



# Lesson Materials

These lesson materials are intended as starters or ideas for the classroom. All of the ideas are centred on the theme of 'solidarity', and many link this theme with current affairs and other stimuli.

Please feel free to copy and distribute these ideas as you please.

## Images on a theme

Commence the activity with some open ended discussion on the relationship between the images on the 2005 Schools' Campaign poster and the theme: **Walking Together - Marist Solidarity**.



Invite students to discuss in pairs or threes a range of other images which might illustrate this theme.

Students could choose one image and complete a small group design on a poster.

Prepare some reflection questions on the actual experience of **Walking Together** today on this exercise. Examples might include:

- how did you come to decide on the image to use on the poster?
- who lead the exercise and who stood back - why did this happen?
- what elements are important if we are to work with people in a spirit of solidarity?

## Brainstorm Activity

Brainstorm other words around the expression: **Walking Together**. Suggestions might include similar experiences, a virtue or personal quality or some outcomes. An image or the 2005 campaign poster might assist.

Display these responses in the classroom in large print

Repeat the exercise for the word **Solidarity**... maybe precede this with a story to illustrate the idea or use a reflection piece from the 2005 Kit section “Solidarity Soundbites – A Resource for teachers and parents”.

## Web search on a theme

This is a web search activity about who young Australians in Marist Schools are invited to walk with during this campaign. Information can be found in some of the Marist websites which outline current projects where Australian Marists are working:

[www.maristoz.edu.au/maps](http://www.maristoz.edu.au/maps)

[www.maristmelb.org.au](http://www.maristmelb.org.au)

[www.champagnat.org/eng](http://www.champagnat.org/eng)

## SOLIDARITY AND THE TSUNAMI EXPERIENCE

The following task might be prepared as a solitary reflection, then shared in pairs and then followed with an open discussion.

During the summer holidays of 2005, when walking together with a friend or a family member, did you at some time talk about the tsunami tragedy?

How did you feel during the conversation?

Did this conversation lead you, and those you were walking with, to reflect on some other important questions? These might have included who are the poor, why was there so much generosity and solidarity of many Australians on this occasion, what we can do for those who suffer.....?

A short prayer service, such as the paraliturgy in the Schools Kit 2005 or the Tsunami Appeal Prayer Service, might conclude this lesson or be integrated into it.

## WALKING IN SOLIDARITY WITH TIMORESE PEOPLE

A Marist Brother visiting the Australian Marists' teacher training college in East Timor during 2004 wrote this reflection on his experience.

### **Women of Soil**

I was taken in by the season of planting and weeding maize in East Timor. Walking down the track to our leased community house, I noticed figures crouched and doubled Asian style, in a very small field of soil carved out from the coral outcrops.

Three generations of women; daughter, mother and grandmother, were weeding a tiny crop of emerging maize using small local knives.

Subsistence farming work often falls to women in a country that lost so many men during the 1974-1999 Indonesian occupation.

Will the youngest daughter of six years face any different lifestyle as a grandmother after the United Nations Organisation and aid agencies are gone?

It is not only a foreigner in a new nation who ponders this question.

- \* What aspects of solidarity are expressed in this short reflection?
- \* How might you conclude the story for the future of the six year old daughter?
- \* Write your own short imaginary story of women in another Developing Country from the perspective of solidarity with them.....walking with them.

## LINKING SOLIDARITY, JUSTICE AND PEACE

The United Nations declared a decade of “A Culture of Non-Violence and Peace for the Children of the World”. It began in 2000 and will end in 2010.

You can learn more about this by visiting the OzSpirit website of Caritas Australia on [www.caritas.org.au](http://www.caritas.org.au) and select archives – peace.

There are many teaching and learning ideas on this site under the headings:

Peace (5 February 2003)

World Peace: Peace to all People on Earth (26 November 2002)

Give Peace a Chance (11 September 2002)

Caught in Conflict: What would you do? Where would you go? (19 June 2002).

## WORKING WITH SOLIDARITY REFLECTION PIECES

Refer to “Solidarity Soundbites – A Resource for Teachers and Parents” section of the Schools Kit 2005.

Select some of these quotes which are appropriate to the class level and print them for each student.

Ask each student to individually order each of the quotations according to their preference in terms of the quotes’ application to the theme of the campaign: “Walking Together – Marist Solidarity”.

Form pairs and compare the lists.

Work (“walk”) together to compile a priority list that they agree on.

Open discussion might follow with reflection and questions around the quotations and their listing in relationship to the theme.

Lead a structured reflection on the process of working together and resolving differences and reaching consensus .

Consider: can we ‘impose solidarity’ on others or is this a contradiction?

## THE MOTOR CYCLE DIARIES

The recent film, **The Motorcycle Diaries**, from Argentina with English subtitles, traces what a young final year medical student and his friend from affluent families deeply experience as they traveled through several Latin American countries. The peoples’ desperate poverty and injustice is contrasted with their generous spirit and vitality. It’s a ‘solidarity conversion story’ which is soft sell and not ideological nor in your face. Some of us might prefer it wasn’t Che Guevara but .....it is really valuable for showing to senior students for discussion.

Some web search activity might be needed for the follow up to his story as this film ends in him leaving for Cuba.

[www.channel4.com/film/cinemadvd/microsites/motorcycle\\_diaries/](http://www.channel4.com/film/cinemadvd/microsites/motorcycle_diaries/)



## FAMOUS WORKERS FOR JUSTICE AND SOLIDARITY

Use the web to research and prepare a short talk, or written project, on people working for justice through a perspective of solidarity being walking with poor people.

Some peoples' lives to include are: Aung San Suu Kyi, Xanana Gusmao, Lowitja O'Donoghue, Desmond Tutu, Brother Andrew of Calcutta, Charles de Faucauld, Mary McKillop, Marcellin Champagnat...or one of your choice.

Some questions to answer might include:

Briefly describe the early life experiences of this person

What influenced the person to commit their life to being with other people in need?  
How has this person's work made a difference for securing justice for others?

How can you make a difference to others through being in solidarity with them? (give simple specific examples...).

## CHINESE PROVERB

**“Give a person a fish and they eat for a day. Teach a person to fish and they can eat for life”.**

What is the core message about development and solidarity with other people in this proverb?

What does teaching a person to fish or build a home or plant vegetables tell us about the dignity of the person as a basis for the church's social teaching on solidarity?  
During the tsunami tragedy did you read of reports on both aspects of this proverb? Give examples that impressed you.

Do Marist solidarity projects offer handouts or long term development? Check the websites on projects such as Sala LaValla in Cambodia or Vanga Point in the Solomon Islands.....What aspects of development and solidarity are evident here?

Are there times when we should, to be in genuine solidarity with some peoples, offer them fish or bread or water? Give some examples.

Investigate the fish symbol in the Christian Tradition? How can this symbol be linked to justice and solidarity in a community?

## THE WORLD COMMUNITY'S CURRENT SOLIDARITY GOALS

Senior students could check the website of [www.un.org.millenniumgoals](http://www.un.org.millenniumgoals)

There are also ideas and commentary on these goals on the Caritas Australia website and the Australian Government has made a commitment to the goals.

Consider questions such as:

- a) Are all the goals desirable? realistic? achievable?
- b) How do the goals rely on the notion of global solidarity?
- c) How do some Marist solidarity projects in the Asia-Pacific region contribute to the Millennium Goals' targets?

## HAND UP OR HAND OUT

Debate the issue:

**Some people argue that the people in Developing Countries need a “hand up” not a “hand out”.**

Is this a black and white issue?

Are all “hand up” ideas developmentally oriented or are some related to the possibility of profit and trade?

Are there any circumstances when a “hand out” is the most appropriate expression of solidarity?

## NATIONAL NEWSPAPER CARTOONISTS AND SOLIDARITY

During the summer period of 2004/5 the cartoonists have skated close to the line on the sincerity of the compassion and solidarity of Australians.

Check the cartoons of Michael Leunig in The Age, Melbourne newspaper archives on 13 to 15 January 2005. .... [www.theage.com](http://www.theage.com)

Also a lively discussion will emerge around the cartoon of John Wright in The Sunday Age 16 January, 2005. This raises the issue of the role of God in a tragedy and may need backup material provided in the Schools Kit 2005: Tsunami Reference materials. It also touches on the neglect of asylum seekers by contrast to the public compassion for Asia.

## ANTI-POVERTY WEEK MATERIALS

Several Australian Christian agencies prepared a kit for Anti-Poverty Week 2004. This includes starter information on local solidarity needs and responses in Australia :

What does it mean to be poor?  
Who are the poor in Australia?  
What can we do to help?

Check: [www.caritas.org.au](http://www.caritas.org.au)

The kit also contains five teaching and learning activities including some reference work on St Vincent de Paul Society ([www.vinnies.org.au](http://www.vinnies.org.au)) and The Smith Family ([www.smithfamily.com.au](http://www.smithfamily.com.au))

## AN EAST TIMOR CONVERSATION

### **Between Water and Dance**

For some days now he has walked past our porch each evening carrying heavy water containers half his height. Tonight he stopped.

"Mr. Malai (Mr. Whiteman) what's your name?"

"My name is Robert."

"Robert", he repeated slowly.

"And what is your name?"

"My name is Bibo."

"That's a great name."

"Yes it is. Thank you."

Chest out, back straight, a ten-year-old East Timorese headed off down the track, content with his English conversational skills.

He soon broke into a movement that appeared to my eye somewhere between shadow boxing and dance. It took Bibo to a joy and freedom well beyond the daily labour at the close of each day.

The next time I sighted him that evening he was carrying a heavy water container again.

Is there hope between water and dance in this land of the Crocodile Myth?

*(continues...)*



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Discussion starters might include:

1. What elements of the story strike you?
2. How is solidarity appropriately expressed by a foreign adult to a child in another country?
3. Why do children in many nations carry water at the end of each day?
4. How might joy and freedom be related to the solidarity expressed by the adult?
5. Check the Crocodile Myth in The Force 10 Kit 2004. What aspects of solidarity are expressed in this myth?
6. Check the Australian Marist websites to explore the teacher training project of the Australian Brothers' community living and working in Baucau, East Timor.