

IN THE NAME OF THE FATHER... IN THE SHOES OF PEOPLES IN THE AMAZON

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OBJECTIVES //

- Reflect on our life circumstances, and our impacts on the planet
- Develop greater awareness of the human causes of climate change, and the inequalities that climate change produces (including the injustices that we may unconsciously fuel in the Global North)

DURATION // 30-45 minutes

GROUP SIZE // 10-30 participants

MATERIALS REQUIRED //

- Masking tape

PREPARATION //

- Read through the following D&P resources so you're able to explain the issues facing indigenous and traditional peoples in the Amazon

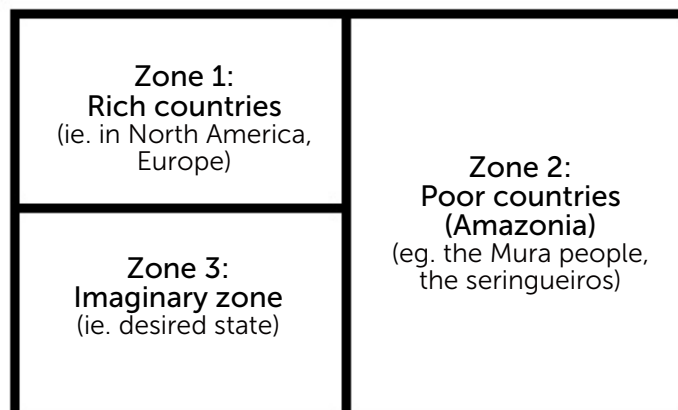
Community Profiles (2 pages): devp.org/sites/www.devp.org/files/documents/materials/devpeace_commonhome_community_profiles_en-v02.pdf

Backgrounder (pages 1-4): devp.org/sites/www.devp.org/files/documents/materials/future_for_the_Amazon-backgrounder-en-v02.pdf

Other useful resources: devp.org/en/education/fall2019/materials

- Using the masking tape, create a large figure on the floor (similar to the one below): a large rectangular box divided into three categories.

NB: One half of the figure (eg. Zone 2) should accommodate the whole group when pressed against each other.





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ACTIVITY GUIDE

STEP 1 //

Form two groups (one small and one large) by dividing participants according random criteria. For instance, tell participants who were born on a date that is a multiple of five to stand on the left side of the room (ie. 5th, 10th, 15th, etc day of the month), and have everyone else move to the right side of the room. Ensure that you end up with a numerical minority and a numerical majority with whatever criterion you choose.

STEP 2 //

Ask the smaller group to move to Zone 1 and explain to them:

You belong to the rich countries. You have a way of life characterized by overconsumption. To satisfy your current lifestyle, you must exploit the environment around you, and often, beyond your borders where conditions allow activities like clear-cut logging, the cultivation of crops like soy to feed cattle, etc.). You live to the rhythm of companies whose sole purpose is to make ever more profits, and advertising firms that encourage people to always consume more. Your economic system is characterized by the notion of "unlimited growth" despite limited resources.

STEP 3 //

Invite participants (both inside and outside Zone 1) to identify areas of their own life or general society which correspond to the culture of Zone 1. For instance, participants might mention the atomization of travel (e.g. cars replacing public transit or human-powered travel), the overconsumption of meat, disposable products that replacing sustainable alternatives (eg. milk bottles), upgrading cell phones each time a new model is launched).

STEP 4 //

Ask the rest of the participants (the larger group) to move to Zone 2. Explain their reality to them:

You have natural resources above ground and in the sub-soil that are coveted, especially by foreign actors. The politico-economic structure in your country does not protect you due to widespread corruption throughout the public and private sector, and other factors. In your country, foreign companies act in ways they would not dare do in the countries where



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they are based. Respect for the environment and human rights are not priorities for foreign business, or your government... nor is the payment of taxes or wealth redistribution by the public authorities.

Some of you have been living in the forest for centuries. It's your home, your habitat, your source of livelihood. You are aware that this forest is vital to you and to the ecological balance of humanity. You take only what you need from the forest, all while preserving it for future generations.

Foreigners come to your region to exploit the forest resources, but in a chaotic way: they don't consult indigenous peoples, they violate human rights and they begin to destroy the local habitat, causing an unprecedented ecological devastation.

STEP 5 //

Describe Zone 3 to participants:

Zone 3 is an imaginary zone that is very rich in natural resources, where businesses consult meaningfully with indigenous and traditional peoples and use the riches of the land in a responsible way. Locals and foreigners respect and promote the rights of the vulnerable, and contribute to their well-being, maintaining the balance needed for an integral ecology.

STEP 6 //

Explain the general context of the Amazon based on your preparatory reading.

STEP 7 //

Ask participants to close their eyes and explain that you will now use the Our Father to reflect on the three zones you've described. Explain that you will give them a few seconds of reflection after each line of the prayer, to reflect on its meaning and the nature of the zone where they are standing. Tell them:

If the meaning of the line is respected in the zone in which you are standing, remain there.

If the meaning of the line is not respected in the zone in which you are standing, feel free to move to a different zone.

STEP 8 //

Recite the prayer softly line by line. At the end of each line, invite the group to consider particular



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questions about it. For instance:

"Our Father, who art in heaven" –

- Do we recognize our kinship, our equality, as sisters and brothers?

"Hallowed be thy name" –

- Does our situation sanctify the name of God?

"Thy Kingdom come, Thy will be done" –

- Is this what God wants for his people?

"On Earth as it is in Heaven" –

- Does this reflect God's kingdom on Earth?

"Give us this day our daily bread" –

- Does this provide bread for all peoples?

"And forgive us our trespasses, as we forgive those who trespass against us" –

- Can we ask for, or expect, forgiveness in this situation?

"And lead us not into temptation, but deliver us from evil" –

- In this situation, am I being guided by self-interest, greed, or comfort while ignoring my sisters and brothers?

"For thine is the kingdom, the power and the glory, forever and ever" –

- Do I trust that God's plan will guide us to a peaceful future?



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STEP 9 //

At the end of the prayer, invite participants to debrief as a large group, or in smaller groups of two to four. Ask them:

- Those who have changed region, why did you change places?
- What touched you during this experience?
- For those who did not change place, what was the reason for staying in one spot?

Note: If all goes well, most participants should have moved to Zone 3: the ideal, imaginary zone.

STEP 10 //

Next ask participants what they think should be done to help the indigenous Mura peoples, seringueiros (traditional rubber tappers), and other endangered communities in Brazil. Give them 5-10 minutes to brainstorm in small groups. Bring the large group together again and have one person from each group explain their idea.

STEP 11 //

Tell participants about Development and Peace's suggested actions, and see what alignment might exist with any ideas generated by the small groups:

- The Intergenerational Pledge for our common home – devp.org/en/campaign/forourcommonhome/pledge
- The solidarity letter or drawing – devp.org/sites/www.devp.org/files/documents/materials/devpeace_commonhome_solidarity_letter_en.pdf
- Fundraising through THINKfast or another creative fundraising idea from participants – devp.org/en/thinkfast

STEP 12 //

Work with participants to select one or more acts of solidarity you will commit to as a group. In the days and weeks ahead, do any required planning and complete your acts of solidarity.