's events, especially hunger banquet.
- Introduce teachers to the event at a faculty meeting.
- Preview the idea of a Global Solidarity Day in all classes leading up to the scheduled day so that students are both expecting it and looking forward to it.
- Send a letter home to parents with information about the day.

Preparing the school building

- Unveil a "Global Solidarity Day" poster. It could be hung the preceding days with a "coming soon" sign over it.
- Posters with quotes about solidarity and world hunger and poverty facts could be posted throughout the building.

Morning announcements:

- The GSD committee members including students and administrators will announce the celebration of Global Solidarity Day and explain why the school has chosen to honor this particular day.
- Read Galatians 3: 26-28
 - (26) For through faith you are all children of God in Christ Jesus.
 - (27) For all of you who were baptized into Christ have clothed yourselves with Christ.
 - (28) There is neither Jew nor Greek, there is neither slave nor free person, there is not male and female; for you are all one in Christ Jesus.
- Read excerpt from Communities of Salt and Light – "Catholic social teaching more than anything else insists that we are one family; it calls us to overcome barriers of race, religion, ethnicity, gender, economic status, and nationality. We are all one in Christ Jesus beyond our differences and boundaries."
- Offer a prayer written by Mother Teresa of Kolkata

Lord, open our eyes that we may see you in our brothers and sisters.

Lord, open our ears that we may hear the cries of the hungry, the cold, the frightened and the oppressed.

Lord, open our hearts that we may love each other as you love us.

Renew us in Your Spirit. Free us and make us one.

Amen.



GLOBAL SOLIDARITY WEEK



Homeroom:

- Distribute and review Daily Acts of Solidarity handouts (home and school).
- Review the day's schedule and location or class change information for each event.

Class Period 1

In this class they will:

- Choose which of the acts of solidarity they want to try this class period (no furniture, no shoes, class pledge not to visit vending machines today etc.). Clearly explain why this action gives them a sense of solidarity with people of other cultures.
- Divide class into groups of four or five and distribute a scripture passage and give them instructions about how to create a skit that portrays the presence of the solidarity theme in their assigned story. Perform these skits for the class.

Class Period 2

Depending on your school technology capabilities, this video can be shown over school network, classes can combine into a larger room or multiple copies can be ordered and shown simultaneously:

- Watch *To Earn or Learn* and follow up with discussion questions. The video profiles child laborers in India and exposes various viewpoints on this predicament in Indian society.

School-Wide Afternoon Activity

Hunger Banquet: At lunchtime, students will all go to cafeteria (if it is a large enough) or other large space where they will participate in a Hunger Banquet. Instructions for this activity are on the Hunger Experiences page. If all the components are implemented, this event will last the rest of the afternoon.



GLOBAL SOLIDARITY WEEK



VIII. EVALUATIONS

Please circle one:

Freshman

Sophomore

Junior

Senior

Faculty

Other: _____

Overall Impressions

Circle the best description of the week, or add your own:

Interesting

Useful

Distracting

Informative

Annoying

Eye-Opening Other: _____

Review Of Week's Objectives

Did this week help you in your observance of Lent? Why or why not?

What was the theme of the week (remember the opening skit at the assembly)? Who first challenged us with this question?

To you, what is the idea of global solidarity?

What students, teachers or other groups on campus did you see involved?

Review Of Week's Goals

Did your awareness about the reality of the life of the poor around the world increase this week? If so, can you give an example of something that you learned or were surprised by?

Did you learn of any ways that you can help the lives of those who are poor elsewhere around the world? If so, can you give an example?

Did the conversations and experiences of the week help you to evaluate the patterns of consumption in your daily life? Did this inspire you to change anything about your daily life?

Evaluating the Experiences: Acts of Solidarity

Day	Activity at School	Did any of your classes do this Y or N?	Was it helpful: Y or N? And why/why not
Mon	Shoes Off		
Tue	No Heat		
Wed	Hunger Banquet		
Thurs	No Furniture		
Fri	Lights Off		

Day	Activity at Home	Did you try this: Y or N?	Was it helpful: Y or N? And why/why not
Mon	Cold or Bucket Shower		
Tue	Sleep on Floor		
Wed	Lowered Heat		
Thurs	Limit TV, IM, Cell Phone		
Fri	Candle Light Dinner		

Evaluating the Experiences: Meetings and Discussions

Assembly- Did the assembly explain the purpose and theme of the week and help to prepare you for the experiences? Why or why not?

Homeroom prayer/activity- Which prayer did you most connect with? Why? Which prayer helped you be able to discuss the theme of the week? Why or why not?

Mass- Did the Ash Wednesday Mass help connect the beginning of Lent to the idea of global solidarity? Did it prepare you for the hunger banquet? Why or why not?

Classroom activity- Which classroom activity helped you understand solidarity better? Why?

Suggestions/Comments

Should we do this again next year?

Should the banquet be voluntary? Why or why not?

Are you more familiar with the work of Catholic Relief Services? Do you plan to contribute money to Operation Rice Bowl during the next few weeks of Lent?

In general, is this something you would be interested in helping to plan next year?

Any other comments or suggestions?

Please email to: education@crs.org

**or mail to:
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Thanks!