



K – Grade 3 : Emergency Relief

// 195 – 225 MINUTES

When Environmental Disaster Strikes Love is in Community (Particip)action

LEARNING OBJECTIVES

- Identify the special places in our lives and communities and listen, share and explain ideas about these places and why they are valuable.
- Empathize with people and communities who have lost their special places to environmental disasters, and identify why and how to involve them in rebuilding these places.
- Identify ways of responding to an environmental disaster that demonstrate understanding and application of the Catholic Social Teachings - Human Dignity, Solidarity, and Participation.

GUIDING QUESTION

How can we be mindful of all members of the community in creating a special space after it is destroyed by an environmental disaster?

CURRICULUM EXPECTATIONS

Social Studies Kindergarten, 1, 2, 3

Science Kindergarten, 1, 3

Other: Religious Education, Language Arts, Literacy, Arts

ASSESSMENTS

1. I can identify three characteristics of a special place.
2. I can share my opinions and ideas and can identify instances where I was listened to within my community.
3. I can listen to the ideas of members of my community.
4. I can identify a principle of Catholic Social Teaching and name an example of how it is exercised.

TEACHING STRATEGIES

INDUCTIVE LEARNING

Sharing Circle

See:

<http://www.innerchoicepublishing.com/circleInfo.html>

EXPERIENTIAL LEARNING

Appendix includes Assessment, Extensions and Cross-Curricular Connections.

KEY VOCABULARY

Human Dignity

Solidarity

Participation

Cooperation

Community
(Anthropomorphic +
Environment)

Needs

Wants

Natural Disaster: Tornado,
Typhoon, Hurricane, Tsunami

Opinion

Empathy

PRINCIPLES OF CATHOLIC SOCIAL TEACHING www.devp.org/cst

Human Dignity: Every person is created in the image of God and is to be treated with respect. We have to think about the whole person: their mind, body, heart, soul, and environment. We have to recognize what we have in common and celebrate our diversity.

Solidarity: As members of one global family, we are committed to the good of every person and group, and responsible to one another. Even if we are different, we are our sisters' and brothers' keepers, called to love one another.

Participation: Every person belongs to a community, and has the right and responsibility to contribute to the community. Only when each member is involved, according to his or her gifts, is the community complete.

PREPARATION

// 45 MINUTES

Preparation for the activity proper will take approximately 45 minutes, however, allow two weeks prior preparation for the collection of recyclables used in the activity.

2 WEEKS BEFORE

Send a note home with students requesting that they save and bring to school recyclables from their homes (e.g. boxes, paper towel rolls, tin foil, etc.) and/or items or materials that can be used for building structures (play dough or Lego blocks).

This collection should take place over the course of two weeks, and each student should bring in a certain amount of recyclables or building materials. Create a space in the classroom to collect these recyclables.

1 DAY BEFORE

- Prepare all materials required for the activity in one space for easy accessibility.
- Determine the space limit to build / rebuild a special space (identify the chart paper required.)

READINGS AND VIDEOS

- Selected excerpts from *Laudato Si'* (suggested excerpt: paragraph 84)
- Development and Peace. (2011, January 7). Housing Reconstruction Project in Haiti. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=fRWRMbl98po>
Development and Peace supported project through partner organization ITECA
- Development and Peace. (2014, November 17). Typhoon Haiyan: One Year Later. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=g3gsuLRWr24&list=PLkjEuWjjCVnFZQVRACBgHqvkwPvgjWm>

MATERIALS

- Recyclables collected by students
- Building materials (playdough, Lego blocks, etc...)
- Fasteners, tape (items or materials that could be used to join building materials or elements together)
- Chart Paper
- Markers
- Development and Peace videos
- Sentence stems for Journal Reflection
- Summative Assessment Rubric

SEE (3 PARTS)

// 110 – 120 MINUTES

Part 1: Visioning Activity

// 20 – 30 MINUTES

Gather students into a circle.

Optional: Have students face outward with closed eyes (to allow for greater personal reflection).

Read the following quote from Pope Francis' encyclical, *Laudato Si'*, with students:

“The history of our friendship with God is always linked to particular places which take on an intensely personal meaning; we all remember places, and revisiting those memories does us much good.”

– *Laudato Si'*, 84

Optional: Consider also using excerpts from Chapter IV: Integral Ecology which addresses the message of each creature, and the harmony of creation.

Optional: Defining “special” spaces

Share with the students that certain places have very powerful positive meanings for us.

These could be very personal but also shared.

In these places we can encounter God, through love, joy, community, positive memories.

We feel safe in these places.

These are sacred spaces.

Encourage students to imagine an existing meaningful, special place of their own.

Prompt them to think of this place by describing:

- Physical features (Where is it? What is there?)
- Social features (Who is there?)
- Emotional markers (How do you feel? Happy; Safe; Peaceful?)



Optional: Use the following strategy:

“Think of love, picture love: What do you see? Where are you?”

“Think of love, picture love again: What do you see? Who is there with you?”

“Picture that place again; how do you feel? Happy? Sad? Playful?”

The goal is for students to envision a place full of grace.

Allow approximately 2 – 5 minutes for students to reflect on this.

THINK – PAIR – SHARE

Have students listen to each other’s ideas about their special spaces.

Encourage them to describe why their special place / space is good to them (e.g. because my family is with me, because I am warm, etc.) First, have students share their ideas with one partner, then have each set of partners join with another pair.

Come back together as a group to identify the common features (physical, social, emotional, or psychological) of the students’ special spaces.

Create a list of common features.

In this group discussion, be sure to infuse the relevant vocabulary of Catholic Social Teaching.

You can use the general definitions listed above and that can be found on www.devp.org/cst OR provide them with the explanations below, as applied to the subject of the special space.

Human Dignity: Since we are all made in the image of God, all of our opinions of what makes a space special are valuable and should be listened to.

Solidarity: Our efforts to create a truly special space are much stronger when we work together to find a solution that works for everyone.

Participation: Every member of the group has the right to contribute their ideas to the discussion of how to build the special space that they share with others.

Lead students in a discussion to choose (as a group) their top 3 – 5 favourite features of a collective special space for them as a group.

Part 2: Building Activity

// 60 MINUTES

Tell students that they will, as a group, use the recycled materials that they have collected, and other building materials (such as playdough, Lego blocks, fasteners, tape etc...), to build their special space together as a group, making sure that it reflects the top 3 – 5 agreed-on features that their class identified in their Imagination Activity.

NOTE: We recommend that only one special space is built by all students, since this will reflect the entire group's participation in planning one collective special space.

The purpose and design of the special space can be tailored to students' concurrent learning programs. For example:

Grade One: My World – Home, School Community

Grade Two: Community in the Past OR Habitats (e.g. for animals, a zoo)

Grade Three: SST – Communities in the World OR Science – Building with a variety of materials

Ask students the following modified GUIDING QUESTION at this point, and encourage them to let it guide them as they plan how to actually build their space together:

Teacher: *How can we be mindful of all members of the community in creating a special space?*

Use the following recommended instructions and timeline for the building process:

| ACTIVITY | RESOURCES | TIME |
|--|---|------------|
| Plan and sketch the special space on the board Each student makes a suggestion and adds to the plan | Board Markers | 25 minutes |
| Select materials | Recyclables Building materials (playdough, Lego blocks) Fasteners (tape, ...) | 2 minutes |
| Assign roles and responsibilities | | 2 minutes |
| Create the space/place | Chart Paper/Board | 30 minutes |

After the space is built, bring the group back together and ask students to share how the special space that they built reflects the ideal features of the special space that they imagined in Part One. Ask students if they feel that their opinions were taken into consideration when the special space was built (why or why not?).

Part 3: The Disaster

// 30 MINUTES

NOTE: For younger students, it may be necessary to first explain what a natural disaster is, and what types of environmental disasters are capable of destroying people's special spaces (e.g. earthquakes, tsunamis, typhoons, etc.)

The disaster part can proceed in two ways, either with the destruction of the built space occurring with the students present or in their absence. In either scenario, the goal is to simulate a natural disaster of your choice. Generally, the destruction would involve walking/stomping down the structures, water and/or fire damage to paper/cardboard materials, ripping/cutting pieces into debris, possibly even the removal of items including supplies, soil and trees as if washed by a tsunami, etc.

In both scenarios, it is important to allow students the opportunity to express their grief, frustration and loss in a controlled and inclusive manner. Ensure students understand that this is a simulation of real life events around the world.

Once students have accepted the fate of their constructed space, encourage them to think about the opportunity, and the responsibility in real life, to rebuild. They will now think about how they want to build their special space as members of their classroom community.

JUDGE

// 30 – 50 MINUTES

Invite students to ‘judge’ the most ideal way to rebuild their sacred/special space according to the principles of Catholic Social Teaching that we used to build it in the first place.

Review the three principles: *Human Dignity, Solidarity, and Participation.*

SHARING CIRCLE

Again, revisit the GUIDING QUESTION:

Teacher: *How can we be mindful of all members of the community in (re)creating a special space after it is destroyed by a disaster?*

How would you rebuild your special space?

Practice the principle of participation by asking all students to take a turn in answering that question.

Ask students to respect the following rules:

- Everyone gets a turn to share, including the teacher.
- You can skip your turn if you wish.
- Listen to the person who is sharing.
- If you agree with this idea put up your hand.
- There are no interruptions, probing, put-downs or gossip.
- The time is shared equally.

Take notes as the students share their ideas.

Teacher: *Some students have heard about the natural disaster in our room and have offered to come and rebuild your special space while you are out during lunch recess. How do you feel about this?*

Prepare a T-Chart for the option of “Others Rebuild Your Special Space”.

OTHERS REBUILD YOUR SPECIAL SPACE FOR YOU

| Pros | Cons |
|------|------|
| | |

Ask the students to list the Pros and Cons of this option.

Remind students to think about the reasons they had built things the way they had, the lessons they learned along the way, and the values that guided them. Prompt the students to consider whether those who have offered to assist would be able to achieve the goals of your community.

Ask students if they feel differently about *rebuilding* the special space, than they felt about *building* the space in the first place. Ask them why they do or do not feel differently.

Explain that natural disasters *do* occur in real life every year – some with very devastating consequences for people. People who live in poverty are usually affected the most by environmental disasters and, because they are poor, have a harder time rebuilding their homes and lives after a disaster hits.

Regardless of their financial situation everyone has dignity and *their own* special spaces. Just like your class built their special space together and included things that are important to them, some people build their homes as a special space that includes everything that they need to feel safe and comfortable. This is why we are thinking about our GUIDING QUESTION:

Teacher: *How can we be mindful of all members of the community in creating a special space after it is destroyed by a disaster?*

MEDIA ANALYSIS

Have students watch the following video showing people rebuilding their own special spaces.

- Development and Peace. (2011, January 7). Housing Reconstruction Project in Haiti. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=fRWRMbl98po>
Development and Peace supported project through partner organization ITECA

Ask students if this video represents the Catholic Social Teaching principles of *Human Dignity*, *Solidarity*, and *Participation*, and if so, how? If appropriate, review the definitions of these principles.

Revisit the T-Chart and make any necessary revisions (i.e. perhaps students have changed their minds about certain pros and cons after watching the video).

Have students watch one more video about Development and Peace's partners' relief efforts in the Philippines. Tell them to watch out for where they see *Human Dignity*, *Solidarity*, and *Participation* in action in this video!

- Development and Peace. (2014, November 17). Typhoon Haiyan: One Year Later. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=g3gsuLRWr24&list=PLkjEuWjjCVnFZQVRACBgHqvkwPvgjWm>

Revisit the T-Chart and make any necessary revisions

(i.e. perhaps students have changed their minds about certain pros and cons after watching this video).

As a group, ask students to share where they saw *Human Dignity*, *Solidarity*, and *Participation*, in the video. Create the following chart to record students' observations:

| HUMAN DIGNITY | SOLIDARITY | PARTICIPATION |
|---------------|------------|---------------|
| | | |

Optional: Give students approximately 20 minutes to rebuild their special space together. After they have finished, ask how they felt that they were able to rebuild it themselves, as opposed to having someone else come in and rebuild it for them:

- Did they feel their 'dignity' was respected, and that they were valued?
- Did they feel like they 'participated'?
- Did they feel like they worked 'together'?

ACT

// 45 MINUTES

The objective is to have students participate in an emergency relief effort in a way that respects *Human Dignity, Solidarity, and Participation* of those affected by the emergency.

Explain to students that Development and Peace's emergency relief efforts are always careful of respecting *Human Dignity, Solidarity, and Participation*.

Visit <http://www.devp.org/en/international> and choose a country on which to focus from the Emergencies drop-down menu. As a class, create an educational and fundraising campaign to:

- Raise awareness about the situation in the chosen country,
- Collect funds to support the affected communities, and
- Teach others about how Development and Peace and its partners are responding by providing immediate emergency relief while supporting community participation in the long-term process to rebuild.

Your campaign can include:

- Making posters for your classroom/school (individual or pairs.)
- Holding a fundraiser (e.g. bake sale, craft sale, etc.)
- Sharing photos and videos from Development and Peace
- Family and Parish connections

REVIEW

// 10 MINUTES

Ask students to complete a journal reflection, using the Sentence Stems in the Appendix "Assessment" section.

Ask students to complete two sentences from the first group, and at least two from the second group.

Reference the Rubric for Summative Assessment in the Appendix "Assessment" section as well.

APPENDIX

ASSESSMENT

| | |
|---------------------------------------|----|
| Sentence Stems for Journal Reflection | 13 |
| Rubric for Summative Assessment | 14 |

EXTENSION

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CROSS CURRICULAR CONNECTIONS

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Assessment

SENTENCE STEMS FOR JOURNAL REFLECTION

Ask students to complete two sentences from the first group, and at least two from the second group.

| |
|--|
| I listened to the ideas of _____ when _____. |
| I share my opinions and ideas about _____. |
| I felt I was listened to when _____. |
| Three features of a sacred space are _____. |
| I observed <i>Human Dignity, Participation, Solidarity</i> (have them choose one of these) when _____. |
| One way that I can show respect for the people affected by environmental disasters is by _____. |

Rubric for Summative Assessment

| RUBRIC COMPONENTS | POINT SCALE | | | | STUDENT'S SCORE |
|--|--|---|---|---|-----------------|
| | 4 | 3 | 2 | 1 | |
| COMPLETION OF "SENTENCE STEMS " | Student has completed four statements with clarity and meaning. | Student has completed four statements with understanding. | Student has completed two or three statements with limited understanding. | Student has completed one statement. | |
| PARTICIPATION | Student has participated in class activities with engagement and use of their voice. | Student has participated in class activities with some engagement and use of voice. | Student has participated with limited in engagement now use of voice. | Student did not participate. | |
| GROUP WORK | Student has contributed their fair share of work or more. | Student has completed their equal share of work. | Student has completed almost as much work as others. | Student has done less work than others. | |

Extension

- Extension to Mining (use Cookie Mining Activity to address the role of mining in impacting sacred spaces)
See: http://www.devp.org/sites/www.devp.org/files/documents/thinkfast-activities/devpeace_thinkfast_cookiemining.pdf
- Each group would learn about and respond to a different natural disaster
- Extend discussions to learn about and apply the Catholic Social Teaching principle of Subsidiarity & the Role of Government

Subsidiarity & the Role of Government:

Every person should have the opportunity to be involved in decisions that affect them and their community. Leaders and governments must work for the good of all, promote human dignity, and protect human rights.

Cross Curricular Connections

ALBERTA EDUCATION – PROGRAM OF STUDIES

SOCIAL STUDIES

KINDERGARTEN

K.2 I Belong

Students will demonstrate an understanding and appreciation of the customs and interests that unite members of communities and groups.

K.2.4 Examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:

- What brings people together in a group? (CC)
- What might we share with people in other groups? (CC)
- How do we know that we belong to groups or communities? (CC, I)
- Does everyone belong to a group or a community? (CC)
- How does living and participating in your community affect your sense of belonging? (CC, I)

GRADE 1

1.1 My World: Home, School and Community

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

1.1.3 Examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What different types of communities or groups do you belong to? (CC)
- What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)
- In what ways do we belong to more than one group or community at the same time? (CC, I)
- What ways do we benefit from belonging to groups and communities? (C, CC, I)
- What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)

1.1.4 Determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:

- In what ways do people cooperate in order to live together peacefully? (C, I)
- How do groups make decisions? (PADM)
- In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C)
- How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM)
- How does caring for the natural environment contribute to the wellbeing of our community? (C, LPP)

GRADE 2

2.1 Canada's Dynamic Communities

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

2.1.4 Students will investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the occupations in each of the communities? (ER)
- What kinds of goods and services are available in the communities? (ER)

2.2 A Community in the Past

Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

2.2.7 Students will analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:

- What characteristics define their community? (CC, I)
- What is unique about their community? (CC, I)
- What are the origins of their community? (TCC)
- What individuals or groups contributed to the development of their community? (CC, TCC)

GRADE 3

3.1 Communities in the World

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

3.1.2 Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting on the following questions for inquiry:

- How does daily life reflect quality of life in the communities? (e.g. employment, transportation, roles of family members, etc.) (CC, ER, GC)
- How does access to public services affect the communities? (e.g. schools, hospitals, libraries, transportation systems). (ER, GC, PADM)
- How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
- How do the individuals and the groups in the communities maintain peace? (GC, PADM)
- How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)

3.1.3 Examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions of inquiry:

- In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
- In what ways do the communities show concern for their natural environment? (GC, LPP)
- How does the physical geography influence the human activities in the communities (.e.g. availability of water, climate)? (CC, LPP)

SCIENCE

KINDERGARTEN

ENVIRONMENT AND COMMUNITY AWARENESS

General Learner Expectations

The child uses materials in the environment and community and becomes aware of how others use materials.

Specific Learner Expectations

- Demonstrates some ways of organizing materials; e.g. collecting, arranging, creating and transporting.
- Manipulates or uses materials for a purpose; e.g. water, sand, wood and fabric
- Recognizes the need to care for materials, and uses materials without wasting them
- Becomes aware of the importance of protecting the environment

GRADE 1

Topic C: Building Things

1.7 Construct objects and models of objects, using a variety of different materials.

1. Select appropriate materials, such as papers, plastics, woods; and design and build objects, based on the following kinds of construction tasks:
 - Construct model buildings; e.g. homes (human, animal, from other cultures), garages, schools
 - Construct model objects; e.g. furniture, equipment, boats, vehicles.
 - Construct toys; e.g. pop-ups, figures,
 - Create wind-and-water-related artifacts; e.g. dams, water wheels, boats
4. Recognize that products are often developed for specific purposes, and identify the overall purpose for each model and artifact constructed.

GRADE 3**Topic B: Building with a Variety of Materials**

- 3.6** Use safely, a variety of tools, techniques and materials in construction activities.
- 3.7** Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purpose.
- 5.** Identify the intended purpose and use of structures to be built, and explain how knowing the intended purpose and use helps guide decisions regarding materials and design.
- 9.** Apply skills of listening, speaking, and co-operative decision-making in working with others on a construction project.