



La Silla Roja 2022: Building Community, Building Hope

Action Packet and Lesson Plans

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Introduction to La Silla Roja 2022

What is La Silla Roja?

La Silla Roja (LSR) is a Global Citizenship Education campaign that works to defend the right to education for the over 244 million children and youth worldwide who are out of school. La Silla Roja (or The Red Chair, in English) is a symbol of the right to quality and inclusive education and calls attention to the impact a lack of access to education has on personal and communal development.

This initiative was launched in 2012 by our partner Entreculturas – Fe y Alegría Spain – and has since been implemented by Fe y Alegría in several countries throughout Latin America, Europe, and Africa.

For almost three years, COVID-19 has impacted the educational experience of children and youth all over the world. The impact has continued to affect education as many students still haven't returned to the classroom and are affected by two years of lost education. Education has changed for many and this year LSR seeks to guide students to reflect on education as a builder of community, a source of hope, and a means to promote the dignity of the entire human person in these times of transition.

2022 Theme: Building Community, Building Hope

The campaign will encourage students to reflect on their own educational experience in a community as well as learn about what educational communities look like in other countries. Our theme for 2022, Building Community, Building Hope, is an opportunity to explore how education opens doors for learning, growth, and human development outside of classrooms and how it contributes to creating more just and equitable societies.



We are exploring how our centers for education demonstrate the Ignatian principle of Cura Personalis and how communities care for students' needs in addition to their education. What does this look like in the students' schools and in our partner schools? What hurdles do students have to overcome in order to learn? How can education open the door to ending injustices and providing hope for marginalized and vulnerable communities? And what can we do as global citizens?

La Silla Roja: Building Community, Building Hope is structured in a three-part challenge that will run through December 2022. Each phase of the challenge is meant to be done during one class period, for a total of three classes to complete the challenge. Once the students have completed the final phase, "Act," experiences and reflections should be submitted to [Allison Doerr](#) of the Global Citizenship Education team at Magis Americas, who will share the experiences on the International Day of Education 2022, Tuesday, January 24, 2023.

Objectives

1. Create Awareness about the ways that schools foster community and respond to students' and families' needs in addition to education, especially in the context of the marginalized, vulnerable, and migrant populations
2. Encourage Reflection in order to inspire the support of and participation in educational settings that go beyond classroom learning and seek to give dignity to the students in all aspects of their lives
3. Promote Action at a local and global level, so that the message of the importance of access to quality education does not stop, since it is key to build a more just and equal world.



La Silla Roja 2022: Building Community, Building Hope

Lesson Plan Overview

These lesson plans will lead students through the process of completing the three phases of the La Silla Roja Challenge this year. They can be implemented in a classroom setting or online. The resources and materials needed for implementation and a short description are included below. Throughout the lesson plans, the links to these materials have been included as well.

Explanation of Materials

- La Silla Roja 2022 Presentation ([PDF](#) or [PowerPoint](#)): This presentation is used to guide instruction throughout the three phases. The slides in the PowerPoint can be edited and adapted for the specific needs of educators and schools.
- Phase 1 [Country Pages](#): The country profiles on the Magis Americas website provide background information of several countries in which Magis Americas and Jesuit partner organizations are active. In Phase 1, these country pages will be used to give students a brief overview and context of issues that affect education.
- Phase 2 [Project Sheets](#): The project sheets detail four projects of Magis Americas and Fe y Alegría that highlight the role of popular education and community support. These sheets provide an overview of the work of Fe y Alegría and demonstrate the principle of *Cura Personalis*.
- Phase 3 [Reflection Response](#) Template: This resource serves as a template for students to document their response and activity in Phase 3: Act but we encourage students to document their action in any way that resonates with them.



Phase 1: Reflect

Materials

- La Silla Roja 2022 Presentation Slides 1-15 ([PDF](#) or [PowerPoint](#))
- Magis Americas [Country Pages](#)

Objective

- Introduce students to the Magis Americas, the Right to Education, "La Silla Roja" campaign, and Fe y Alegría.
- Provide background information for Phases 2 & 3.

Phase 1: Reflect Lesson Plans, Implementation Time 45-60 minutes

1. Introduce students to the Magis Americas and the "La Silla Roja" campaign using our La Silla Roja 2022 Presentation, slides 1-7 (10-15 minutes).
2. Discussion: using slide 8, guide students to answer the discussion questions to discuss the importance and context of the right to education. The questions can be completed as a class, in groups, or individually. The questions are designed to allow students to explore their views of education (10-15 minutes).
 - a. What are the very basic things you need in order to be at school? How do you travel to school? How long does it take to get there? What do you do if you're hungry at school? What if you're sick?
 - b. Did you choose your school? If so, why? If not, how was it decided that you should attend your school?
 - c. What does your school offer in addition to classrooms and teachers that help you learn? Are these offerings different from other schools in your area?
 - d. Do you have a job in addition to your school responsibilities? Why or why not?
 - e. What needs do you have that you wished your school provided for?



- f. What does your family provide for you that your school does not or cannot?
 - g. What is the school's role in supporting you and your family when a need arises that you cannot take care of?
3. Continue the presentation using slides 9-15 to introduce the 2022 "La Silla Roja" campaign and Fe y Alegría.
4. Using slide 16, provide the students the Country Pages links to explore the profiles on Magis Americas' website and to aid them in answering the following discussion questions (15 minutes).
 - a. What similarities can you see between where you live and the countries you read about?
 - b. What challenges do you think students in these countries face that you don't have to address?
 - c. How are education, ecology, and migration issues related to securing futures with hope?
 - d. What issues do schools need to respond to in these countries that your school does not need to consider?
 - e. Why is it essential to consider cura personalis when thinking about education globally?
 - f. In the next phase, we will explore how Fe y Alegría "starts where the asphalt ends, where there is not drinkable water, where the city loses its name." How does what you read in the country profiles exhibit "where the asphalt ends"?
5. The teacher will facilitate a classroom discussion and students can share their answers and reflections from the discussion questions (10-15 minutes).



Phase 2: Inspire

Materials

- La Silla Roja 2022 Presentation Slides 17-26 ([PDF](#) or [PowerPoint](#))
- Magis Americas [Project Sheets](#)

Objective

- Review Phase 1: Reflect
- Provide students a wider view on the realities of education around the world and how Jesuit partners work to provide education to students and communities through the lens of cura personalis
- Analyze real world examples of what our partner organization, Fe y Alegría, is doing to build community and build hope.

Phase 2: Inspiration Lesson Plans, Implementation Time 45 minutes

1. Teachers will begin the lesson by reminding students of what they learned in Phase 1: Reflect. Using slide 18, teachers will direct students In groups, individually or in partners, to recall or research and define the terms from Phase I. (10 minutes).
 - i. Cura Personalis
 - ii. Global Citizenship
 - iii. Right to Education
 - iv. Fe y Alegría
 - v. Popular Education
2. Teachers will lead a class discussion on these terms using slides 19-23.



3. Working in groups, partners, or individually students should receive the project pages in which they will learn about how Fe y Alegría lives out *cura personalis* through specific projects in four countries. Teachers can explain this activity using slides 24-25 and can assign students a specific project or students can choose the project that interests them the most.
 - a. Boa Vista, Brazil: Food Programs for Children, Pages 2-5
 - b. San Javier del Valle, Venezuela: Technical Skills Education, Pages 6-9
 - c. Darién Gap, Panama: Caring for the Migrant, Pages 10-13
 - d. Batey Lechería, Dominican Republic: Clinic Resources and Healthcare, Pages 14-17

4. After reviewing their project fact sheets, students will answer the following questions to share with the class:
 - a. Observe the photographs in the program sheets. What do you notice? What similarities and differences do you notice between your context and the context of these projects?
 - b. How are the students' needs addressed and met by the school setting and Fe y Alegría?
 - c. What is the connection between Cura Personalis and Popular Education? How is this connection lived out in these programs?
 - d. Think back to Phase 1: Reflect on the information that you read on the country pages. Does the response of Fe y Alegría to the issues of the countries surprise you?

5. Each group will summarize their discussion and share their reflections with the rest of the class.



Phase 3: Act

Materials

- La Silla Roja 2022 Presentation Slides 27-33 ([PDF](#) or [PowerPoint](#))
- Phase 3: Act [Reflection Sheet](#)

Objective

- Review Phases 1: Reflect and Phase 2: Inspire
- Encourage students to integrate what they learned about the right to education
- Highlight three ways to respond to the campaign: building awareness, building community and building hope

Phase 3: Act Lesson Plans, Implementation Time 45 minutes

1. Review Phases 1 and 2 and introduce Phase 3: Act using slides 27-29
2. Present students with the following list of possible actions and give time for the students to brainstorm other ideas within each category (10 minutes).
3. Building Awareness
 - a. Create a poster or display about the right to education to raise awareness in your school about the issues.
 - b. Research educational issues and needs in your community (school lunch programs, after-school academic support). Write a letter to an elected official advocating for these programs.
 - c. Follow social media accounts for organizations that promote the right to education. Summarize a few of their posts, the work they accomplish, and what you learned from them



- i. [International Federation of Fe y Alegría](#)
- ii. [Red Jesuita con Migrantes - LAC](#)
- iii. [Entreculturas](#)

d. Paint a chair red (or use a red chair from a previous campaign), and work with your school's communications director to write a social media post or website article about the campaign and the importance of the right to education.

4. Building Community

- a. Write a thank you note to a teacher who has impacted your life and express gratitude for their work in education.
- b. Email your middle school principal or teacher and thank them for one way that they prepared you for high school.
- c. Contact a local [St. Vincent DePaul Society](#) and ask them what school supplies they may need for the families they serve. Collect school supplies in your class or school and donate them to the local St.Vincent DePaul society.

5. Building Hope

- a. Commit to spending 5-10 minutes in the school chapel every day for one week and pray the [Ignatian Examen for Global Citizenship](#). Write a short reflection about your time of prayer and reflection and how it relates to the Right to Education.
- b. Contact a local middle school or ask your school counselor about tutoring needs in your school. Volunteer to tutor younger students or underclassmen. Write a short reflection on the experience.



- c. Post at least twice on one of your social media accounts about the right to education, La Silla Roja, or the work of Fe y Alegría. Personalize the posts with what you learned during the campaign and gratitude for your education.
6. Provide students time to review the above options in small groups, with partners, or individually. Encourage the students to make a commitment to accomplishing one of the following before the share date (5-10 minutes).
7. Determine a day for the students to share their actions. Provide the [reflection template](#) to your students to reflect on their experience
8. Once the students/classes have completed the final phase, "Act," experiences and reflections should be submitted to [Allison Doerr](#), Global Citizenship Education Officer at Magis Americas, who will share the experiences on the International Day of Education 2022 (Tuesday, January 24, 2023).