



Grade 7 : Emergency Relief

// 215 – 230 MINUTES

Solidarity in Emergency Relief

How can a community rebuild effectively after an environmental disaster?

LEARNING OBJECTIVES

- Learn how Catholic Social Teaching principles like *Human Dignity, Solidarity* and *Participation* can be applied in the process of reconstruction after an environmental disaster.
- Understand how works of social justice and charity are both necessary in this process to promote long-term development.

CURRICULUM EXPECTATIONS

Religious Education 7
English Language Arts 7
Health and Life Skills 7

KEY VOCABULARY

Human Dignity

Preferential Option for the Poor

Solidarity

Participation

Consensus

Consultation

TEACHING STRATEGIES

INDIVIDUAL LEARNING

Reading, paraphrasing, analysis

COLLABORATIVE LEARNING

Activities in pairs and small groups

EXPERIENTIAL LEARNING

Opportunities to engage with actions on individual/
whole class basis

Emergency Relief

Environmental Disaster

Reconstruction

Network

Infrastructure

Non-governmental organization (NGO)

Appendix includes Visual Assessment Rubric, Cross-Curricular Connections, and Prayer.



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.

Preferential Option for the Poor: We must ensure every person's needs are met. The needs of those who are poor, vulnerable, hurt and sick must come first.

PREPARATION

// 60 MINUTES

READING AND VIDEO

- Review the principles of Catholic Social Teaching. See <https://www.devp.org/en/cst>
- Development and Peace. (2014). After the Tsunami – Rebuilding our Villages, our Lives. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=BGq6a0rIA8Y>

MATERIALS

- A sheet of paper for each pair of students (Minds On activity)
- Bags or containers to hold different coloured tokens/ poker chips/ candy (1 per pair)
- 30 tokens/ poker chips/ candy per pair in 5 different colours
For a class of 30, would need 450 tokens/ poker chips/ candy
- Timers (can be cell-phone timers)

PREPARATION

- **For the Minds On activity:** Fill each bag/container with 5 different coloured tokens/poker chips/candy for a total of 30 tokens per bag/container. Prepare one bag/container per pair of students.
- **For the vocabulary activity:** Write each of the words (except NGO) on an individual sheet of paper. Distribute one to each group (there should be at least 10 groups).

MINDS ON (HOOK)

// 20 MINUTES

Divide the classroom into pairs. Each pair is given a bag/container of different coloured tokens and a timer.

The task is to empty the bag/container and sort the 30 tokens into piles by colour. For this task, one student will do the sorting, while the other partner times but does not participate in the sorting. The student who is timing, records the time on a sheet of paper.

This task will be repeated in groups of three or four students, who will also sort one bag/container of different-coloured tokens. One member of the group is still required to time the activity, so two or three members will have to work together to sort the tokens.

Have students compare their two times (individual and group).

Teacher:

- *Which method of sorting tokens was faster? Why?*
- *If you had to do this again, what would you do differently? The same?*

Share with the students that working in a group to solve problems can lead to faster results, and then ask the students what they consider to be the benefits of solving problems together. Invite the students to consider how these benefits may apply to people trying to rebuild their homes and communities after an emergency such as a tsunami or hurricane.

Ensure the following points are covered:

- Working together helps people feel good
- Working together helps people get to know each other and build community
- Collaboration allows people to work more quickly on creating solutions for their situation
- Collaborative decision making, such as consensus building, allows everyone to share their ideas, and to validate everyone's contribution

VOCABULARY ACTIVITY

// 15 MINUTES

The teacher explains to the class that when international relief agencies provide aid to people in a disaster situation, there are certain words or terms that agencies often use.

List these vocabulary words for the students, having them write them as appropriate: *Preferential Option for the Poor, Human Dignity, Solidarity, Participation*, consensus, consultation, relief, reconstruction, network, infrastructure, non-governmental organization (NGO). (Later in the exercise, some words or terms will be identified as blue; some as red).

Some words or terms, such as *Human Dignity, Solidarity, Participation*, and the *Preferential Option for the Poor* are important principles of Catholic Social Teaching. These principles inspire and guide the approach to providing emergency relief of Catholic international development agencies such as Development and Peace. You can mention that later the class will watch a video that shows how these principles can be applied in responding to emergency situations caused by environmental disasters.

NON-GOVERNMENTAL ORGANIZATIONS (NGOS)

A **non-governmental organization (NGO)**, is any non-profit, voluntary group of citizens which is organized on a local, national or international level. Task-oriented and driven by people with a common interest, NGOs perform a variety of service and humanitarian functions, bring citizen concerns to governments, advocate and monitor policies, and encourage political participation through provision of information.

- Some are organized around specific issues, such as human rights, environment or health.
- They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements.
- Many NGOs that work on emergency relief and international development send Canadians to work internationally, as project leads and as workers and volunteers on various projects.

The Canadian Catholic Organization for Development and Peace, an NGO, goes further.

Read the Development and Peace mission statement and ask students to put their hands up quickly and briefly if they hear one of the new vocabulary words, or a word they are familiar with from Catholic Social Teaching.

Development and Peace is a democratic movement for international solidarity and supports partners in the Global South in the pursuit of alternatives to unjust social, political and economic structures.

It also educates the Canadian population about the causes of impoverishment of peoples and mobilizes actions for change in Canada and globally. It supports women in their search for social and economic justice.

Development and Peace, the official development organization of the Canadian Catholic Church, is inspired by the values of the Gospel, particularly “the Preferential Option for the Poor.”

Teacher:

- Which words or terms did you hear in this mission statement that are part of our vocabulary list? (These should include Solidarity, Preferential Option for the Poor...)
- Can anyone talk about what the Preferential Option for the Poor means? (It reminds us that the needs of those who are poor, vulnerable, hurt and sick must come first.)

WORD DEFINITIONS IN RED AND BLUE

// 30 MINUTES

Divide students into 10 groups, and provide each group with a sheet of paper with one of the words or terms on it. Each word is either “red” or “blue.” Indicate the corresponding colour of the words, either by font colour, stickers, underline or circling in the appropriate colour.

BLUE WORDS*Human Dignity**Solidarity**Consensus**Preferential Option for the Poor**Consultation**Participation***RED WORDS**

Relief

Reconstruction

Network

Infrastructure

Students can use online or print dictionaries and/or resources to define their term in words they understand. They then create a visual representation of what the term means to them. They can include words, examples and images on their paper.

The papers stay on the desks or tables. Student groups rotate throughout the workspaces and they may add to the posters of the other groups if they have ideas that are applicable.

AFTER THE TSUNAMI: VIDEO VIEWING AND DEBRIEF

// 30 MINUTES

Next, the whole class views the video “After the Tsunami – Rebuilding our villages, our lives.” Introduce the 2004 tsunami that affected many countries around the Indian Ocean in Southeast Asia. One of the places hardest hit was the northwest coast of Indonesia, a place called Banda Aceh, which was the area closest to the epicenter of the earthquake which caused the tsunami. An estimated 168,000 people in Banda Aceh died. A further 500,000 were displaced.

Teacher: *This Development and Peace video shows how Participation, Solidarity, the Preferential Option for the Poor and respect for Human Dignity guided the way in which emergency relief funds were used to help a community after a devastating 2004 tsunami. The residents of Banda Aceh, Indonesia, were able to rebuild their housing and community more quickly because they were actively involved in the project right from the start. Development and Peace emergency relief funds come from Catholics across Canada. The film may be difficult to watch in places.*

Checking in after the screening:

Some images in this video may be disturbing to some of the students, especially if they have gone through a similar experience. It may be helpful to pause for a moment of silence after the screening to let feelings settle.

To initiate a discussion about the video, you can ask the students to share one or two initial impressions. Encourage the group to identify scenes, images or sequences they found most interesting. Talk about those scenes before moving on to a discussion of the content in the video in the exercise below.

CONTENT DEBRIEFING ACTIVITY: INSIDE/OUTSIDE CIRCLE

The class forms two circles with one circle inside the other. The students forming the inner circle face outwards, to facilitate conversation with a partner in the outer circle.

Pose one of the questions below, give 10 seconds of silent thinking time and then assign students in either the inner or outer circle to respond first. Once they have responded, the partner they are facing will have the opportunity to voice their own answer to the question posed. At the teacher's discretion, the outside circle can rotate three students to the right and either repeat the question or pose a new question. Repeat the procedure as many times as teacher wants, depending on the group.

Help the students make the link between the community's participation in the planning process, respect for human dignity, and their commitment to rebuilding the affected community quickly by asking questions such as:

- How were villagers involved in the rebuilding of their village? How were the principles of *Participation* and *Solidarity* applied?
- What is the impact does the application of the principles of *Participation* and *Solidarity* have on the villagers and the reconstruction?
- What needs are met through this process? (Ensure students understand this method addresses mental health, emotional recovery, relationship healing, environmental relationship, employment needs, etc, as well as the physical need for housing).
- When you think of who participated in this reconstruction process, was it fair?
- How would you compare these impacts to a method where foreign workers, such as Canadians, are sent over to do the reconstruction?
- How do you think these villagers might apply what they have learned from this experience to the future of their community?

CONCEPT TRAIN

Have students return to their original vocabulary task groups.

Groups with a blue word or term will each visit a group with a red word or term. In some cases, there will be two blue groups visiting one red group. In these new groups they will discuss:

- How their vocabulary words connect to each other and to what they have seen in the video.
- If there was a crisis in their own community, how would they want to be involved in rebuilding? When would they want to start being involved?

Ask them to share their insights with the larger group.

ACT

// 90 MINUTES

Begin with Prayer (see Appendix “Prayer” section).

In their original vocabulary task groups (red or blue), the students will create a visual representation of emergency relief based on their word/term and a word/term of the other colour. They will base these on ideas from the tsunami video and their conversations.

The visual representation can be developed as a poster, power point, brochure, Sway, VideoScribe, Glogster, or other choice as approved by the teacher (see the Appendix “Assessment” section).

The visual representations can be shared with the school community through displays in the school or on the school website.

Share your action with us by emailing photos and a short description of your action to schools@devp.org. You can also tweet us at @devpeace, tag @devpeace in your Instagram post, or find us on Facebook!

APPENDIX

EVALUATION

Visual Assessment Rubric	9
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CROSS CURRICULAR CONNECTIONS

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PRAYER

"A Step Along the Way"	11
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Evaluation

VISUAL ASSESSMENT RUBRIC

TASK COMPONENT	1	2	3	4
DEMONSTRATES UNDERSTANDING	Demonstrates limited understanding of the text-to-text connections.	Demonstrates adequate understanding of the text-to-text connections.	Demonstrates good understanding of the text-to-text connections.	Demonstrates excellent understanding of the text-to-text connections.
VISUALS	Limited variety of images used to develop the main idea.	Adequate images used to develop the main idea.	Good variety of images used to develop the main idea.	Excellent variety of images used to develop the main idea.
ORIGINAL IDEAS	Few original ideas are evident.	Some original ideas are evident.	Several original ideas are evident.	Many original ideas are evident.
RELEVANT MATERIALS	Little material selected is relevant and connected to the main idea.	Some material selected is relevant and connected to the main idea.	Material selected is mostly relevant and connected to the main idea.	Material selected is all relevant and clearly connected to the main idea.
VISUAL IMPACT	Overall visual impact is limited.	Overall visual impact is somewhat effective.	Overall visual impact is effective.	Overall visual impact is very effective.
REPORT (IF REQUIRED)	Accompanying report is insufficient and unclear.	Accompanying report is satisfactorily completed with some clarity.	Accompanying report is generally complete and clear.	Accompanying report is complete, clear, and insightful.

Cross Curricular Connections

NATIONAL OFFICE OF RELIGIOUS EDUCATION OF THE
CANADIAN CONFERENCE OF CATHOLIC BISHOPS –
“WE ARE STRONG TOGETHER” SERIES

RELIGIOUS EDUCATION

GRADE 7

BELIEVE IN ME

Unit 3: We Believe in God, the Father Almighty

3.3 Who’s in Control?

- Distinguishes between good and bad uses of authority

Unit 4: We Believe in God, the Creator of Heaven and Earth

4.3 Why Do I Need You?

- Identifies ways Jesus reached out to those who were excluded and their obligation to do the same
- Defines the meaning of human dignity.

ALBERTA EDUCATION PROGRAM OF STUDIES

ENGLISH LANGUAGE ARTS

GRADE 7

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Experiment with language and forms

- *Discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding.*

1.2 Clarify and Extend

Combine ideas

- *Use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences.*

HEALTH AND LIFE SKILLS

GRADE 7

Wellness Choices

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Safety and Responsibility

W – 7.10 Identify and examine potential sources of physical/ emotional/ social support.

W – 7.11 Identify characteristics of resiliency e.g. problem-solving skills, positive self-esteem, social bonding.

PRAYER

A STEP ALONG THE WAY

It helps, now and then, to step back and take a long view.

The kingdom is not only beyond our efforts; it is even beyond our vision.

We accomplish in our lifetime only a tiny fraction of the magnificent enterprise that is God's work. Nothing we do is complete, which is a way of saying that the Kingdom always lies beyond us.

No statement says all that could be said.

No prayer fully expresses our faith.

No confession brings perfection.

No pastoral visit brings wholeness.

No program accomplishes the Church's mission.

No set of goals and objectives includes everything.

This is what we are about.

We plant the seeds that one day will grow.

We water seeds already planted, knowing that they hold future promise.

We lay foundations that will need further development.

We provide yeast that produces far beyond our capabilities.

We cannot do everything, and there is a sense of liberation in realizing that.

This enables us to do something, and to do it very well.

It may be incomplete, but it is a beginning, a step along the way, an opportunity for the Lord's grace to enter and do the rest.

We may never see the end results, but that is the difference between the master builder and the worker.

We are workers, not master builders; ministers, not messiahs.

We are prophets of a future not our own.

Bishop Ken Untener of Saginaw

– attributed to the blessed Archbishop Oscar Romero

Retrieved from: http://www.usccb.org/prayer-and-worship/prayers-and-devotions/prayers/archbishop_romero_prayer.cfm