

GLOBAL CITIZENSHIP EDUCATION CURRICULUM

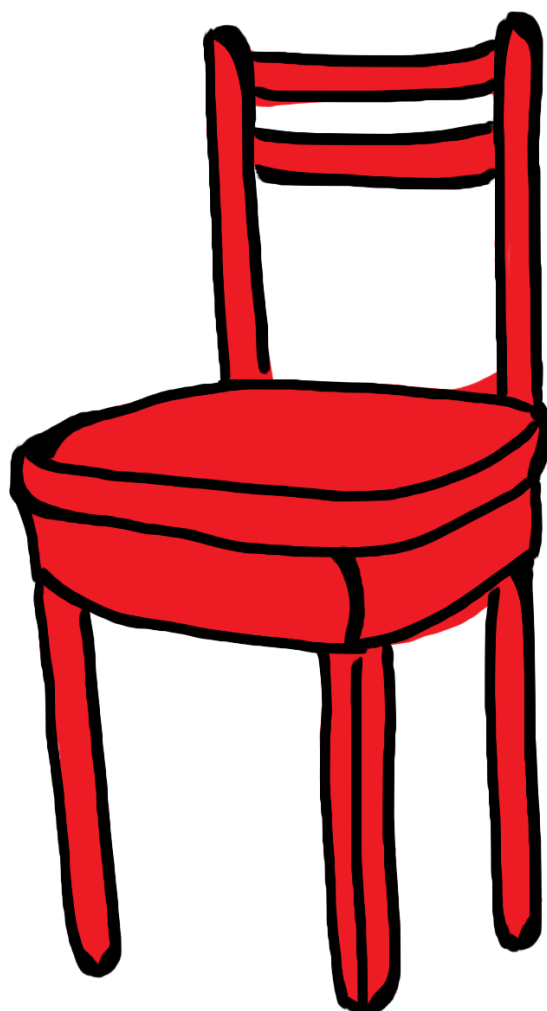
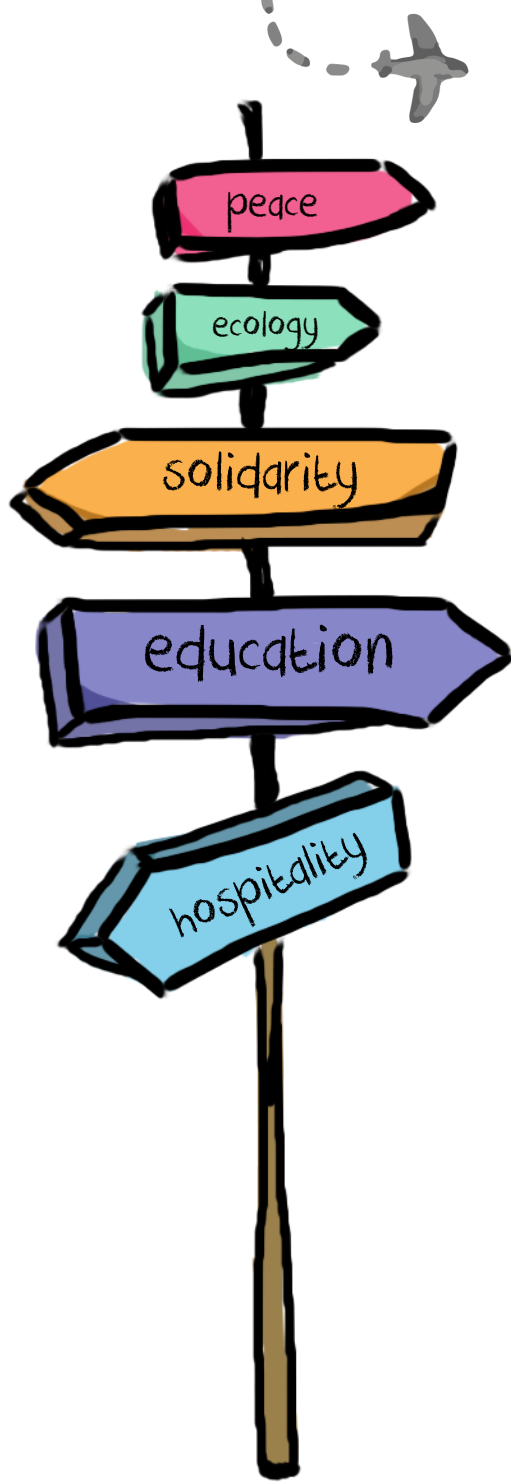
2017-18 school year



Friends of
Fe y Alegria
in the United States

LA SILLA ROJA

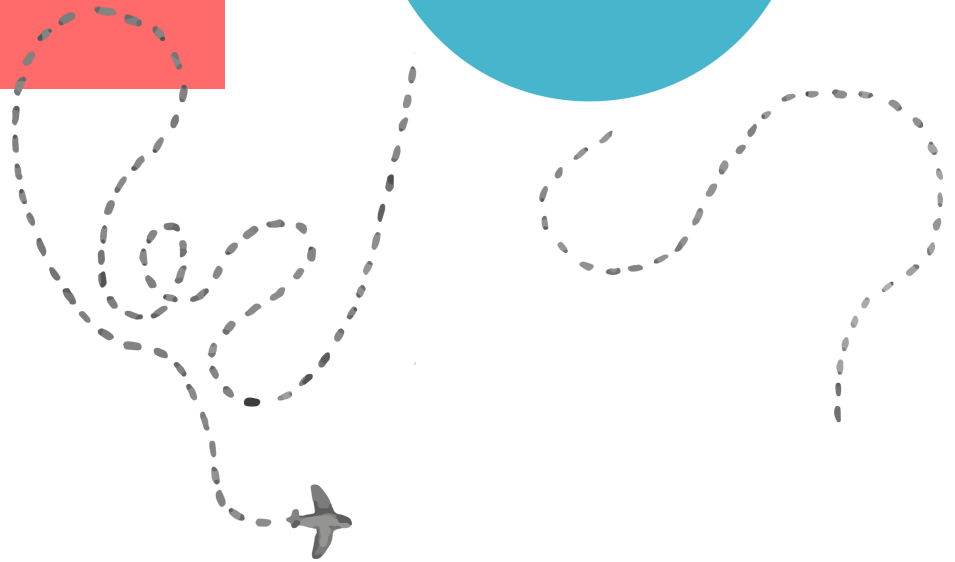
A journey toward
justice



Thank you for joining us
on the journey to promote
global citizenship



Through this global education proposal, we seek to offer easy-to-use, adaptable lesson plans to help educate in the values that sustain human rights. We hope to offer you tools so that students can discover their role in contributing to a more just world and commit to building bridges of peace and solidarity in their daily lives. We also seek to highlight the importance of the right to education, which is key to accessing other fundamental rights.



Education also allows us to recognize our co-responsibility and to take part in the construction of a society based on the values of human dignity and solidarity.

The lesson plans included in this guide seek to help create spaces that encourage youth to:

- Actively participate and develop an interest in human rights and discover the intrinsic value and human dignity of all people.
- Understand the responsibilities that human rights involve.
- Learn about and analyze situations where human rights are being violated.
- Understand the role the right to education plays as the pathway to other human rights.
- Promote a sense of belonging to the global family.

We welcome your feedback on these resources and invite you to share any adaptations so that we can promote a community of learning on global citizenship education.

You can request these resources at gloaled@feyalegria.us or download them at www.feyalegria.us/our-work/la-silla-roja

For more resources, visit our partners at Educate Magis:
www.educatemagis.org/collections/global-red-chair-project/

These lesson plans were adapted from global citizenship curriculum created by the Education Department at Entreculturas-Fe y Alegría Spain: www.redec.es/es/redec/home

Elements from “Empowering Global Citizens: A World Course” by Fernando Reimers et al are integrated into the proposed curriculum, using Creative Commons Attribution 4.0 International License:
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About this material

These lesson plans were created to be used with high school students, although there are elements that can serve other age groups. The person facilitating can adjust the level of reflection to the age and characteristics of the participants. The lesson plans are available in [both Spanish and English](#). Some of the resources highlight important international awareness raising days (i.e. World Literacy Day, World Earth Day, etc.); however, they can also be used during moments that best suit your academic calendar. Each activity is focused on tackling [different themes](#), all related to encouraging a commitment to human rights:

- An introduction to “La Silla Roja” or the Global Red Chair Project
- An introduction to the Universal Declaration of Human Rights, which is based on the human dignity of all
- Right to Peace
- Right to Quality Education
- Right to a Healthy Environment

The lesson plans are based on the following methodology:

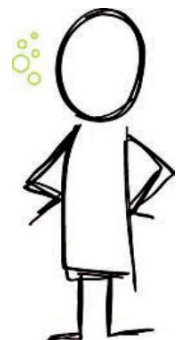
1) Learn - Inspire - Act

The units are designed to help facilitate spaces where students can learn about and understand different global realities and critically analyze situations of injustice and violations of human rights. However, each activity also seeks to show the connection between these injustices and our daily decision making and activities, paying special attention to whether we are respecting and defending the rights of others and following through on our responsibilities as global citizens. Finally, each unit seeks to encourage students to develop personal and/or group commitments and actions to implement at the local level.

2) "Mini-me" Handout for Reflection

Throughout the year, we encourage you to facilitate spaces where students can share their feelings, reflections, questions and commitments following each activity.

At the beginning of the activity, each participant will receive a “mini-me” handout where they will draw themselves and write their name on the top. Offer them time at the end of each lesson plan to reflect on the following:





What have I learned or discovered?



What feelings and values have I experienced?

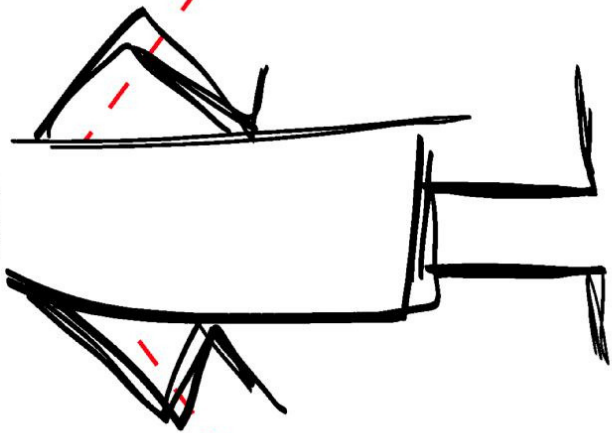
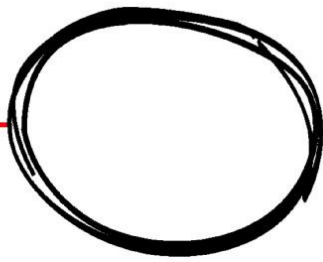
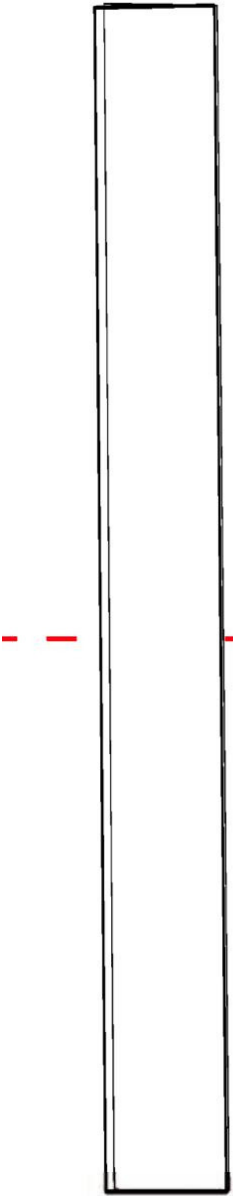
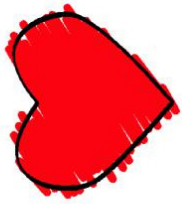


What actions can I implement right now in line with what I experienced?

We understand the “Mini-me” handout as an evaluation tool for students but also for facilitators. It helps us to be more aware of the process we are experiencing at three levels: the cognitive, emotional, and behavioral. At the end of the year, students can review each of their “Mini-me” handouts to see how they have grown and their individual and collective learning process throughout the academic year. To help facilitate this reflection, we can use the following questions:



- What have I learned this year?
- What have I discovered that I did not know before?
- What activities have I become involved in to defend the dignity and rights of others?
- What attitudes have changed in me?
- What abilities have I developed?





LA SILLA ROJA

A journey toward justice



Friends of
Fe y Alegría
in the United States



This is the beginning of our journey with La Silla Roja.

This lesson plan seeks to help you present (or re-introduce) La Silla Roja campaign in the classroom. It encourages students to understand and reflect on the causes behind the lack of access to education, how this is linked to other fundamental human rights, and what they can do to raise awareness in their school communities.

ACTIVITY



Goals

- 1) **Learn** more about La Silla Roja (Red Chair) campaign and what it means as a symbol for the right to education.
- 2) **Inspire** students to reflect on the causes and consequences of the lack of the right to education.
- 3) **Act** by taking part in global awareness-raising campaign together with other Jesuit schools that promotes the right to education for all.



Time required

60 minutes



Instructions

First, we invite you to place a Red Chair in the center of the classroom. Ask the class if they know what the chair means. The **Red Chair** represents the **264 million children and youth** that are not able to exercise their right to education due to issues of inequality and discrimination. This activity seeks to re-claim this right for all, as a key to promoting equality and justice. If you have yet to paint a red chair for your classroom, [here](#) are some details of where to start.

To help support the dialogue around La Silla Roja, watch the video “**La Silla Roja: A Journey toward Justice**”



Hang the phrases in Appendix 1: “If the World were 100 people” around the classroom. You can also incorporate news headlines, infographics and maps that show realities of global injustice and inequality. Invite the students to walk quietly around the room, reading the information provided. See Appendix 2 for some ideas of where to start. Following the activity, invite students to share their feelings that emerged when reading this information.

And you, how do you participate in promoting the right to education?

As a concrete action to raise awareness in your classroom and school community, we propose creating a “garland” of red chairs. To do so, each person folds a piece of red paper and cuts along the edges following the figure in the Appendix 3: “La Silla Roja”.

Combine the red chairs together with string or tape and hang them in a visible place around the classroom (or school if possible) with the slogan “**Education multiplies opportunities.**”

To finish the activity, students are invited to write on each of the chairs what education means to them or an opportunity facilitated through access to education, completing the following statement out loud: “Education multiplies opportunities. Education enables...” (For example, “Education multiplies opportunities. Education enables us to take better care of our health.”)

APPENDIX 1

IF THE WORLD WERE 100 PEOPLE

Gender	50 would be female 50 would be male
Age	25 would be 0-14 66 would be 15-64 9 would be 65 and older
Geography	60 would be from Asia 16 would be from Africa 10 would be from Europe 9 would be from Latin America & the Caribbean 5 would be from North America
Religion	31 would be Christian 23 would be Muslim 15 would be Hindu 7 would be Buddhist 8 would believe in other religions 16 would not be religious or identify themselves as being aligned with a particular faith
First Language	12 would speak Chinese 6 would speak Spanish 5 would speak English 4 would speak Hindi 3 would speak Arabic 3 would speak Bengali 3 would speak Portuguese 2 would speak Russian 2 would speak Japanese 60 would speak other languages
Overall Literacy	86 would be able to read and write 14 would not
Literacy by Gender	90% of males would be able to read and write 10% of males would not be able to read and write 82% of females would be able to read and write 18% of females would not be able to read and write
Education	78% of eligible males would have a primary school education 76% of eligible females would have a primary school education 66% of eligible males would have a secondary school education 63% of eligible females would have a secondary school education 7 would have a college degree
Urban/Rural	54 would be urban dwellers 46 would be rural dwellers
Drinking Water	91 would have access to safe drinking water 9 would use unimproved water
Food	11 would be undernourished
Infectious Disease	1 would have HIV/AIDS 1 would have tuberculosis
Poverty	11 would live on less than \$1.90 USD per day
Electricity	82 would have electricity 18 would not
Technology	65 would be cell phone users 47 would be active internet users 95 would live in an area with a mobile- cellular network
Sanitation	68 would have improved sanitation 14 would have no toilets 18 would have unimproved sanitation

SAMPLE NEWS HEADLINES

THE EDUCATIONAL STRUGGLE FACED BY GIRLS AROUND THE WORLD

"Occasionally stories break through that give a graphic sense of the enormous educational struggle faced by children, particularly girls, in many parts of the world.

For example, the shooting in the head of Malala Yousafzai - an advocate for girls' education - in 2012(...)the abduction by Boko Haram of some 200 Nigerian schoolgirls(...)

Behind the headlines, the outlook, in terms of educational opportunities for children in some of the poorest parts of the world, appears to be worsening, in spite of international efforts to reverse the trend."

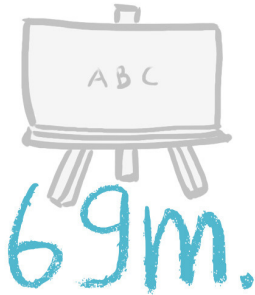
www.bbc.com/news/education-33424525

ACCESS TO QUALITY EDUCATION IS ESSENTIAL FOR DEVELOPMENT

"Access to quality education is essential for development. Not only does education provide children, youth and adults with the knowledge and skills to be active citizens and to fulfil themselves as individuals, literacy in particular contributes directly to poverty reduction. It has been estimated that global poverty could drop by 12 % if all children in low income countries could read."

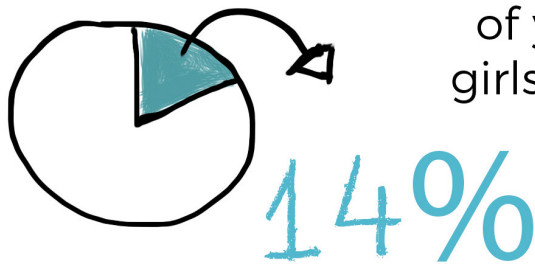
www.europa.eu/eyd2015/en/eu-european-parliament/posts/access-quality-education-essential-development

GLOBAL EDUCATION CHALLENGES



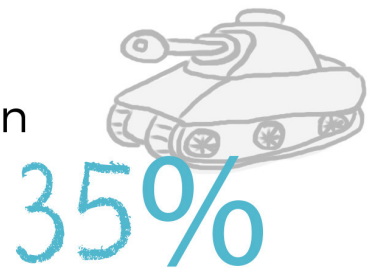
new teachers are needed worldwide to reach the 2030 education goals.

is needed in aid, a six-fold increase, to fill the annual education finance gap.



of youth -and just 1% of the poorest girls-complete secondary education in low-income countries.

of out-of-school children live in conflict-affected areas.



264m.

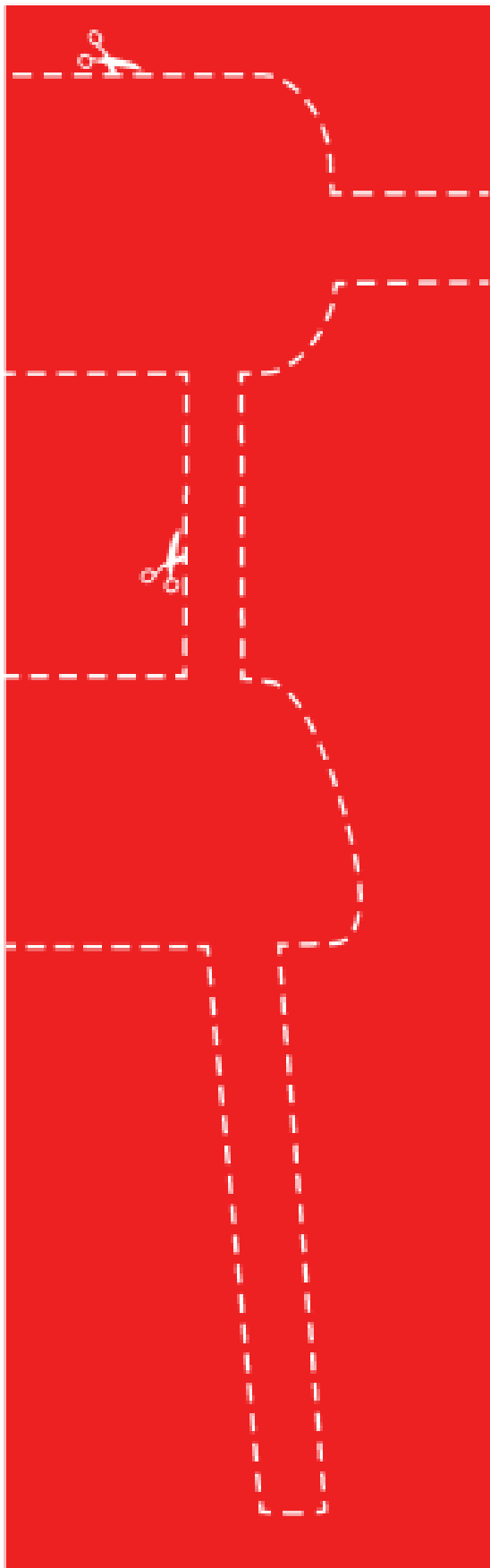
children and youth are out of school.

adults (15% of adults) lack any literacy skills; two-thirds of whom are women.



758m.

LA SILLA ROJA SHAPE



"Mini Me"



Take some time at the end of the activity to fill out the "Mini me" handout found in the introduction. Write down what you have learned, feelings that you experienced, and an individual or group action that you will commit to once the activity has been completed.



Resources

- Global Red Chair Project
(www.educatemagis.org/redchair/)
- La Silla Roja Toolkit: Action Ideas
(www.feyalegria.us/our-work/la-silla-roja/)

Thank you for taking the time to use this resource with your students. You are contributing to shaping holistic and committed citizens of tomorrow's global world. For more information, please visit www.feyalegria.us/our-work/global-education/

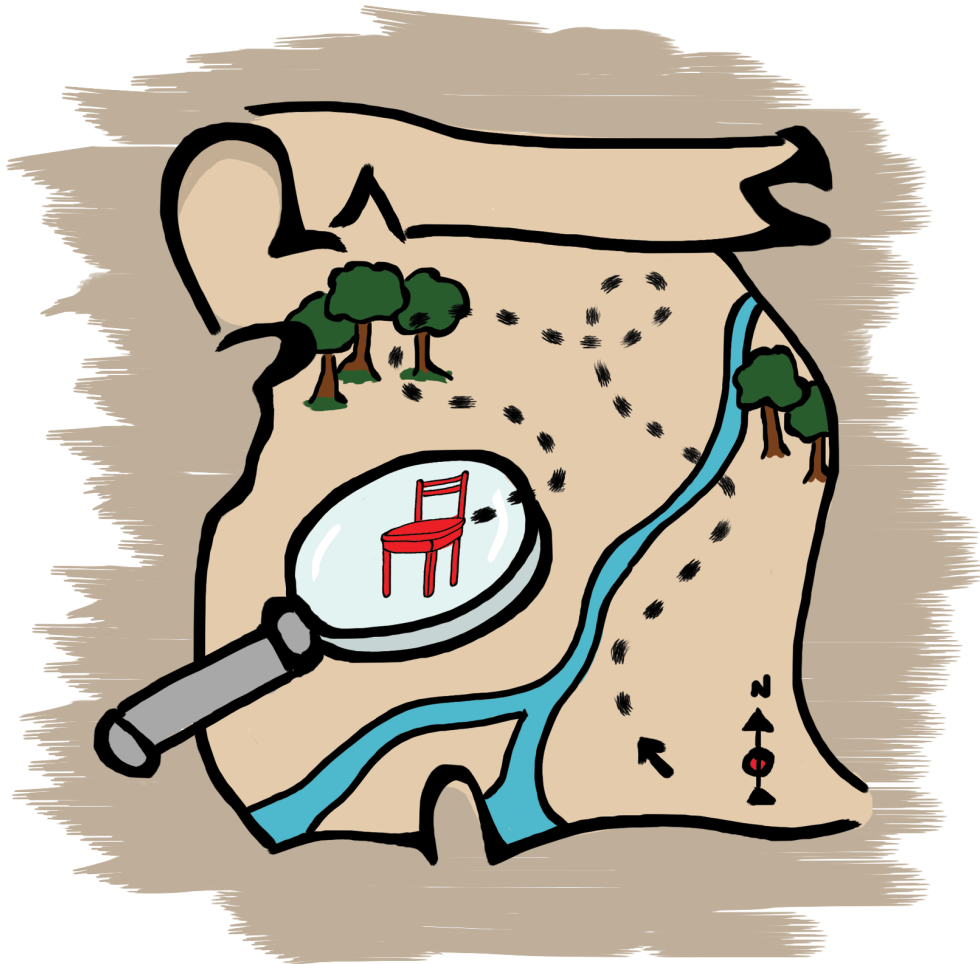




LA SILLA ROJA
A journey toward justice



Friends of
Fe y Alegría
in the United States



The journey with La Silla Roja now takes us on an exploration of the Universal Declaration of Human Rights (UDHR), a global value framework granted to all human beings in the world. We offer a fun approach to learning as teams about the different articles of the UDHR and how they are linked to fundamental freedoms and rights, such as the right to education.

ACTIVITY



Goals

- 1) **Learn** about the representation of rights and needs in the Universal Declaration of Human Rights (UDHR).
- 2) **Inspire** students to recognize the intrinsic value of each person and how human rights help us to preserve this dignity.
- 3) **Act** in informed ways while trying to understand the issues related to human dignity and fundamental freedoms of all individuals, but also how this entails responsibilities to stand on the behalf of the most vulnerable.



Time required

60 minutes



Instructions

To begin the activity, watch the TED Education Talk: ["What are the universal human rights?"](#)

Click play



This activity offers a fun approach to learning about some of the main articles of the Universal Declaration of Human Rights. To do so, we propose playing a game where student teams work together to successfully complete activities that correspond to articles of the UDHR.

You can choose which articles you prefer to focus on based on the number of teams available. Break the class into teams of 5-8 people that will together face each of the different "tests."

Prepare each activity ahead of time (printing out handouts in the Appendix and the instructions for how to complete the activities). Set a time limit for each activity (i.e. 10-12 minutes). The teams that succeed in "passing" the tests in the given amount of time will receive a card with the specific human right that corresponds with the activity completed.

UDHR ARTICLES

ARTICLE 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

ARTICLE 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

ARTICLE 3

Everyone has the right to life, liberty and security of person.

ACTIVITY

Have the team stand in a circle, facing inward. Tell everyone to reach their right arm towards the center and grab someone else's hand. Make sure no one grabs the hand of the person right next to them. Next, have everyone reach their left arm in and grab someone else's hand. Again, make sure it's not the person right next to them.

Now, the fun begins! The students need to work together to untangle the human knot without letting go of any hands. The goal is to end up in a perfect circle again. They can go over or under each other's arms, or through legs if needed! Encourage them to do whatever they want, as long as they don't break the chain in the process.

Hand out the worksheet "Find someone who..." ([Appendix 1](#)) to each participant and invite them to find individuals who meet each of the proposed aspects. Invite them to remember that every time they find someone who meets the requirement that they have rights and dignity just for being a human being.

Write the names of different genres of songs (i.e. hip hop, country, blues, rock, etc.) on pieces of paper, fold them and put them in a bowl. Each team selects a paper and they have to find a song or make one up that talks about life and living freely and sing it out loud using the genre of song that they selected.

UDHR ARTICLES

ARTICLE 6

Everyone has the right to recognition everywhere as a person before the law.

Give the team a puzzle of a world map and invite them to complete it in a specific amount of time. (The puzzle can be made ahead of time by cutting a picture of a world map in 20 to 30 pieces).

ARTICLE 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

This activity consists in participating in a trivia game about world religions. The person facilitating hands out to the group a list of words that they have to guess ([Appendix 2](#)) related to different religions. The team has to try to complete the maximum number of words possible in a specific amount of time.

ARTICLE 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Set up a station with different creative materials (paint and brushes, clay, markers, etc.) Each group has to together think of a slogan in favor of the right to expression and use the materials to express their message in a given amount of time.

ARTICLE 26

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups. Parents have a prior right to choose the kind of education that shall be given to their children.

The person facilitating gives each group a crossword puzzle ([Appendix 3](#)) with words related to the right to education. In an allotted amount of time, the team has to find all of the hidden words.

REFLECTION QUESTIONS

After finishing the video and the activity, write the following reflection questions on the board and have students respond individually before coming together as a class to share and reflect.

- What did you learn from each activity and how are they connected to the human rights reflected in the different articles?
- What do human rights mean to you?
- What does the UDHR say about how to treat people?
- What do respect and dignity mean in our interactions with people?



APPENDIX 1

Material for the activity related to Article 2

INSTRUCTIONS

Find someone in the classroom who meets the description and have them sign their name in the corresponding box.

Find someone who...

Wears a size 10 in shoes

Is wearing red today

Whose parents were born outside of the country

Knows how to dance hip hop

Wears a size 8 in shoes

Has brown eyes

Plays basketball

Likes philosophy

Plays the guitar

Likes to sing

Has more than two earrings

Is an only child

Has lived abroad

Likes Game of Thrones

Speaks more than one language

Wears glasses/contacts

WORLD RELIGIONS QUIZ

STARTS WITH A	Another name for the final book of the New Testament, Book of Revelation.	
STARTS WITH B	A caste in Hinduism specialising as priests, teachers and protectors of sacred learning across generations.	
START WITH C	In the Catholic Church, the meeting of cardinals where they elect a new pope.	
STARTS WITH E	According to tradition in the Catholic, Orthodox, Coptic, Anglican and some Lutheran churches, the name for one of the sacraments	
STARTS WITH G	Activist that promoted Hinduism as a national religion in India, supporting the acceptance and tolerance of other religions. Was assassinated in 1948.	
STARTS WITH H	When Muhammad moved from Mecca to Medina. This event marks the first year in the Islamic word.	
STARTS WITH J	The last book of the four Gospels in the Christian Bible.	
CONTAINS AN L	Arabic word that means "God".	
CONTAINS AN N	Sacred book of Islam.	
STARTS WITH O	One of the three vows professed by all consecrated religious in the Catholic Church: chastity, poverty...	
STARTS WITH R	The leadership in the traditional Jewish community is in the hands of the...	
STARTS WITH S	Majority group in the global Muslim community.	
STARTS WITH T	Hebrew word that means teaching, instruction, or more specifically, law.	
STARTS WITH V	The four sanskrit texts that are the foundation of the extensive system of sacred Hindu writings.	
CONTAINS AN X	Situation of being far from one's own land.	
STARTS WITH Y	Means "I am" in Hebrew.	

ANSWERS

Apocalypse, Brahmins, Conclave, Eucharist, Gandhi, Hejira, John, Allah, Koran, Obedience, Rabbi, Sunnis, Torah, Vedas, Exile, Yahweh

APPENDIX 3

INSTRUCTIONS

Find the hidden words related to the right to education.



Right
Quality
Teacher
Student
Literacy
Investment
Development
Participation
Equality
School
Coexistence

T Y A A C N P X Z O Q K Z O Z V P K
V K T M C E X T T H G I R A G G E Y
L A D L W H T O D A N N J B F L B T
A N P O P W E E D H W L I X U S U Y
B X A E C N E T S I X E O C T Q T T
K Y R Y K R D K N G S P P D J I N V
A U T C L Y I E P E O L E G L K Q G
Z Z I A Q F O I U L M V B A G R A S
Z W C R B K J E Z I E T U T Z C R T
Y A I E F U T K K L D Q S C N E T U
T K P T G I Q E O X E P F E S Q M D
M O A I Q G B P A Z W G G F V I V E
Z A T L E T M X H C G Y J X S N Q N
I T I O V E Y Z B R H G N C B C I T
B H O O N O C B Z G H E H A Q A F R
W D N T Q U A L I T Y O R P S G R I
Q F S O D P L B W Y O Q V U N G F F
B P R N E I N A V L B J X G W A S R

"Mini Me"



Take some time at the end of the activity to fill out the "Mini me" handout found in the introduction. Write down what you have learned, feelings that you experienced, and an individual or group action that you will commit to once the activity has been completed.



Resources

- Simplified version of the 30 Articles of the Universal Declaration of Human Rights has been created especially for young people: (<http://ow.ly/Joqm30dGdKL>)
- Publications and media resources design for human rights education purposes (<http://ow.ly/kebY30dGdOz>)
- The State of the World's Human Rights, Amnesty's annual report: (www.amnesty.org/en/annual-report)

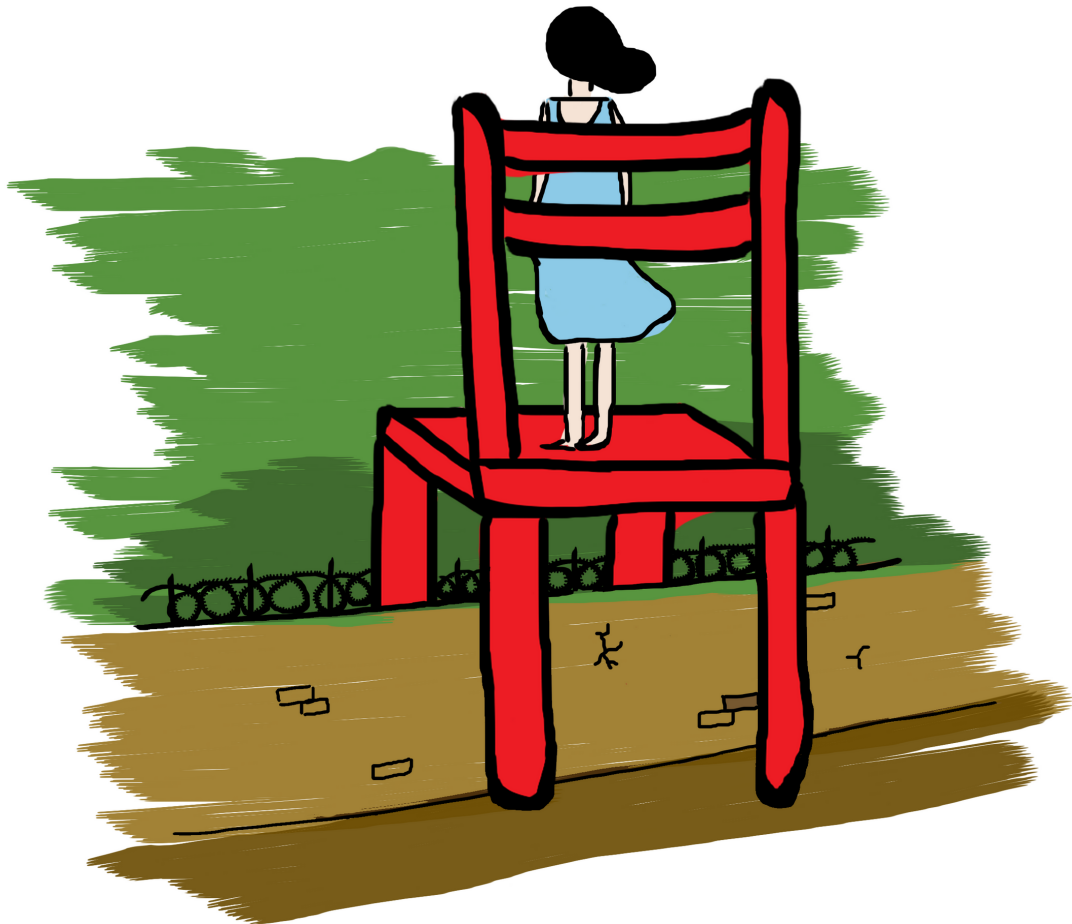
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LA SILLA ROJA

A journey toward justice



We will now travel with La Silla Roja to "the border". In light of current historic levels of global displacement, Friends of Fe y Alegría in the US, partnering with Jesuit Refugee Service/USA, Jesuit Schools Network and Ignatian Solidarity Network, have developed a comprehensive lesson plan, which aims to raise awareness about the right to migration and peace.

ACTIVITY



Goals

- 1) Better understand the reality of refugees, internally displaced and migrant people.
- 2) Discover the benefits of education for displaced people.



Time required

50 minutes



Instructions

Print out the pictures from the photo exhibit [Somos Migrantes](http://www.somosmigrantesexposicion.org) (www.somosmigrantesexposicion.org) and hang them on the walls of the classroom. The pictures you will find seek to show how refugees and migrants live during their journeys and invite us to learn more about the difficult realities they face. Students should walk around the classroom, observing the exhibition in silence. (Background music may be conducive to creating an appropriate environment during this time.) After finishing, invite students to sit in a circle with a big paper heart in the middle.

Hand pens and post-its to each student and invite them to write on the post-it what feelings the pictures evoked. They may stand up and put their post-its on the heart. If anyone wants to, he/she can read aloud what he/she has written.

Once each student has placed their post-its on the heart, explain to the group that throughout history, people have always moved from different lands to diverse places. Remind them that some governments, however, make it hard for some people to enter their countries and, once they have entered, make it even more difficult for them to integrate and successfully participate in society.

There are currently more than [244 million migrant people worldwide](#) and many of them are in very vulnerable conditions. We should reflect on our own attitudes towards migrants/refugees and on the opportunities that sharing experiences with people from different places give us.

Write the following words on the board:
[REFUGEE](#); [ASYLUM SEEKER](#); [VOLUNTARY REPATRIATION](#); [DEPORTATION](#); [INTERNALLY DISPLACED PERSON](#); [MIGRANT](#).

Begin a debate about what the students think these words mean and the differences between their meanings:

Refugee: A person that, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside their home country and is unable or, owing to such fear, unwilling to avail himself/herself of the protection of that country (UNHCR, Refugee Convention).

Asylum seeker: An asylum seeker is someone who has applied for asylum and is waiting for a decision as to whether or not they are a refugee.

Voluntary repatriation: When refugees return voluntarily to their home country.

Deportation: When a refugee or an asylum seeker is forcibly repatriated.

Internally Displaced Person: Someone who leaves his/her home because of the fear of being persecuted, but who stays within their own country.

Economic migrants: Someone who leaves his/her home in order to find a new job and better living conditions.



HOW DO YOU THINK EDUCATION WORKS FOR A REFUGEE? DO REFUGEES HAVE A RIGHT TO EDUCATION? WHAT BENEFITS CAN EDUCATION HAVE?

Divide the class into two groups. Explain that through the following activity (charades game) the class will explore the possible benefits education has for refugees and internally displaced people. Taking turns, a representative from each team should take a phrase found in the Appendix (phrases highlighted in blue). Using only gestures, the team will have three minutes to guess the content of the card – only the concept, not the literal words. Once finished, invite students to put post-its on a posterboard with messages about the situation and rights of migrants/refugees and why they think education for all is important.



Reflection

Take some time to write down what you have learned, feelings that you experienced, and an individual or group action that you will commit to once the activity has been completed.



Resources

- Campaign for Hospitality (www.ignatiansolidarity.net/campaignforhospitality)
- Walk a Mile in My Shoes Refugee Simulation (www.jrsusa.org/outreach)

APPENDIX

EDUCATION BENEFITS

Education provides refugees and displaced people with a safe and supervised environment. Schools are one of the first places where families go to ensure the safety of their children, as they are universal structures. In this environment we can also find different types of activities, such as organized sports and recreational or leisure activities. Parents can also focus on securing employment and other sources of income to ensure economic stability, as they know school is a safe place for their children.

Learning gives us tools to face health and safety risks. Schools provide an opportunity to learn about basic health and safety needs, including hygiene and health risks such as HIV.

Psychological support. At school we learn more than knowledge and skills: school gives us a social and psychological support environment. When in crisis, these supports become more important, as many children have gone through traumatic experiences and have to face hardships and difficult situations.

Education creates a framework for caring for the most vulnerable people, such as girls, children with disabilities and children from ethnic minorities.

Education protects people from exploitation. Children are offered protection against recruitment into armed gangs and other exploitative practices.

Education helps people to look forward. Displaced people and refugees can hardly think about their futures due to their precarious situations. Surviving becomes the only purpose of each day, which makes looking towards the future difficult. Access to education implies building skills and abilities, and therefore building a future.

Education strengthens abilities. Children with access to a quality education have been shown that they can rebuild their lives and become involved in their communities and social structures. Strengthening local abilities is key and far more effective than external help or other types of support.

Education reinforces new attitudes and can contribute to peace and stability. We must take into account access to education, but we cannot forget about the improvement of its quality. Education should therefore be relevant to disadvantaged groups, foster positive values and offer opportunities for youth to learn marketable employment and technical skills.



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Fe y Alegría
in the United States



HIGH SCHOOL

Lesson 4: Sembradores de
Optimismo - Venezuela

We will now travel with La Silla Roja to Venezuela and discover the work of Fe y Alegría through the program “Mothers as Peace Promoters.” Based on a documentary short created by HBO Latin America and Triana Media, this unit seeks to introduce the causes and consequences of conflict and examine what we can do to become peace promoters at the local and global levels.

ACTIVITY



Goals

- 1) **Learn** about the humanitarian crisis in Venezuela and the work of Fe y Alegría to promote peace.
- 2) **Inspire** students to critically analyze and understand the importance of education in contributing to the fulfillment of the right to peace.
- 3) **Act** by reflecting on our responsibility to commit to building peace in our local communities and at the global level.



Time required

60 minutes



What is Fe y Alegría?

Fe y Alegría is a popular education movement founded in Venezuela in 1955 thanks to Father José María Vélaz, SJ and Abraham and Patricia Reyes. Today, the movement serves more than 1.5 million students in 21 countries. In Venezuela, Fe y Alegría serves over 345,000 students in 681 schools and community centers across the country.

Despite all that has been achieved over the past 60 years, there is much work that remains to be done, especially given the current context in Venezuela.

What is Sembradores de Optimismo?

"Sembradores de Optimismo," produced by HBO Latin America and Triana Media, is an initiative that seeks to raise awareness about the work of organizations that are implementing some of the most innovative educational projects in Latin America. Specifically, this lesson plan is based on the experience of Fe y Alegría Venezuela through the project “Mothers as Peace Promoters.”



Instructions

To begin, start a brief dialogue about how students define peace. To expand the debate, we can introduce the concept of “positive peace”:

“Positive peace: authentic peace, opposes not only war but also all forms of discrimination, violence or oppression that prevent the development and achievement of dignified living conditions for all. To achieve positive peace, we have to work for it at all levels of life: in social realities but also in educational spaces.”

[Cultures of Peace and Conflict Resolution Project, Fe y Alegría.](#)

Following this dialogue, let's watch the video.

Click play





Instructions

Following the video, and in order to better understand the reality of education in Venezuela, it is important to reflect on the current situation in the country. To begin this activity, before offering information, ask students to reflect on what they already know about Venezuela: do they have a lot of information, little understanding, etc.

Then, show them a map and invite them to point out where the country is located.

Share with them the following data and also invite them to research in groups what is taking place.



Some basic data on the current humanitarian crisis in Venezuela:

FOOD SECURITY/HEALTH

- Imports of foods (meat, fruit & bread) have decreased by 99%
- Estimated weekly cost of basic groceries for a family costs 22x the state minimum salary
- 87% of Venezuelans have difficulty purchasing food
- 30% of Fe y Alegría Venezuela students eat only 1-2 meals per day
- Infant mortality rate is 45% higher than it was in 2013
- 75% of medicine deemed essential by the World Health Organization is unavailable

VIOLENCE

- Caracas is ranked as the most violent capital city in the world, with the highest global homicide rate
- Overall, Venezuela's homicide rate is 90 per 100,000 individuals, surpassing Honduras
- Countrywide kidnappings are higher than in Colombia, Yemen, Iraq, Syria, Libya or Afghanistan

AS A RESULT, EDUCATION HAS BEEN SEVERELY AFFECTED IN THE FOLLOWING WAYS:

- The dropout rate has doubled since 2011
- 25% of youth are currently out of school
- One-third of teachers miss class to attend to personal matters (stand in food lines, etc.)
- Students who are enrolled in school have missed 40% of class as a result of missing teachers
- Schools have become the targets of attacks, both by government and opposition forces.
- Theft is also on the rise, as schools are targeted for their resources (food, technology, etc.)

- Human Rights Watch: <http://ow.ly/b7ZD30dGfYv>
- La Vanguardia (Spanish): <http://ow.ly/fFsl30dGg8B>
- InSight Crime: <http://ow.ly/LpCl30e1xpP>
- Amnesty International: <http://ow.ly/1lr530dGg15>

 Reflection questions

Once students have watched the video, read the current data and the research they collected in groups and invite them to reflect and share using the following questions:

- Did you know as much about Venezuela as you originally thought?
- What feelings emerge when you learn more about what is currently taking place in the country?
- Why do you think Fe y Alegría invests in this education program in Venezuela?
- Do you think these problems happen in other places? Why?
- What could you do to help address these issues?

Through these questions, we can initiate a dialogue with students, inviting them to reflect on their previous knowledge of Venezuela and encouraging them be informed as active global citizens and seek more information about countries beyond their own and about issues facing our global community. Afterwards, introduce an activity that can help to promote analysis of the [causes and effects of violence](#). To do so, divide the class into three teams. Each will have to develop a concept map of the causes and effects of violence using a large posterboard. Give each group a poster, and at the center they will put the problem to be analyzed. To develop the concept map they will have to use the assigned mandatory words.

Group 1: Analysis of violence in everyday life

Problem: Bullying, gender violence

Words: empathy, communication, gender, care, education

Group 2: Analysis of violence at the community level

Problem: Gangs, Xenophobia

Words: exclusion, discrimination, cooperation, local, global

Group 3: Analysis of violence in the world

Problem: Forced displacement due to armed conflict or generalized violence

Words: injustice, extraction, ecology, responsibility, global

To close, offer time so that students can review each of the maps and explain them to each other. Finally, start a discussion to share their perceptions on peace and how they are called to be peace promoters at the local level (in relationships with others, respect for diversity, listening, etc.) and at the global level (our ways of consuming, responsibility for the messages we perpetuate, prejudice, stereotypes, etc.)

"Mini Me"



Take some time at the end of the activity to fill out the "Mini me" handout found in the introduction. Write down what you have learned, feelings that you experienced, and an individual or group action that you will commit to once the activity has been completed.



Resources

- Fe y Alegría Sembradores de Optimismo: (www.feyalegria.org/sembradores)
- "Schools of the Future" Venezuelan School Nutrition Program: (www.youtube.com/watch?v=fVcMF-ODI8g)
- Venezuela's Humanitarian Crisis, Human Rights Watch: (<http://ow.ly/O0do30dCZuz>)

Thank you for taking the time to use this resource with your students. You are contributing to shaping holistic and committed citizens of tomorrow's global world. For more information, please visit www.feyalegria.us/our-work/global-education





LA SILLA ROJA
A journey towards justice



Friends of
Fe y Alegría
in the United States



HIGH SCHOOL

Lesson 5: Sembradores
de Optimismo - Colombia

La Silla Roja takes us now to Colombia where we will explore the work of Fe y Alegría through its Early Childhood Education program by watching a short documentary film created by HBO Latin America. This unit also seeks to introduce students to the Sustainable Development Goals (SDGs), specifically the right to quality, inclusive education. Finally, students will be invited to create awareness-raising projects to promote engagement with the SDGs in their school community.

ACTIVITY



Goals

- 1) **Learn** about the work of Fe y Alegría Colombia through its early childhood programs.
- 2) **Inspire** students to reflect on the importance of the right to education.
- 3) **Act** by designing a project that contributes to raising awareness among classmates about the importance of this right.



Time required

60 minutes



What is Fe y Alegría?

Fe y Alegría is a movement of popular education founded by the Society of Jesus. In Colombia, Fe y Alegría's mission is dedicated to building peace and global citizenship, contributing to social mobility, equity and a dignified life for those who live in situations of vulnerability, poverty and exclusion.

In order to achieve this goal, Fe y Alegría works on improving public education, contributing to develop abilities in children, youth and adults to become agents of change in their own lives and communities.

What is Sembradores de Optimismo?

"Sembradores de Optimismo," produced by HBO Latin America and Triana Media, is an initiative that seeks to raise awareness about the work of organizations that are implementing some of the most innovative educational projects in Latin America. Specifically, this resource is based on the experience of Fe y Alegría Colombia in Early Childhood education.

Watch the video

Click play



Reflection questions

- What did you like the most when watching this video?
- What are the most important aspects?
- Why do you think Fe y Alegría invests in this education program?
- Do you think these problems happen in other places? Why?
- What could you do to help fix these issues?

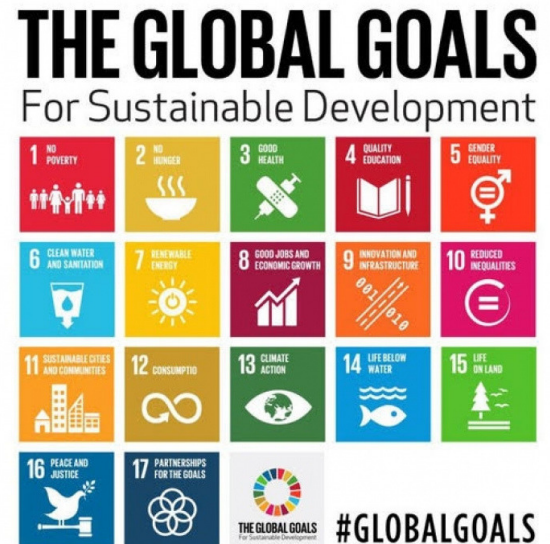
Instructions

First, let's take a brief look at the Sustainable Development Goals (SDGs):

At the Sustainable Development Summit that took place in September 2015, UN Member States approved the 2030 Sustainable Development Agenda which is made up of 17 overarching goals to end poverty, fight against inequality and injustice and to deal with climate change.

Under the slogan, "Transforming our world," the 2030 Agenda calls on the international community to eradicate poverty and stimulate action over the next fifteen years in areas of critical importance for humanity and the planet.

Form 4 groups and give a Sustainable Development Goal and a task to each. The goal is to elaborate a joint proposal together. There will be 20 minutes to work in groups.



Group 1. SDG 1. End poverty in all its forms everywhere.

This group will carry out the following:

- Answer the questions: What does SDG 1 mean? Why is it important in the world?
- Develop a proposal that you can do as youth to raise awareness about the importance of this goal and how to promote collaboration for its fulfillment.
- Draw a picture or a symbol to represent your proposal.

Group 2. SDG 10. Reduce inequality within and among countries.

This group will carry out the following:

- Answer the questions: What does SDG 10 mean? Why is it important in the world?
- Develop a proposal that you can do as youth to raise awareness about the importance of this goal and how to promote collaboration for its fulfillment.
- Draw a picture or a symbol to represent your proposal.

Group 3. SDG 4. Ensure inclusive and quality education for all and promote lifelong learning.

This group will carry out the following:

- Answer the questions: What does the SDG 4 mean? Why is it important in the world?
- Develop a proposal that you can do as youth to raise awareness about the importance of this goal and how to promote collaboration for its fulfillment.
- Draw a picture or a symbol to represent your proposal.

Group 4. SDG 16. Promote just, peaceful and inclusive societies.

This group will carry out the following:

- Answer the questions: What does SDG 16 mean? Why is it important in the world?
- Develop a proposal that you can do as youth to raise awareness about the importance of this goal and how to promote collaboration for its fulfillment.
- Draw a picture or a symbol to represent your proposal.

After the activity, each group will explain the SDG they were assigned and put the picture or symbol on a poster, next to their proposal.

Finally, the entire class works together to title the poster with a slogan that symbolizes the importance of these rights.



"Mini Me"



Take some time at the end of the activity to fill out the "Mini me" handout found in the introduction. Write down what you have learned, feelings that you experienced, and an individual or group action that you will commit to once the activity has been completed.

Resources

- Fe y Alegría Sembradores de Optimismo: (www.feyalegria.org/sembradores)
- #TeachSDGs: (www.teachsdgs.org/collections.html)
- The World's Largest Lesson: (www.tes.com/teaching-resource/world-s-largest-lesson-2016-free-resource-11366598)
- Teaching the SDGs: (<http://ow.ly/wreL30dD1xi>)

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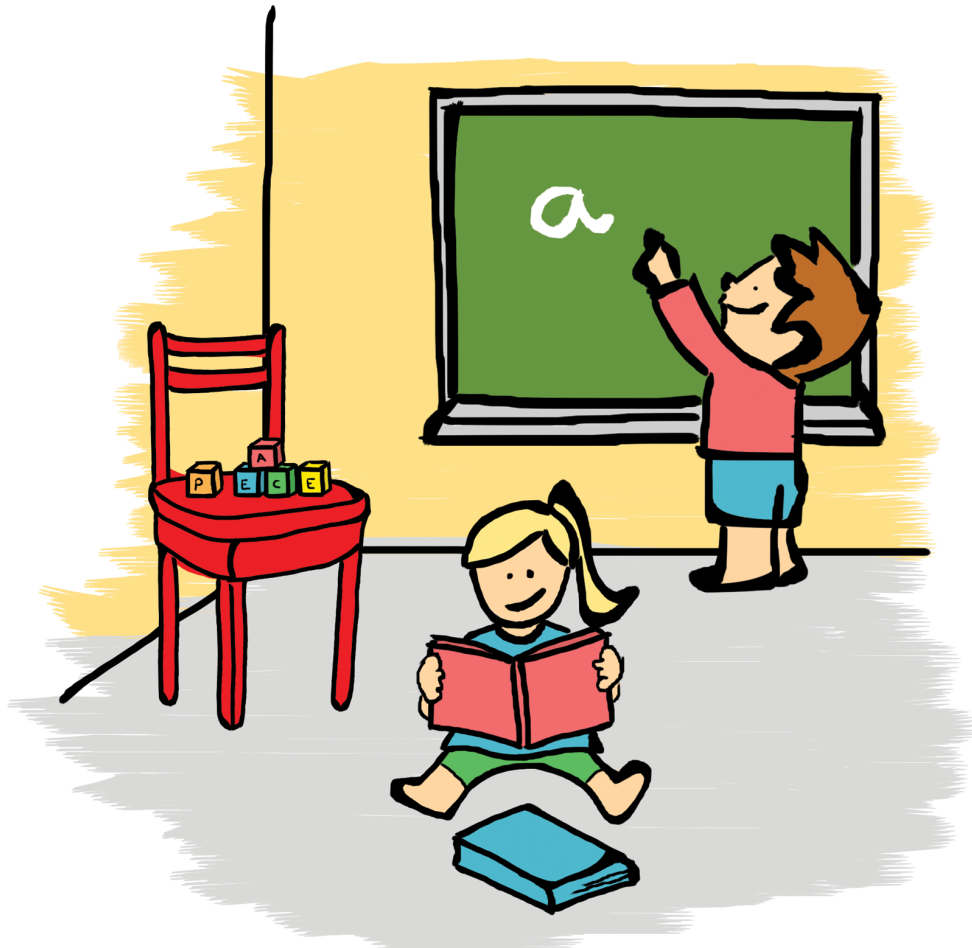




LA SILLA ROJA
A journey toward justice



Friends of
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in the United States



La Silla Roja campaign calls us to stand for the rights of children and ask ourselves what we can do to inspire change in the defense of the right to education. This unit offers an activity to help students celebrate Universal Children's Day (November 20th), and highlights the power of youth to take a stand for human rights through exploring the example of Pakistani activist, Malala Yousafzai.

ACTIVITY



Goals

- 1) **Learn** about the Celebration of Universal Children's Day
- 2) **Inspire** students to reflect on the fact that education is a human right and must be ensured for all.
- 3) **Act** by increasing personal engagement to promote the rights of children and youth.



Time required

60 minutes



Instructions

Let's take a look at the photo above. What do we see?

Let's start by explaining that today we celebrate Universal Children's Day and the rights that all children and youth have, such as having a family, an identity, a dignified life and, of course, the right to education.

However, not all people can exercise this right. This is why governments, public and private institutions, members of society, you and I, must work toward achieving **Sustainable Development Goal 4 by 2030: Ensure inclusive, equitable and quality education for all and promote lifelong learning**. What do the following words mean? Inclusive, equitable, quality.

Sometimes, it doesn't take much time, only a powerful message to call attention to the need to stand up for this and other human rights. This is the case of Malala Yousafzai, a Pakistani student and activist known worldwide thanks to her defense of the right to education all over the world.

It only took her seven seconds to pronounce this message in front of the UN General Assembly:

"One child, one teacher, one book and one pen can change the world. Education is the only solution."

Education is the driving force of other rights; however, not all of humanity has access to this right. For this reason, many men and women are dedicating their lives to its defense.

At this point, students will be encouraged to become activists. They will have a couple of minutes to think and write a message demanding education for everyone. It has to be a message of less than 7 seconds and less than 140 characters.

A WORLD OF ALTERNATIVES TO CHANGE THE WORLD, WHERE DO WE START?

Students will **read out loud their messages** to the class. We will start a debate talking about the different messages. We also propose creating an **awareness-raising** campaign to share their messages with the rest of the students in your school community. To do so, they can implement collective actions, like putting key words and sentences in strategic places around their school (with permission of course). They can also use other tools, such as social media, etc.

At the same age, Malala became the youngest person awarded with the Nobel Peace Prize. Students will be encouraged to reflect on their capacity for action in the defense of the right to education and other civil rights.

Do you imagine your words becoming an inspiration for change? How far can you go?



"Mini Me"



Take some time at the end of the activity to fill out the "Mini me" handout found in the introduction. Write down what you have learned, feelings that you experienced, and an individual or group action that you will commit to once the activity has been completed.



Resources

- Universal Children's Day, 20 November (www.un.org/en/events/childrenday)
- Malala's Story (www.malala.org/malalas-story)

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LA SILLA ROJA
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HIGH SCHOOL

Lesson 7: Sembradores de
Optimismo - Haiti

ACTIVITY

We will now travel with La Silla Roja to Haiti where we will learn about the work of Fe y Alegría to defend the right to education following the 2010 earthquake. Based on an HBO Latin America documentary short on Fe y Alegría's work in the settlement of "Canaan", students will extend their understanding of Haiti and work together to develop ideas and actions that they can implement to raise awareness about this reality.



Goals

- 1) **Learn** about the current situation in Haiti and the work of Fe y Alegría to defend quality education through its primary school in the settlement of "Canaan".
- 2) **Inspire** students to recognize and appreciate the importance of the right to quality education.
- 3) **Act** by designing a project that contributes to raising awareness among classmates about the importance of this right.



Time required

60 minutes



What is Fe y Alegría?

Fe y Alegría is a movement of popular education founded by the Society of Jesus. In Haiti, Fe y Alegría's mission is dedicated to popular education and community development in the areas of greatest poverty and exclusion throughout the country.

In order to achieve this goal, Fe y Alegría works on improving public education, as well as contribute to fully developing abilities in children, youth and adults to become agents of change in their own lives and communities.

What is Sembradores de Optimismo?

"Sembradores de Optimismo," produced by HBO Latin America and Triana Media, is an initiative that seeks to raise awareness about the work of organizations that are implementing some of the most innovative educational projects in Latin America. Specifically, this resource is based on the experience of Fe y Alegría Haiti's Primary School "Canaan" which was founded following the 2010 earthquake.



Instructions

To begin, let's watch the video:

Click play



Reflection questions

After finishing the video, write the following reflection questions on the board and have students respond individually before coming together as a class to share and reflect.

- What did you like the most when watching this video?
- What are the most important aspects?
- Why do you think Fe y Alegría invests in this education program in Haiti?
- Do you think these problems happen in other places? Why?
- What could you do to help address these issues?

In order to better understand the reality of education in Haiti, it is important to reflect on the current situation in the country. To begin this activity, before offering any information, ask students to reflect on what they already know about Haiti: do they have a lot of information, little understanding, etc. Then, show them a map and invite them to point out where the country is located.

Explain that you are going to give them a short quiz, not to test them, but in order to better understand how much we know about Haiti.



How much do you know about Haiti?

- Which countries border Haiti?
 - Cuba
 - United States
 - Dominican Republic
- What is the capital of Haiti?
 - San José
 - Port-au-Prince
 - San Juan
- What are the official languages of Haiti?
 - Creole and French
 - Spanish and French
 - Spanish and Creole
- What is the official currency?
 - Dollar
 - Gourde
 - Euro
- Who are the original inhabitants of Haiti?
 - Arawak
 - Tainos
 - Both
- How many inhabitants live in Haiti?
 - More than 15,000,000
 - Less than 15,000,000
 - Less than 8,000,000
- The independence of Haiti was proclaimed in:
 - 1804
 - 1864
 - 1871
- What tragic incident devastated the country in 2010?
 - Tsunami
 - Earthquake
 - Volcanic explosion
- How many schools were destroyed during this incident?
 - 300
 - 1500
 - 5000
- Currently, what do you think the level of child malnutrition is in Haiti?
 - 40%
 - 25%
 - 58%
- On September 18, 2004, a hurricane hit Haiti. What was its name?
 - Mitch
 - Matthew
 - Jeanne
- On October 4, 2016, another hurricane devastated the country. What was its name and how many people required humanitarian assistance?
 - Olga; 61,000 people
 - Matthew; 1.4 million people
 - Nicole; 1.2 million people
- According to the Human Development Index, Haiti is:
 - The poorest country in Latin America
 - The second poorest country in Latin America
 - The third richest country in Central America

ANSWERS TO THE QUESTIONNAIRE

- | | | |
|-----------------------|---|--|
| 1. Dominican Republic | 5. Both | 9. More than 5,000 schools were destroyed during the earthquake, leaving more than 500,000 children without access to education. |
| 2. Port-au-Prince | 6. More than 15,000,000 | 10. 58% |
| 3. Creole and French | 7. 1804 | 11. Jeanne |
| 4. Gourde | 8. Earthquake. On January 12, 2010, an earthquake struck Haiti with a magnitude of 7.0 Mw, with the epicenter near the capital Port-au-Prince, Haiti's capital. | 12. Matthew; 1.4 million |
| | | 13. The poorest country in Latin America |



Did you know?

The Human Development Index (HDI) is an indicator created by the United Nations Development Programme in order to determine the level of development of countries around the world. It was developed with the goal of understanding not only the economic income of people in a country, but also to evaluate whether a country contributes to creating an environment that helps its citizens improve their standard of living.

Once students have finished the questionnaire and the answers have been shared and commented on, invite them to reflect and share on the following questions:

- Did you know as much about Haiti as you thought?
- Is there something about Haiti that calls your attention or that you didn't know?
- What factors contribute to the fact that we know more about some countries than about others?

Through these questions, we can initiate a dialogue with students about these issues, inviting them to reflect on their previous knowledge of Haiti and encouraging them to be informed as active global citizens and seek more information about countries beyond their own and about issues facing our global community.



Action

After learning and reflecting on the reality of Haiti, invite students to think about the fact that although we may be far away, there are a lot of things that we can do as global citizens right where we are to show our solidarity with others. Some ideas include: becoming better informed and raising awareness in our community, collaborating with networks and organizations that support Haiti or becoming involved in advocacy campaigns that promote the right to education and protection from vulnerability.

Break students into groups, and invite them to work on ideas and actions that they can implement from their different realities, become involved in exercising their global citizenship skills. To do so, form four groups and give each one a different area of action:



“**Inform**”: Work on ideas in order to stay informed about the current situation in Haiti, understanding information as a critical element to generate change (If we don’t know what’s going on, how can we transform the world?)

“**Connect**”: Design a proposal to raise awareness among the study body in order to connect the reality of Haiti with the school community.

“**Collaborate**”: Design an activity plan to collaborate with NGOs and other local and international actors that are directly working in the country.

“**Demand**”: Brainstorm mobilizing activities to advocate for protection of vulnerable populations in countries such as Haiti and demand that the right to education is fulfilled.

For each activity, the groups should respond to the following questions:

What will we do? How will we do it? Where? What do we need to implement our idea?
What support (family, teachers, etc.) can we count on to implement our plan?

Once this work is done, each group should share their plan with the larger class, and together decide (as long as it's pertinent) what actions they'd like to implement. Have students build upon this plan and sign together a written commitment to implement the agreed upon activities, actively involving themselves in the reality of the Haitian community.



"Mini Me"



Take some time at the end of the activity to fill out the "Mini me" handout found in the introduction. Write down what you have learned, feelings that you experienced, and an individual or group action that you will commit to once the activity has been completed.



Resources

- Fe y Alegría Sembradores de Optimismo: (www.feyalegria.org/sembradores)
- Teaching for Change's "Teaching About Haiti": (www.teachingforchange.org/teaching-about-haiti-3)

Thank you for taking the time to use this resource with your students. You are contributing to shaping holistic and committed citizens of tomorrow's global world. For more information, please visit www.feyalegria.us/our-work/global-education





LA SILLA ROJA
A journey toward justice



Friends of
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La Silla Roja calls us to see the connections between the right to education and care for the environment.

The purpose of this unit is to offer students the opportunity to explore how our current consumption and lifestyles affect the environment and explore alternatives and daily habits that contribute to protecting the Earth.

ACTIVITY



Goals

- 1) **Learn** about the irreversible damages our way of producing and consuming causes to the environment.
- 2) **Inspire** personal engagement; as consumers and citizens we have to fight for a more sustainable and habitable world.
- 3) **Act** by encouraging students to identify and share daily habits to protect the environment.



Time required

60 minutes



Instructions

Let's take a look at the photo above. What do we see?

Let's start by explaining that today we celebrate Earth Day. What do students think the current situation of the environment is? Do you think our lifestyle and consumption affect nature?

Discuss with students about the perspectives which claim that, if we maintain our current rhythm of consumption, in 2050 we will need three planets to maintain our lifestyle. Irresponsibility and excessive use of our natural resources are already forcing many people to move because of supply shortages and natural disasters.

Next, invite students to read the extract from the following news story:

3 YEARS AFTER A DEVASTATING FACTORY COLLAPSE, MILLIONS OF GARMENT WORKERS REMAIN AT RISK

A new report reveals that reforms following the deadly Rana Plaza collapse in Bangladesh have left millions of workers — mostly women — still in danger.

Three years ago this week, the fashion industry experienced the deadliest accident in its history: the collapse of the Rana Plaza factory in Bangladesh that killed more than 1,100 workers on April 24, 2013.

The enormity and visibility of the Rana Plaza catastrophe — graphic images showing bodies being pulled from the rubble were immediately beamed around the world — shocked the world and the industry into action. In the wake of the disaster more than 200 fashion companies including Adidas, Gap, H&M, Target, and Walmart quickly pledged \$100 million through two efforts to increase inspections, enforce standards, and pay for safety upgrades.

But the pledge taken by those major brands affects only about a third of Bangladeshi factories — those contracted directly by the major clothing brands — leaving some 5,000 sub-contracting factories and 3 million garment workers without strict oversight or safety improvements, according to a report from a research team at New York University.

Divide the class into three groups. Each group will be a commission investigating the case:

The first group will investigate the **social implications** that the massive consumption of clothing has:

- What relationship is there between the price of clothing and our consumption capacity? What relationship is there between the price of clothing and the labor conditions of the people making our clothes? What effects do labor conditions have on the people that make our clothes?
- What are the consequences for the production in our country when there are other places in the world where production is cheaper? Is there a human cost to this dynamic?
- What contrast do we find between what we desire and what we need? Which should we follow to be happy? Why?
- What alternatives to this model could we come up with?

The second group will investigate the [environmental implications](#) that the massive consumption of clothing has:

- The vast majority of the clothing that we use is made of cotton. What treatment do cotton crops undergo? What effects does this have on the Earth?
- How much water is needed to make clothing? What effects do the dyes and whitening of clothing have on the environment? What is done with the waste produced?
- What repercussions does massive consumption have over the use of natural resources?
- What contrast do we find between what we desire and what we need? Which should we follow to be happy? Why?
- What alternatives to this model could we come up with?

The third group will investigate the [implications that the massive consumption of clothing has on us all](#):

- What effects does the advertising industry have on the consumption of clothing? Does this correspond with a real necessity?
- What are the consequences of not being able to buy fashionable clothes (because of a lack of economic resources, lack of appropriate sizes, etc.)? How do we feel when we don't have access to this way of consumption?
- What contrast do we find between what we desire and what we need? Which should we follow to be happy? Why?
- What alternatives to this model could we come up with?



To end this lesson plan, invite each of the three groups to share what they have researched with the entire class, thus generating a space of dialogue that focuses on how guidelines of consumption affect the satisfaction of our necessities and also the fulfillment of rights.

A WORLD OF ALTERNATIVES TO CHANGE THE WORLD, WHERE DO WE START?

What if, in 2050, we all had to move from Earth to another planet? What would you feel? What would have provoked this situation? Imagine that you have the chance to send a message to the youth who lived on Earth before its devastation about the measures that should be taken to protect it from this future. What would you say?

Invite students to write down their messages, read them out loud and finally post them to a mural under the title “[Seeds for a better world](#)”. Once the messages are ready, reflect together on the fact that while we haven't yet reached 2050, there is still the opportunity to react.

Encourage students to turn those messages into daily habits to protect the environment. To do so, they can create a table with the message, the specific activity they wish to do and some basic information (who, when and where) that will help them to reflect on their engagement and commitment to implement those actions.

They can share this commitment on social media and encourage their friends and family to join them, thus spreading [seeds for a better world](#).



"Mini Me"



Take some time at the end of the activity to fill out the "Mini me" handout found in the introduction. Write down what you have learned, feelings that you experienced, and an individual or group action that you will commit to once the activity has been completed.



Resources

- Healing Earth (www.healingearth.ijep.net/)
- Ignatian Carbon Challenge (www.ignatiansolidarity.net/ignatian-carbon-challenge/)
- Laudato Si', On Care for our Common Home: (<http://ow.ly/UtvI30dG6GJ>)
- Understanding Sustainable Living: (<http://ow.ly/IEpJ30dG6IN>)

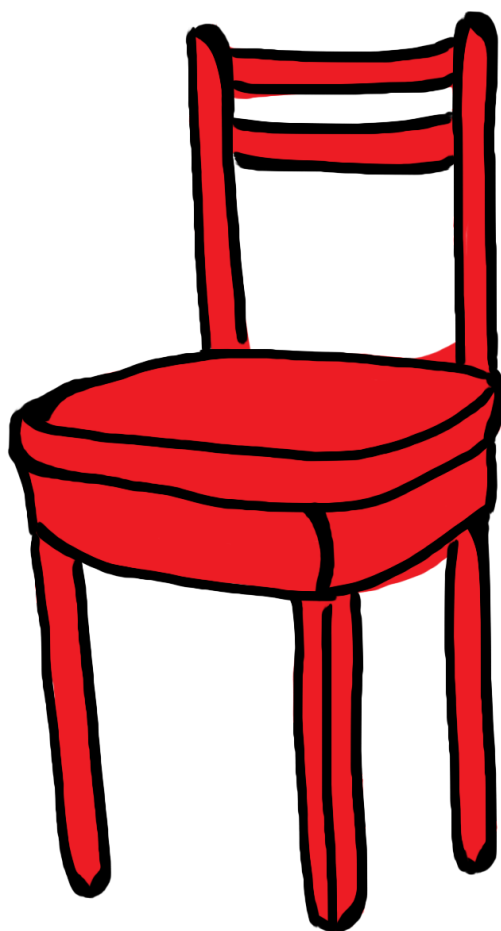
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LA SILLA ROJA

A journey toward
justice



Materials adapted
from
Entreculturas -
Fe y Alegría Spain

Adaptation: Erika Meyer
Design: Macarena Romero
Clara Panella
Angie Suárez
Nate Radomski



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