

CAMPAIGN FOR PEACE AND HUMAN RIGHTS
CURSO 2020 · 21



RESTARTING EDUCATION

PEACE AND HUMAN RIGHTS EDUCATION



INDEX

- 03** Origin of the project. For teachers
- 04** School Day of NonViolence and Peace
- 04** Restarting Education. Educating in Peace and Human Rights
- 07** Campaign activities by cycle
- 42** Proposal for central act
- 44** About Itaka-Escolapios



www.itakaescolapios.org



@itakaescolapios



Fundación Itaka Escolapios



@reditakaescolapios



ORIGIN OF THE PROJECT

FOR TEACHERS

“Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world”.

Eleanor Roosevelt.- “In your hands”, Speech pronounced in 1958, on the occasion of the 10th anniversary of the Universal Declaration of Human Rights

The championship of human rights for all nations is the responsibility of all of us. In this respect, civil society must become increasingly aware of the great responsibility it has in building a more just world. It is necessary to look for ways to work on EDUCATION IN VALUES that, progressively and from childhood, leads to approaches of commitment and participation of civil society in the social problems that surround us and concern us as individuals.

In this context, the school has become a privileged place where this type of activity can be developed, due to its enormous transformative potential on the person. Training for peace, cooperation and solidarity between peoples is one of the main aims of this educational system, and that is why it works across the board. However, the fact that we are continuously working on these concepts from a transversal perspective does not prevent us from feeling the need for specific dates, which remind us that there are still complex social situations.

This celebration is therefore a further opportunity to contribute to schools becoming instruments of peace and understanding between people of different backgrounds, races, cultures and religions. We must not forget that school is a reflection of a society with which it shares defects, but it also educates for life and seeks to develop in students the skills and competences necessary for active social participation.

For all these reasons, we must contribute, through education, to raising the awareness of all in the construction of a better world, a more just and humane world that allows all individuals the same opportunity to fully develop their abilities within a democratic, free, just, responsible and peaceful society.

“RESTARTING EDUCATION (EDUCATING IN PEACE AND HUMAN RIGHTS)” CAMPAIGN.

From Itaka-Escolapios we propose a campaign to celebrate the School Day of Peace and Human Rights, this year focusing on the fundamental role of education.

All people and institutions interested in education, and in a special way the Pious Schools, have welcomed with interest and commitment the call of Pope Francis to “rebuild the Global Educational Pact”. It is a strong and clear call, which calls us not only to renew our commitment to education, but to a shared dynamic of work for education as an instrument of social change, bringing with it a different world that can and must be built by all.

It is an “invitation to dialogue on how we are building the future of the planet and on the need to invest the talents of all, because every change requires an educational path that brings to maturity a new universal solidarity and a more welcoming society”.

“To revive the commitment for and with the young generations, renewing the passion for a more open and inclusive education, capable of patient listening,

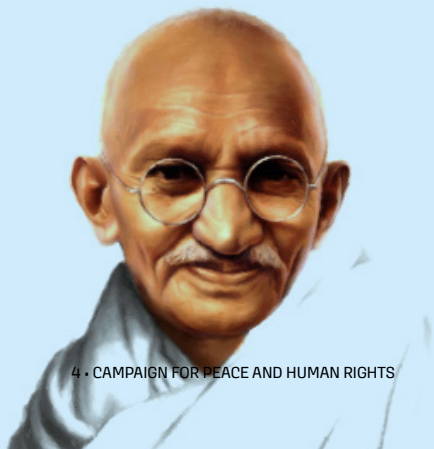
constructive dialogue and mutual understanding”. Pope Francis

It is also an invitation to take care of the fragility of people and of the world in which we live. Education and training become priorities, because they help to be direct protagonists and co-constructors of the common good and of peace.

As a starting point, the Pope thinks that we must “rebuild” the educational pact, because there are important fractures that we must recognize and face, especially three: between the person and God, of human relationships in their diversity (the relationship with those who are different from me) and of the person with nature. These three fractures can only be overcome through education. That is why we need a global pact that addresses them and allows us to fight for a different world.

The School Day of Non Violence and Peace is celebrated on 30 January each year to commemorate the death of India's national and spiritual leader, Mahatma Gandhi, on 30 January 1948.

A native of India, Gandhi devoted much of his life to the struggle for the rights of individuals and peoples, always through peaceful actions, based on non-violence. In 1948 Gandhi was



“There is a need for a concept of education that embraces the wide range of life experiences and learning processes and enables young people to develop their personalities individually and collectively. Education does not end in the classrooms of schools or universities, but is affirmed primarily by respecting and strengthening the primary right of the family to educate, and the right of the Churches and social entities to support and collaborate with families in the education of their children” (Address to members of the diplomatic corps accredited to the Holy See on the occasion of New Year’s greetings, 9 January 2020).

“It is time to look ahead with courage and hope. May we be sustained by the conviction that education bears itself a seed of hope: the hope of peace and justice; the hope of beauty and goodness; the hope of social harmony.” Pope Francis

To achieve these global objectives, the Pope indicates three important steps to be taken on the common path of the “education village”:

First, “courage to place the person in the center.” For this, it is necessary to sign a pact that encourages formal and infor-

mal educational processes, which cannot ignore that everything in the world is intimately connected and that needs to be found – from a healthy anthropology – other ways of understanding economics, politics, growth and progress.”

Another step is the courage to invest the best energies with creativity and responsibility. Proactive and confident action opens education to long-term planning, which does not get stuck in static conditions. In this way, we will have people who are open, responsible, available to find time for listening, dialogue and reflection, and capable of building a fabric of relationships with families, between generations and with the various expressions of civil society, so that a new humanism is composed.

And finally, to have the “courage to form available people who put themselves at the service of the community” because “service is a pillar of the culture of the encounter”, and “as Jesus was inclined to wash the apostles’ feet,” work “Next to the most needy”.

During his speech, Pope Francis made **seven proposals to make a new educational model a reality.**

murdered, victim of the confrontation between Muslims and Hindus in his country. His figure, followed by millions of people, has continued to grow until today as the maximum exponent of world pacifism. Since 1964, thanks to an Andalusian School Inspector, Lorenzo Vida, the School Day of Non Violence and Peace (SDNVP, recognised by Unesco in 1993) has been

celebrated in Spain. This is an educational day, which recalls the need for education for tolerance, solidarity, respect for human rights, non-violence and peace. Its basic message is: “Universal Love, Non-violence and Peace. Universal Love is better than egoism, Non-violence is better than violence, and Peace is better than war”.

1. First, to make human persons in their value and dignity the centre of every educational programme.
2. To listen to the voices of children and young people.
3. To encourage the full participation of girls and young women.
4. To see in the family the first and essential place of education.
5. To educate and be educated on the need for acceptance and in particular openness to the most vulnerable
6. To be committed to finding new ways of understanding the economy, politics, growth and progress that can truly stand at the service of the human person and the entire human family.
7. To safeguard and cultivate our common home In the encyclical letter *Laudato Si'*, recalls that "Education will be ineffective and its efforts will be sterile if it does not also seek to spread a new paradigm about the human being, life, society and the relationship with nature".

The main objective of this campaign is to work together with students, teachers and families on the keys highlighted by Pope Francis, re-emphasising the importance of educating in a culture and reality of peace and justice.

We believe in the phrase of Pope Francis: **"Education is above all a matter of love and responsibility handed down from one generation to another"**,

and above all, we want to contribute to the formation of young people who are available to serve others, who grow up with the confidence that their involvement and social activism are important and effective in transforming the world.

The campaign "Restarting Education" brings together each year key courses that are essential for young people in their development, helping them in turn to take charge of the reality they are about to approach and propose small initiatives to change the world, bringing peace and justice closer to them.

For the work with the students, we offer a series of dynamics and educational proposals, for the sensitization in the classroom, from 3 years to 18 years, groups of the Calasanz movement, Catechumenate, Piarist Fraternity, Shared Mission... centered in each one of the keys of Pope Francis. We also propose ideas for a central event in which we tell what we have worked on and blend in until we achieve a world of peace and where all people are guaranteed universal rights.



ANNEX FAMILIES

annex where you will find information about the campaign to reach families through the communication platform with families so that they can work at home on some aspect of the campaign.

PRE-SCHOOL EDUCATION

(FROM 3 TO 5 YEARS)

Calasanz said: I wish that the proverb that says with peace, small things grow; with discord, big things fade away.

OBJECTIVES:

- » To discover what actions we can take as children to promote an environment of peace.
- » Discover the richness and life around us: nature, animals, social relations...
- » To favour listening and looking at our environment, identifying what we can do to take care of our common home.
- » To share and transmit our actions for peace.

CURRICULAR AREA: TUTORSHIP

MATERIAL REQUIRED:

indicated in each of the proposals (3, 4 and 5 years old).

INTRODUCTION:

Looking toward the Global Education Pact, this dynamic is being developed for the Day of Peace and Human Rights in the children's education stage.

We focus on the importance of caring for the common house, since it is a close reality for them, and anything that can be proposed will be more significant, thus encouraging participation.

In addition, the children's voices will be heard, reinforcing the idea that the little ones can help us to open our eyes to what is important.

All this will be carried out from the methodology of design for change, so that the proposed dynamic favours an experience (feeling) that leads us to think and reflect (imagine) how to act in the face of what is proposed, so that finally, by giving voice, we can share our gesture of peace in the central act and in social networks.

The tutoring will begin with the students outside the classroom, when they enter it will be in the dark or with a soft light and they will hear the [singing of a little bird](#).

We encourage you to listen, to pay attention... and we throw the following questions at you:

- » What could be happening?
- » Where can that sound come from?
- » Is it an animal? What could it be?

We conclude that there is a little bird in the classroom! Is he trapped? How did he get to class? Can we leave him there? I'm sure his family is looking for him!

We pull up blinds, or turn on the light, and they'll find the figure of a little bird (large mural) - we may also have hidden it in class and they'll have to look for it.

In class, with all the things we have, trying to get out... he has hurt himself in one wing... He needs our help to be able to meet his family again.

We start a small dialogue with the children about the importance of taking care of the animals we meet. Apart from the birds, what other animals can we find in the countryside, does anyone have animals at home, how do they look after them?

We focus on our little class bird again - we have to help him meet his family and go home! The classroom is not a place for the birds. Do we want to help you? What things could we do? - Brainstorming and dialogue on the importance of caring for animals.

The first thing we can do to help the little bird and make sure his family can hear him is to help him heal his wing. Therefore, each child will put colour to one of the bird's feathers (Annex 1).

We can decorate it in the most convenient way: colouring with waxes, brush, sticking small feathers, cotton, paper balls, strips of tissue paper...

When we have all the feathers, we will stick them on the bird mural (annex 2- there are several models, it can be a different one for each 3 year old class, or choose a common one).

This will help him to fly out and meet his family.

We will practice the following poetry to give voice to this care of animals (see additional material - poetry 3 years):

*Some live in the countryside,
And others live in the jungle
Some live in the water
And others swim, run or fly
Many are born with scales,*

4 YEARS OLD

CARE OF NATURAL RESOURCES

*Some with beautiful skins,
Other dress beautiful feathers
And they are all different.
They are the cute animals
Who bring us their joy
Taking care of animals is everyone's job.*

We can learn it, record it and share it with other colleagues, on social networks, in the central act next to our bird mural.

MATERIALS:

- » Photocopy of a feather for each student (annex 1)
- » Mural with drawn bird (annex 2)
- » Material required to decorate the pen with the chosen technique.
- » Singing of the little bird: <https://www.youtube.com/watch?v=BRm7-MwC5DM>
- » Poetry 3 years old (see picture with pictograms)

The tutoring will start with the students outside the classroom, when they enter it will be in the dark or a little bit in the dark to create expectation. When they enter they will hear a [sound](#). We encourage them to listen, to pay attention and to discover what might be happening. These questions can help guide them:

- » What's playing?
- » Is someone crying? Or is it water? Is there a tap running? Or is it rain?
- » Where does it come from?
- » What happens if it rains a lot? Do we like to get wet?
- » Does anyone know why rainwater is good?

After raising the blinds, or turning on the light, once the sound of the water has stopped, you will find a tree (large wall - annex 3), this tree is dry, without colour, without leaves... Can anyone think of what the tree might need to be with leaves, with more colour? - brainstorm and dialogue about this aspect: to have water, light, to be on the ground... Our class can help this tree.



In teams, we will colour and distribute the drops and leaves to colour the tree (appendix 4).

We can use different plastic techniques to decorate the leaves and raindrops:

- » DROPS: pieces of cellophane paper, silk paper, tempera, coloured wax
- » LEAVES: stamping with temperas, small holes, silk paper of different colours...

When we have it ready we will stick the leaves on the branches of the trees and the raindrops on the tree so that it has movement, that its leaves have colour and strength to withstand the wind. Once the mural is complete, we will observe it and ask them if they think it is beautiful, if they like the trees, the plants... when they see them...

We can't make it rain, but how do you think we can take care of the plants?

And what else can we do when we see the flowers in the park, in the field... do we pick them and pluck them? do we step on the grass?

Let's practice some of the following songs to put voice to this care of nature:

- » [Somos como las flores](#)
- » [Este árbol que les cuento](#)

Alternative songs in English:

- » Sing a song of flowers
- » I love the mountains

We can learn it, record it and share it with other colleagues, on social networks, in the central act next to our mural of the tree.

MATERIALS:

- » Mural with tree (annex 3)
- » Photocopy of the drops and leaves (annex 4)
- » Material required to decorate the drops and leaves with the chosen technique.
- » Rain sound: <https://www.youtube.com/watch?v=MY3gSJY38EU>

CARING FOR THOSE AROUND US

Without telling them anything previously, we started watching the following video. The only indication we give them is that they have to be very attentive to try to guess what they are drawing: [How to draw the planet Earth](#)

As soon as they know that the drawing is the world, the Earth, we start a little dialogue with them:

- » Who lives on Earth?
- » Are we all the same? Why?
- » Is the world the same everywhere?

Let's think of something that is the same for everyone, something that everyone can like, even if they are closer, farther away...

We tell them that we are going to celebrate a very special day at school, a day in which we remember all people, especially all children in the world: the day of peace and human rights. Does anyone know what that of Peace is? What things can we do to achieve Peace?

Five year olds have a very special mission this year, they have to be messengers of peace to take care of everyone around us.

- » What people are close to us?
- » What can we do to care for these people?



We are going to make a mural to transmit all this care, the importance of taking care of those who are close.

On continuous paper we will have drawn a world (appendix 5). The children will colour it and stick hearts on it - which they will also have coloured or decorated - (Appendix 6) to symbolise that love and care that they want to pass on to everyone. Hearts that are the affection that they send out and that they want everyone to feel.

PREVIOUSLY families will have been asked to bring a photo (standard size 10x15) of the child as if they were throwing a kiss. The children's silhouettes will be cut out and all of them will be glued around the world (mural), symbolizing the love that they throw.

Example:

Let's practice some of these songs or the poem to put voice to this care of our friends, of those we have close to us.

Song [Todos los niños del mundo](#) (All the children of the world)

Song [Paz, paz, paz](#) (Peace, peace, peace)

Poetry 1

Peace is love
Peace is helping
Peace is happiness
And we can all achieve it.
Peace is not insulting
Peace is not hitting
We have to forget about all this
Peace must be sought
Peace must be sought
And we can all achieve it.

Poetry 2

In the garden of Peace
Illusion has sprung up
It was watered with hope
And a lot of love has emerged.
The children are taking care of it all the time
They do it enthusiastically
To bring peace to the world.

We can learn it, record it and share it with other colleagues, on social networks, in the central act next to our wall of the world.

Alternative songs in English:

- » [Let's be friends](#)
- » [Peace in my heart](#)

MATERIALS:

- » World mural (annex 5)
- » Photocopies of the hearts (annex 6)
- » Pictures of children blowing a kiss (ASK FAMILIES PREVIOUSLY)



CENTRAL ACT

A teacher will comment on how pre-school students have worked on this care for the common home, a home that belongs to everyone and that we must look after. A child from each of the classes will present the mural done about animal care, nature and us, our friends and the people around us. In order to hear the voice of the children, this presentation of the murals could be concluded or accompanied by the songs or poems worked on in each of the levels.



KEYS FOR ONLINE SESSION

In case of possible confinement, we would like to be able to bring the meaning of this day closer to the children, understanding that the dynamics would have to be reduced and simplified considerably.

We know that it is complicated to adapt the different activities and dynamics to an online activity, especially with such young students due to their level of attention, the possibility of motivating the moment, their autonomy to connect.... So we provide you with some simple keys that can help you take care of this moment, in case you can make the connection.

Starting by telling the children that in that day's connection time we are going to do something very special. It's a special day and they have to help us celebrate it. But they have to guess what makes it such a special day.

We share several images with you: nature, animals, children in the countryside, walking, children with animals, children watering, children playing, children at school, children laughing, families, children hugging each other...

- » Do you have any idea what we are going to celebrate?
- » What things have come out?
- » Have we only seen images of children? What else was there?

We collect their ideas and contributions. We tell them that we have another clue that can help them, they have to be very

attentive. We tell them the following poetry (we can use some support if we think it will help them to focus their attention as puppets).

- » In the garden of Peace
- » Illusion has sprung up
- » It was watered with hope
- » And a lot of love has emerged.
- » The children are taking care of it all the time
- » They do it enthusiastically
- » To bring peace to the world.

Of course! We celebrate Peace. What do we know about Peace? We do a little brainstorming on the things they know about Peace. We finish this moment by telling you that it is a day in which we remember how important it is to take care of each other, to give each other smiles, to help those in need... But... is Peace only caring for friends? In the pictures there were also animals, plants... We have to take care of all that too!

We all ended up dancing to this song together:

- » Paz, paz, paz
- » Alternative songs in English: [I love the mountains](#)

1ST-2ND PRIMARY

(FROM 5 TO 7 YEARS OLD):

Calasanz said: Try to behave in such a way that peace and unity are preserved in that house.

OBJECTIVES:

- » Introduce the concept of Casa Común (Common House).
- » To be aware that we all live on the same planet and that we must take care of it and respect it so that we can all live at ease.
- » To be aware of the damage we do to the planet and living beings when we soil, do not recycle, destroy nature or harm animals.

CURRICULAR AREA: TUTORIAL/RELIGION

MATERIAL REQUIRED

- » Computer or other device with internet connection and speakers
- » Projector
- » Sheets
- » Markers or other paints
- » ‘Felpudo’ (‘mat’) (Anexo 1).

PROPOSED ACTIVITY:

INTRODUCTION TO THE GLOBAL COMPACT ON EDUCATION (FOR TEACHERS)

This year we join the call of Pope Francis to rebuild the “Global Compact on Education”. It is a strong and clear call, which calls us not only to renew our commitment to education, but to a shared dynamic of work for education as an instrument of social change, bringing with it a different world that can and must be built by all. It is an invitation to dialogue on how we are building the future of the planet and on the need to invest the talents of all.

To achieve these global objectives, the Pope indicates three important steps to be taken: the courage to place the person at the centre, the courage to invest the best energies with creativity and responsibility, finding time for listening, dialogue and reflection; and finally, to have the courage to form available people who will put themselves at the service of the community because “service is a pillar of the culture of encounter, and “as Jesus was inclined to wash the feet of the apostles,” to work “alongside the most needy.”

During his speech, Pope Francis made seven proposals to make a new educational model a reality.

- » 1. First, to make human persons in their value and dignity the centre of every educational programme.
- » 2. To listen to the voices of children and young people.
- » 3. To encourage the full participation of girls and young women.
- » 4. To see in the family the first and essential place of education.
- » 5. To educate and be educated on the need for acceptance and in particular openness to the most vulnerable
- » 6. To be committed to finding new ways of understanding the economy, politics, growth and progress that can truly stand at the service of the human person and the entire human family.
- » 7. To safeguard and cultivate our common home

In today's session we will work on point number 7: "Caring for the common house".

TAKING CARE OF THE COMMON HOUSE

In the encyclical letter *Laudato Si'*, recalls that "Education will be ineffective and its efforts will be sterile if it does not also seek to spread a new paradigm about the human being, life, society and the relationship with nature".

This encyclical marks the way we look at the world and everything that happens in it. As Pope Francis repeats to us, "everything is connected": what we do with the Earth we are also doing with our brothers; when we neglect or destroy the Earth we are doing the same with the most impoverished. We are not facing two sepa-

rate crises, the ecological and the social, but a single crisis that requires global solutions. The Earth does not belong to us; we are part of it, because it was there that God generated us to be brothers. We are OFFERED a world, natural and human, to which we belong and which we must take care of so that we can all enjoy it under equal conditions. Everything, Nature and our brothers and sisters, are a gift that is OFFERED to us; taking care of them and putting ourselves at their service, OFFERING our being and our time, is the only way to respond to the cry that Creation and the poorest throw at us. A call to OFFER our small daily actions, which have a greater transforming power than we think.

DYNAMIC

Moment 1: We are all brothers

We begin the meeting by breaking the ice and asking questions: Who here has brothers or sisters? How many?

We let them raise their hands. We also asked them how many of them live with their brothers and sisters and how this living together is:

- » If you share a room with a brother or sister, who tidies it up? Do you leave the bathroom clean after using it? Do you decorate the rooms, take care of them and make them beautiful?
- » Here's another question: How do we like the house where we live?

We can write on the board in big letters the adjectives that come out. We have to try to include: nice or pleasant, clean, safe, careful, tidy... and we leave them

there written to accompany us during the whole session.

Besides our blood brothers, surely we have all heard before and we are all brothers.

Who said that? Do we believe that it is true? Who are these brothers and sisters? Does this change the way we relate to other human beings, to our friends?

Moment 2: Sister Nature

Once we remember that and realize that we are all brothers and sisters (not only our close friends, but also those on the other side of the planet), we return to the dialogue:

» Do you know that long ago there were people who related in a special way with their environment? In the culture of these people, people talked about other different brothers, do you know who they could be?

We can give them clues to name them. They can come out more than these or some different ones. Here are some examples:

Sister Earth, Brother Air, Brother Birds, Brother Ice, Brother Corn, Brother Fish, Sister Rain, Brother Gold, Brother Sea, Sister Water, Sister Amazon, Brother Fire...

We make groups of 4 or 5 people; each group has to choose a brother or sister from the list above. You have to imagine it and draw it... What does it look like?

When they are finished, they will present them and hang them on the board.

We make a pooling and analyze what are the problems that the Brothers and Sisters can have. We can ask:

What are the problems of the brother or sister, and why or by whom are they caused? (For example: the 'Brother Tree' can be threatened by the construction of several buildings, causing them to have to be cut down, the 'Brother Sea', which we damage every time we throw a piece of waste on the beach...)

Dialogue on how we, the people, can improve the situation of these brothers and sisters in our daily lives.

Moment 3: Laudato si'

We projected the video produced by CAFOD, which shows, in an entertaining way, the messages of the encyclical:

Video in Spanish: <https://www.youtube.com/watch?v=pOoJiYbGwd4>.

Alternative: <https://www.youtube.com/watch?v=Ox7iSsAVFRw&feature=youtu.be>.

Video in English: <https://www.youtube.com/watch?v=o3Lz7dmn1eM>

Video in French: <https://www.youtube.com/watch?v=6yil-37AZws>

Video with subtitles in Portuguese: <https://www.youtube.com/watch?v=AQyc2YbRRB4>

Alternative: <https://www.youtube.com/watch?v=sYOEowU1lwc>

After watching it, we can ask some questions:

- » Why does the Pope say that the earth is a gift from God and that it is full of beauty?
- » What does the Pope mean by the expression “everyone’s home”?
- » What human actions damage nature?
- » What can we do to take care of nature?

3. GESTURE OF PEACE

Just as in our house we try to leave everything tidy and clean so that our brothers or sisters can use it without any problem, we have to take care of, clean and respect our planet, because we all share it. Each participant is given a ‘Mat’ (ANNEX 1) and asked to think of a concrete action they can do at home or at school to look after our Common House. Finally it is shared and can be hung on the wall.

IN EDUCATION
THERE IS THE
Seed of Hope,
A HOPE OF
PEACE AND JUSTICE
@PONTIFEX





KEYS FOR THE ONLINE SESSION:

If a situation of confinement similar to that which occurred during the last course were to occur again, we would like to propose an alternative so that the session can take place, to a greater or lesser extent, online. In this way, we want to keep the sense of this campaign and bring it closer to children, even if in a slightly different way.

WE PROPOSE TO SIMPLIFY THE DYNAMIC IN TWO POINTS: FUSION OF TWO MOMENTS OF THE DYNAMIC:

'Moment 1: We are all brothers and sisters' and 'Moment 3: Laudato si': we see several possibilities:

1.1 In cases where it is possible for children to connect with the teacher, we can ask the same questions as in 'Moment 1', perhaps reducing the length of this moment so that they do not have to be in front of the screen for so long. After the dialogue, the teacher presents the video of the Laudato si' proposed in 'Moment 3' and asks the questions specified in this section.

1.2 In those cases where it is not possible for the children to connect with the teacher, we send the video of the Laudato si' to the children's parents, and propose that they have a dialogue with their children similar to that proposed at both times.

Moment 2: Sister Nature and Gesture of Peace:

we propose to the children that they draw some element of those that they have seen in the video of the Laudato si', (Sister Earth, Brother Air, Brothers Birds, Brother Ice, Brother Corn, Brothers Fish, Sister Rain, Brother Gold, Brother Sea, Sister Water, Sister Amazon, Brother Fire...) in the way that, according to their opinion, they have the 'best possible life': for example: clean seas without waste, animals in freedom and enjoying their habitat...

Once finished, they are offered to send a photograph of the drawing to the teacher so that he or she can make a collage of all the children's drawings in the class, which can be shared, if possible, on social networks.

1ST-2ND PRIMARY

(FROM 7 TO 9 YEARS OLD)

Calasanz said: Ensure, for the love of God, that the brothers do not lack the necessary things. You must be very gentle with them.

OBJECTIVES:

- » To bring closer realities where there are people in need.
- » Encourage a spirit of helping others, especially those most in need.
- » To promote in the students the spirit of considering the reality of the other.
- » To announce projects that help to make invisible or forgotten realities visible.

CURRICULAR AREA: TUTORIAL/RELIGION

MATERIAL REQUIRED

- » Sheets
- » Colour paints.
- » Sand or salt (optional).
- » Online: PowerPoint (Annex 1), computer and screen to present or share.

PROPOSED ACTIVITY

INTRODUCTION TO THE GLOBAL COMPACT ON EDUCATION (FOR TEACHERS)

This year we join the call of Pope Francis to rebuild the “Global Compact on Education”. It is a strong and clear call, which calls us not only to renew our commitment to education, but to a shared dynamic of work for education as an instrument of social change, bringing with it a different world that can and must be built by all. It is an invitation to dialogue on how we are building the future of the planet and on the need to invest the talents of all.

To achieve these global objectives, the Pope indicates three important steps to be taken: the courage to place the person at the centre, the courage to invest the best energies with creativity and responsibility, finding time for listening, dialogue and reflection; and finally, to have the courage to form available people who will put themselves at the service of the community because “service is a pillar of the culture of encounter, and “as Jesus was inclined to wash the feet of the apostles,” to work “alongside the most needy.”

During his speech, Pope Francis made seven proposals to make a new educational model a reality.

- » 1. First, to make human persons in their value and dignity the centre of every educational programme.
- » 2. To listen to the voices of children and young people.
- » 3. To encourage the full participation of girls and young women.
- » 4. To see in the family the first and essential place of education.
- » 5. To educate and be educated on the need for acceptance and in particular openness to the most vulnerable.
- » 6. To be committed to finding new ways of understanding the economy, politics, growth and progress that can truly stand at the service of the human person and the entire human family.
- » 7. To safeguard and cultivate our common home

In today's session we will work on point number 5 "To educate and be educated on the need for acceptance and in particular openness to the most vulnerable."

Educate and educate us to welcome, opening us up to the most vulnerable.

Pope Francis invites us to educate in welcoming. Welcoming the other means accepting his or her difference, accepting the other as he or she is, is meeting the other and loving him or her. To accept the other, we have to be able to see their reality. This is precisely what we want to work with the children, the importance of having our eyes wide open to the reality that lies beyond each one of us and we will do this through various moments in which we will all give answers to the

question: how can we see invisible realities and welcome them?

DYNAMIC

Moment 1: What realities remain unseen?

The teacher reads the following text:

A little over a year ago we celebrated the beginning of 2020 with enthusiasm, as every year we asked ourselves... What will this year present to us? How will this new decade start? Will 2020 surprise us? Undoubtedly, it has done so and this year has been peculiar.

In March we closed the doors of the school and our homes, our relations were reduced to the people we live with and a thousand and one video calls. Our life became our home and whatever our window allowed us to see. Everything we could see was as if it no longer existed, it had disappeared from our lives and realities we knew had now become invisible.

Sometimes the same thing happens to us in everyday life, we close our doors and are prevented from seeing everything that remains outside, becoming invisible to us.

Based on this, the teacher proposes the following questions to think about:

- » They are invited to reflect on the question: What realities have remained unseen (homeless people, refugees fleeing difficult situations in their countries, older people living alone, classmates who need my help, etc.).
- » After leaving some time for them to

think, we proceed to share aloud what each one has thought.

To end this first moment, the teacher asks: do we want them to be invisible or visible? How can we make these realities visible to everyone?

Moment 2: We watch examples of making invisible realities visible”

Below you can see the following video in which Pope Francis invites us to welcome those in need:

Video with Spanish subtitles: <https://youtu.be/hSVLdM4vYbQ>

Video with English subtitles: <https://www.youtube.com/watch?v=eM5fcuTm-dII>

Video with Portuguese subtitles: <https://www.youtube.com/watch?v=NGVEfHI-jXyU>

Video with French subtitles: <https://www.youtube.com/watch?v=wosdZtPx-ZZo>

After that, we leave a moment where we share examples of projects, initiatives, ideas... that help to make these “invisible” realities visible. Note: you can read the examples or if you want to divide it up in order to work on it, depending on the time you have available.

UNHCR: refugee aid project

UNHCR (United Nations High Commissioner for Refugees) their purpose is to defend and protect refugees, in other words, people who have had to flee their countries where there is war, corruption... UNHCR offers a safe and dignified space to families who have lost

it, they are given basic materials such as blankets, mattresses, etc. They are present in different countries throughout the world such as Greece, Iraq, Jordan, Mexico, Guatemala, Tanzania, Kenya, Lebanon and Niger among others.

Caritas: project to help those most in need of food.

Caritas shares the mission of the Catholic Church in its service to the poor and promotes charity and social justice in the world. Caritas wants a world where the voice of the poorest is heard, so it helps in conflicts and natural disasters, gives food to those who do not have it and brings health (medical assistance) to the needy and so on. They are present all over the world, today we invite you to find out what projects they are carrying out in your country by visiting their website. (Note for the teacher: we invite you to focus on their feeding projects, in order to have more plurality in the worked realities).

Redmadre Foundation: project to help pregnant women

Many couples or single women become pregnant in Spain, and these people do not always have the resources (money, assistance, home, etc.) to be ready for the coming of the baby. Redmadre is a project that wants to help these people to continue with the pregnancy, giving both the mother and the baby's future a chance to be happy in society.

Bokatas Association: project helps homeless people

Bokatas Association is a direct action project, where homeless people are accompanied, using the snack as a means to approach them and dignify their situ-

ation. Every week a group of volunteers from various cities in Spain, meet at the headquarters to prepare the sandwiches and once everything is ready, they are divided into several groups and go out to meet the people on the street or as they call the friends of the street or as they call the friends of the street.

Itaka-Escolapios Foundation: Asrama project in Indonesia.

Piarists also do a great job of welcoming! Among many of the different projects that we have all over the world, today we are approaching the Calasanz boarding school ("asrama" in Indonesian) of Indonesia that responds to one of the needs of the country: to attend to children and young people educate them, to accompany their studies with the intention of reducing the number of children that do not study in the country and to promote their life projects.

- » **Do you have any other ideas that you know of?** Share them with the rest of the class.

Moment 3: What can I do? /A gesture of peace

In this third moment we would like to invite students to make visible the invisible realities of their daily lives (at school, at home, on the way to school in the streets, etc.) so that they can ask themselves the question: What can I do?

For this, we propose two options depending on the availability of the face-to-face or online format:

Option A (face-to-face option):

Each student initially thinks of a reality of his/her day-to-day life that he/she believes is invisible (that is difficult to see and often goes unnoticed by him/her or others) and draws it with many colours.

They teach and explain aloud briefly the reality they have painted.

They are then told to cover up the drawing. To do this, if you have waxes you will put a black wax coat covering the whole sheet, if you do not have waxes you can cover it with sand/salt. With this coat we symbolize that reality is invisible.

They are invited to think what they can do in the face of this reality they have chosen, to make it visible and to help the people who live it. Lo escriben resumiéndolo They write it by summing it up in a word or phrase, which they write by scratching with the help of a toothpick/stick in the case of waxes on the black layer or with their finger on the sand/salt. So that little by little the colours of the initial drawing symbolising the invisible reality are shown, making it visible little by little.

Finally, they are told that in order to make this reality fully visible, we must encourage the rest of the people around us to do the same, to help them see those people who are living reality in order to help them.

Option B: Crossword puzzle (preferably online)

In case there is no possibility to do Option A, we propose the following activity:



We draw with colours



We cover it with black wax



They write the words

When the slide is passed, the complete image is discovered, revealing the reality behind it.

Finally, they are invited to think what they can do to help those same realities.

Finally, once the activity is over and for those who wish, the slides can be printed 2, 4, 6 (slides with a picture in the centre and words around it) to stay in the classroom so that they can keep it in mind. You can add more words if you like.

Solution of the crossword puzzle:

Iglesia (Church)
 Ayudar (Helping)
 Compartir (Sharing)
 Internacional (International)
 Solidaridad (Solidarity)
 Respeto (Respect)
 Confianza (Trust)
 Amor (Love)
 Iguales (Equal)
 Derechos (Rights)
 Colaborar (Collaborate)
 Educación (Education)

Three realities are shown that occur every day in the world (Annex 1). These realities are covered with a crossword puzzle.

The definitions that correspond to attitudes that encourage acceptance are read, and together the whole class tries to solve the crossword puzzle. When a whole crossword puzzle is completed, it can be moved to the next slide.



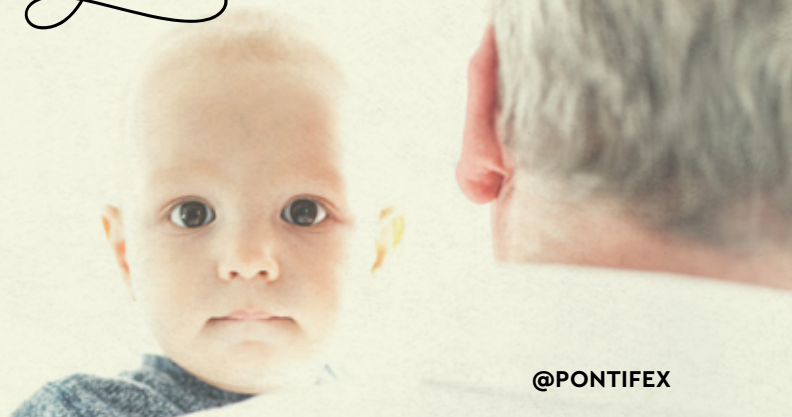
KEYS FOR THE ONLINE SESSION

If a situation of confinement similar to that which occurred during the last course were to occur again, we would like to propose an alternative so that the session can take place, to a greater or lesser extent, online. In this way, we want to keep the sense of this campaign and bring it closer to children, even if in a slightly different way.

The proposed tutoring is easily replicable in an online context, so we keep the same proposal, with the same moments as those specified. At moment 3, option B would be preferred.

THE EDUCATION
IT IS A GIVING BIRTH, IT IS A GROWING,
IF IT IS SITUATED IN THE DYNAMICS OF

Give Life



@PONTIFEX

5TH-6TH PRIMARY

(FROM 9 TO 11 YEARS OLD)

Calasanz said: “If, from their tender age, children are diligently imbued with piety and letters, one must certainly expect a happy course of their whole life.”

OBJECTIVES:

- » To make known the educational realities and opportunities for children in the different continents.
- » Raise awareness of educational inequalities between boys and girls.
- » Write messages that encourage action and transformation of the realities we would like to change.

CURRICULAR AREA: TUTORIAL/RELIGION

MATERIAL REQUIRED

- » Computer
- » Projector and screen
- » Annex 1
- » Annex 2
- » Annex 3
- » Pen

PROPOSED ACTIVITY

INTRODUCTION TO THE GLOBAL COMPACT ON EDUCATION (FOR TEACHERS)

This year we join the call of Pope Francis to rebuild the “Global Compact on Education”. It is a strong and clear call, which calls us not only to renew our commitment to education, but to a shared dynamic of work for education as an instrument of social change, bringing with it a different world that can and must be built by all. It is an invitation to dialogue on how we are building the future of the planet and on the need to invest the talents of all.

To achieve these global objectives, the Pope indicates three important steps to be taken: the courage to place the person at the centre, the courage to invest the best energies with creativity and responsibility, finding time for listening, dialogue and reflection; and finally, to have the courage to form available people who will put themselves at the service of the community because “service is a pillar of the culture of encounter, and “as Jesus was inclined to wash the feet of the apostles,” to work “alongside the most needy.”

During his speech, Pope Francis made seven proposals to make a new educational model a reality.

- » 1. First, to make human persons in their value and dignity the centre of every educational programme.
- » 2. To listen to the voices of children and young people.
- » 3. To encourage the full participation of girls and young women.
- » 4. To see in the family the first and essential place of education.
- » 5. To educate and be educated on the need for acceptance and in particular openness to the most vulnerable.
- » 6. To be committed to finding new ways of understanding the economy, politics, growth and progress that can truly stand at the service of the human person and the entire human family.
- » 7. To safeguard and cultivate our common home

In today's session we will work on point number 3 "promoting the full participation of girls and young women".

To encourage the full participation of girls and young women.

Pope Francis invites us to make visible the reality of girls and young women in different parts of the world and to encourage them to participate in social and personal change.

DYNAMIC

We will begin the session by projecting a map of the world (Annex 1) in which we can see the percentage of boys and girls in school globally and specifically in Primary (6-12 years) and Secondary (12-16 years) in a country on each continent.

After viewing the map we are going to brainstorm about the ideas that will be born to the children. Through dialogue we will try to reach, together, a series of conclusions comparing the different realities of each continent. Also, we ask the following questions:

- » Do you think it's fair for everyone?
- » What would you change?
- » Do you think they are happy?
- » Do you think that boys have the same opportunities as girls?

If you see a similar situation in your family where your sister / mother / grandmother / cousin / aunt... will be affected by a similar situation, how would you feel? Would you do something to try to change it?

Watch the following video: "Testimonio de Kim - La Luz de las Niñas" (Testimony of Kim - The Light of the Girls): <https://youtu.be/HOqGts8Gyg>

Once they have seen the video, they will be invited to write messages with actions, ideas, experiences of their personal reality... that they would like to share with them or that could show them another reality they are living.

Each child will be given a piece of paper (Annex 2) to write down these messages. Once they have written, they can voluntarily share what they have written and they will stick a card on it. This card must have the silhouette of the continents drawn on it (Annex 3) and each child will be able to stick his/her message on the continent to which he/she wants to address the message.

GESTURE

Make all the messages and our world map visible to the rest of the educational community. They can be hung in the classrooms or in the corridors so that other classes can also be enriched by the messages of others. It can also be done globally through a message in <https://padlet.com/sedemadriditaka/5y6>

EDUCATIONAL INSTITUTIONS
HAVE THE MISSION OF OFFERING
HORIZONS OPEN TO THE

Transcendence



@PONTIFEX



KEYS FOR THE ONLINE SESSION

If a situation of confinement similar to that which occurred during the last course were to occur again, we would like to propose an alternative so that the session can take place, to a greater or lesser extent, online. In this way, we want to keep the sense of this campaign and bring it closer to children, even if in a slightly different way.

The whole session can be done from the teacher's dialogue and screen sharing and the writing part of the messages can be done by generating a new conversation within the school's educational platform. In this way students can read all the messages from their classmates.

1^o-2^o ESO

(FROM 11 TO 13 YEARS OLD)

Calasanz said: Seek to be all united in charity, serve your neighbour with good example, and you will have a hundred-fold reward.

OBJECTIVES:

- » In this session we will work on some of Pope Francis' proposals to make a new educational model a reality. Mainly we will go deeper into:
- » How we see the people around us and how first impressions affect how we deal with others.
- » Be aware of how we sometimes close ourselves off from others and develop an open-mindedness free from prejudice.
- » Open up to others and to ourselves, be-

ing aware of our failures.

- » Embrace the reality of the other and our own reality.

CURRICULAR AREA: TUTORIAL/RELIGION

MATERIAL REQUIRED

- » Computer or other device with internet connection and speakers
- » Projector
- » Sheets
- » Pens or something to write with
- » Annex 1: available in PDF and Power-Point format
- » Annex 2: available in PDF and Power-Point format

PROPOSAL OF ACTIVITY

(in case of online, look at the end of the tutorial)

INTRODUCTION TO THE GLOBAL COMPACT ON EDUCATION (FOR TEACHERS)

This year we join the call of Pope Francis to rebuild the "Global Compact on Education". It is a strong and clear call, which calls us not only to renew our commitment to education, but to a shared dynamic of work for education as an instrument of social change, bringing with it a different world that can and must be built by all. It is an invitation to dialogue on how we are building the future of the

planet and on the need to invest the talents of all.

To achieve these global objectives, the Pope indicates three important steps to be taken: the courage to place the person at the centre, the courage to invest the best energies with creativity and responsibility, finding time for listening, dialogue and reflection; and finally, to have the courage to form available people who will put themselves at the service of the

community because “service is a pillar of the culture of encounter, and “as Jesus was inclined to wash the feet of the apostles,” to work “alongside the most needy.”

During his speech, Pope Francis made seven proposals to make a new educational model a reality.

- » 1. First, to make human persons in their value and dignity the centre of every educational programme.
- » 2. To listen to the voices of children and young people.
- » 3. To encourage the full participation of girls and young women.
- » 4. To see in the family the first and essential place of education.
- » 5. To educate and be educated on the need for acceptance and in particular openness to the most vulnerable.
- » 6. To be committed to finding new ways of understanding the economy, politics, growth and progress that can truly stand at the service of the human person and the entire human family.
- » 7. To safeguard and cultivate our common home

In today’s session we will work on point number 5: ‘Educate and educate ourselves to welcome, opening up to the most vulnerable’.

Educate and educate us to welcome, opening us up to the most vulnerable.

With the proposal of Pope Francis, we are invited to educate in welcoming. That is, to accept the other, being aware that none of us are the same, and that each of us has our own strengths and weaknesses. Opening ourselves up to others without judging them, and giving each one a

chance, despite what it may seem to us at first. Embrace the reality of the other and our own reality.

DYNAMIC

Introduction

The tutorial will be divided into two parts. In the first one, a PowerPoint will be presented (or simply the images projected) with several people and about which the children will create stories about their lives. In the second moment they will tell the story of each person, and after that the true story of each character will be presented.

First moment: CREATE YOUR STORY.

Annex 1 shows four images, of four different people. The proposal is to make small groups of 4-5 people (according to the teacher’s criteria and depending on the circumstances) and that by teaching each image the children create a story about their life, answering the following questions:

- » How old are they?
- » What country are they from?
- » Have they studied? What?
- » What is their job?
- » What intuition does it give you?
- » How do you think it is?

They are given about 5-7 min for each picture, in which they have to write each of the stories about the people, and in which they share their stories with the rest of the class.

Second moment: JUMP TO REALITY

Once they have shared their stories, each person’s truth is shown one by one, which can be found in ANNEX 2. Once

they read the reality of each character they are asked the following questions:

- » Did anything surprise you?
- » Is there a difference between what you have written and the reality of their lives?
- » If so, how do you feel about these people?
- » Does this also happen to you in your daily life? At school, in the street...?

Note: Annex 2 is available as a PDF for the teacher to read the story to the children or in PowerPoint format.

VIDEO AND DIALOGUE

We projected the video produced by the Danish TV channel TV2:

Preferably original video in English with Spanish subtitles: <https://www.youtube.com/watch?v=fXBxOaLcMZg>

Alternative with audio in Spanish: https://www.youtube.com/watch?v=_yFxL8MOIM0.

Video in English: <https://www.youtube.com/watch?v=jD8tjhVO1Tc>

Video with French subtitles: <https://www.youtube.com/watch?v=8WIY5TX-v9Ng>

Video with Portuguese subtitles: <https://www.youtube.com/watch?v=fV-Rz1L-BOiU>

After watching the video, we ask them a series of questions related to it, trying to generate a dialogue and letting them express what they have felt with the viewing:

- » What did you think of the video? Did you like it? What did you notice?
- » Have you ever felt that way?
- » And you, have you ever judged someone without knowing them?

We try to collect all the contributions with a reflection similar to the following one:

- » As you can see, the video is called 'All That We Share'. There, we see a group of people gathered together on a stage, who are separated into delimited areas called 'definition boxes', confronting those with high salaries with those who barely make ends meet, the life-long Danes versus the immigrants... At a certain point, a moderator takes over the attention of the participants and starts asking a series of key questions. Every time the moderator asked a question, the individuals in each group came out of their 'definition box' and ended up mixing with the rest of the people with whom they had nothing in common at first.
- » The ad speaks to us of that tendency that we sometimes have to label and pigeonhole people according to superficial parameters, without giving ourselves a chance to really get to know that person; that chance to embrace the reality of the other whatever their appearance and to realise that there are many things that we share and that unite us.

GESTURE OF PEACE

If there is any time left after all the previous points of the session have been made, we propose the following Gesture:

It is proposed that they each take a piece of paper, which they should fold in half.

On the outside you should write down how you think you show yourself to others and how you think others see you from the outside: what image do I give to others? (I may show myself as I am: sensitive, kind, happy... or, on the contrary, I may not show myself as I really am, hide behind some 'mask' because I am afraid of what others think or even because I do not accept myself as I really am).

On the other side, on the inside they must write how they feel, how they really are: And who am I? (my gifts, my values,

my certainties...even if I don't dare to show them to others).

As they may write very personal things, we will not ask them to share exactly what they have put in. We simply propose a question, to be answered by a show of hands:

Have you written something different on each of the parts?

We end by highlighting how important it is to welcome the other, opening our eyes, trying to look without prejudice... as we welcome our own reality: who we are. We must embrace the reality of the other and our own reality.



KEYS FOR THE ONLINE SESSION

If a situation of confinement similar to that which occurred during the last course were to occur again, we would like to propose an alternative so that the session can take place, to a greater or lesser extent, online. In this way, we want to keep the sense of this campaign and bring it closer to children, even if in a slightly different way.

The proposed tutoring is easily replicable in an online context, so we keep the same proposal, with the same moments as those specified.

If sub-groups were possible, they would be made, but if this were not possible, the same dynamic could be considered, but to be developed individually.

At first, ANNEX 1 has to be shared, and the students are invited to answer the questions by creating their story, and then participate by sharing those stories. In the second moment, they are shown ANNEX 2, and work is done in the same way. As for the third moment, they are shown the video, and they are made to reflect on it. Finally, the Peace Gesture would be proposed.

3RD-4TH ESO AND BASIC VOCATIONAL TRAINING

(FROM 14 TO 16 YEARS OLD)

Calasanz said: May the Lord grant you all a great spirit of deep humility. The deeper it is, the higher and greater the virtue of knowledge and love of God and neighbour.

OBJECTIVES:

- » Discovering that there is more than meets the eye, fighting prejudice.
- » Promote an awareness of care of the person.
- » To open up a little with our colleagues and share part of our life.
- » Encourage the good use of social networks.

CURRICULAR AREA:

- » Tutorial/Religion/Ethics
- » Computing

MATERIAL REQUIRED

- » Computer to perform the search or annex 1 with the information
- » Annex 2 (for the teacher)
- » Annex 3 for the final gesture.

PROPOSED ACTIVITY

(in case of online, look at the end of the tutorial)

INTRODUCTION TO THE GLOBAL COMPACT ON EDUCATION (FOR TEACHERS)

This year we join the call of Pope Francis to rebuild the “Global Compact on Education”. It is a strong and clear call, which calls us not only to renew our commitment to education, but to a shared dynamic of work for education as an instrument of social change, bringing with it a different world that can and must be built by all. It is an invitation to dialogue on how we are building the future of the

planet and on the need to invest the talents of all.

To achieve these global objectives, the Pope indicates three important steps to be taken: the courage to place the person at the centre, the courage to invest the best energies with creativity and responsibility, finding time for listening, dialogue and reflection; and finally, to have the courage to form available people who will put themselves at the service of the

community because “service is a pillar of the culture of encounter, and “as Jesus was inclined to wash the feet of the apostles,” to work “alongside the most needy.”

During his speech, Pope Francis made seven proposals to make a new educational model a reality.

- » 1. First, to make human persons in their value and dignity the centre of every educational programme.
- » 2. To listen to the voices of children and young people.
- » 3. To encourage the full participation of girls and young women.
- » 4. To see in the family the first and essential place of education.
- » 5. To educate and be educated on the need for acceptance and in particular openness to the most vulnerable.
- » 6. To be committed to finding new ways of understanding the economy, politics, growth and progress that can truly stand at the service of the human person and the entire human family.
- » 7. To safeguard and cultivate our common home

In today’s session we will work on point number 1 “ to place the person in the centre”.

To place the person in the centre.

Aristotle postulated that human beings are social beings by nature, which implies connecting with other human beings, so it is necessary to relate to each other in order to achieve this. In recent years, many of the connections we have made with other people are through social networks and there are more and

more (Twitter, Instagram, Tik Tok, Snapchat, Facebook, Tumblr, Pinterest...), and likewise, some are disappearing due to disuse (Tuenti, Messenger, Google+, Vine, MySpace, Fotolog...).

In total, there are currently 3.96 billion people using social networks worldwide, according to the update of the Hootsuite and We Are Social report with data from July 2020. The era of digital transformation has changed the way we work, educate ourselves, live, and obviously relate to others. In addition to the many hours we spend each day manipulating a mobile device, we may spend more time on these electrical devices than on our loved ones.

Social networks profile is used to feel integrated, to publish and be seen, to consume content and feel like a fan, to follow people you like and make you feel good or as a platform for games and to keep distant friendships. But is that enough? Is it possible to meet someone in 30 seconds?

By sharing this time, we intend to go beyond what we see on social networks, by getting to know and connect with that person you see every day and who, really, you hardly know.

DYNAMICS.

Is it possible to meet someone in 30 seconds?

They are invited to see forthemselves if it is possible to meet someone in 30 seconds through social networks. This is done by separating the class into groups so that each group of students can look for information in social networks (Ins-

tagram, Twitter, Facebook, Tik Tok...) of the following celebrities:

- » Millie Bobby Brown (actress)
- » Shakira (singer)
- » Leonardo DiCaprio (actor)
- » Pau Gasol (basketball player)

If it is not possible to carry out the search on the Internet or it seems convenient not to do so, annex 1 is handed out, which has captures from the social networks of the characters to be dealt with.

Note: Other possible characters may be: Joaquin Phoenix (committed to the environment), Emma Watson (UN ambassador, committed to the empowerment of women and girls), Angelina Jolie (UN ambassador) Shailene Woodley (committed to the environment, mental health, education, gender equality), Keanu Reeves (committed to cancer research and treatment)

After leaving time for the search, we proceed to put together what each group or student has found of information. The teacher has information about each character in annex 2.

They can be asked the following questions to encourage dialogue:

- » Have you been able to find information about these people? These celebrities are known by everyone and often we tend to think that everything they do, support or think is public and we have access to it.
- » After the search, was the type of content you expected to find or did something catch your eye?

- » Currently, there is a mentality that leads us to think that if something is not exposed on the networks it is as if it does not exist, but the truth is that social networks can be used in various ways, and, apart from showing what we want others to see from us, they can also be used as a way to give voice to different humanitarian causes. This is not something that happens exclusively with celebrities, in fact, it is something that is very present in our closest environment.
- » Are we all that we expose on the internet? Are we only what we publish? Do you still think that you can get to know someone in 30 seconds through their social networks? And have you considered using the internet to give a voice to those who do not have one?

You can see the following video in which Pope Francis invites us to discover social networks as a gift from God by using them as a means of encounter and solidarity rich in humanity.

Video in Spanish: <https://www.youtube.com/watch?v=vtSyKhP7QIE>

Video with English subtitles: <https://www.youtube.com/watch?v=Tuz6zE4b-d9w>

Video with Portuguese subtitles: <https://www.youtube.com/watch?v=vtSyKhP7QIE&t=1s>

Video with subtitles in French: <https://www.youtube.com/watch?v=JfSN5t3Svjg>

What about us? What do we show?

Social networks help us to be more connected than ever, it is possible to know a lot of information about someone, although that information shows what we want or allow others to see about us, there can be much more beyond that.

They are invited to share among their peers something that others do not know and for them is important. It may or may not be something they share on their social networks (maybe someone does some volunteering or has a hobby that they like to do and others do not know about it, it may be some idea that is important to them, etc.).

Option A (face-to-face): Annex 3

It is a tweet model in which they will write a message putting one or more things they have not published on their social networks and want people to know about them.

Option B (online): <https://padlet.com/sedemadriditaka/PazyDDHH>

That link is an online notice board, so they will leave a message where they will put one or more things that they have not published on their social networks and want people to know about them.

As we have discovered today, social networks can also be used as a means to give voice to different humanitarian causes, which is why they can be encouraged as a class to choose a cause and try to share it on social networks or they can make a social network board to hang in class and every month or term share a project or reality they want to help by giving it visibility.



KEYS FOR THE ONLINE SESSION

If a situation of confinement similar to that which occurred during the last course were to occur again, we would like to propose an alternative so that the session can take place, to a greater or lesser extent, online. In this way, we want to keep the sense of this campaign and bring it closer

to children, even if in a slightly different way.

The proposed tutoring is easily replicable in an online context, so we keep the same proposal, with the same moments as those specified. At point 3, option B would be preferred.

1^o-2^o HIGH SCHOOL AND VOCATIONAL TRAINING

(FROM 16 TO 18 YEARS OLD)

Calasanz said: “Sometimes it is better to govern a house with a few who are united than with many where there are some who are disunited”

OBJECTIVES:

This session aims to work on and deepen some of Pope Francis’ proposals to make a new educational model a reality. In particular:

- » To be aware that the centre of the whole educational process must be the people.
- » To be committed to finding new ways of understanding the economy, politics, growth and progress that can truly stand at the service of the human

person and the entire human family.

CURRICULAR AREA: TUTORIAL/RELIGION

MATERIAL REQUIRED

- » Print (or send documentation electronically if the session is online) the attached document: “**Annex 1 - THE HOUSE.pptx**”.
- » Projector (or possibility of sharing the teacher’s screen if the session is online) to share the video of Pope Francis URL: <https://www.youtube.com/watch?v=hAVg2BaALFU>

In addition, it will be necessary to separate the class into groups of 3 or 4 young people (both online and face-to-face).

PROPOSED ACTIVITY

(in case of online, look at the end of the tutorial)

INTRODUCTION TO THE GLOBAL COMPACT ON EDUCATION (FOR TEACHERS)

This year we join the call of Pope Francis to rebuild the “Global Compact on Education”. It is a strong and clear call, which calls us not only to renew our commitment to education, but to a shared dynamic of work for education as an instrument of social change, bringing with it a different world that can and must be built by all. It is an invitation to dialogue

on how we are building the future of the planet and on the need to invest the talents of all.

To achieve these global objectives, the Pope indicates three important steps to be taken: the courage to place the person at the centre, the courage to invest the best energies with creativity and responsibility, finding time for listening, dialogue and reflection; and finally, to have

the courage to form available people who will put themselves at the service of the community because “service is a pillar of the culture of encounter, and “as Jesus was inclined to wash the feet of the apostles,” to work “alongside the most needy.”

During his speech, Pope Francis made seven proposals to make a new educational model a reality.

- » 1. Place the person in the centre.
- » 2. To listen to the voices of children and young people.
- » 3. To encourage the full participation of girls and young women.
- » 4. To see in the family the first and essential place of education.
- » 5. To educate and be educated on the need for acceptance and in particular openness to the most vulnerable.
- » 6. To commit us to study in order to find other ways of understanding the economy, politics, growth and progress so that they may be at the service of man and the whole human family.
- » 7. To safeguard and cultivate our common home

In today’s session we will work on points I and VI.

These points are essential if we are to build a world in which the Kingdom of God is opening up. It is necessary to take into account the social aspect of each person, in their immediate environment, yes, but also in their way of relating to the rest of society. A society that we form together and that is developing, giving rise to the majority forms of understanding the world and of understanding it-

self as a society. It is necessary that, together, we build a society that addresses itself according to values and projects that make the values and projects of the Gospel ever more present. This society, therefore, must be managed, putting the person, the brother in need, at the centre, just as Jesus did, and it must do so, not only in every small individual action of the day, but also with large and ambitious approaches that embrace even our understanding of large structures such as politics or economics. After introducing your students to this subject in order to warm up their engines, this is how this topic is approached so that you can carry it out in your tutorial:

DYNAMIC:

The STATE: a HOME to look after

Parts of a house (20 minutes)

The second part of the tutorial is divided into three parts, in the first part we present the parts of a house, in the second part each group is assigned a part of the house and builds that part, and finally a discussion is generated about the importance of each part of the house.

Part 1: In this part the students are introduced to the different parts of the house, and an attempt is made to give a definition of each of the parts.

The teacher reads the following text:

Each part of a house is important and accomplishes a task in the proper functioning of the house. If something does not work properly there is an imbalance in the coexistence of the people who live there, and these are some of the examples

that could occur to us:

A great meal to welcome guests can be reduced to nothing if they have been badly received or if they do not feel comfortable in the room.

Not having food for the people living in the house can lead to internal conflicts.

If somebody has a room where he or she does not rest, this will affect the relationship between the person and his or her co-habitants.

Part 2: According to these realities, the teacher proposes the following exercise: to know and deepen the value of the different parts of a house (in this part the aim is to make students think about the values that each part of the house brings). Six different places in a house have been identified, which are explained in attachment I. The class is divided into 6 groups, and each group is given a part of the house. In these small groups they are invited to prepare and talk about how each part of the house assigned to them should be built, trying to get them to build it from the bottom up, paying attention to every detail. (If there are more than 6 groups due to circumstances, the same part of the house can be assigned twice to two different groups)

Open Attached I – THE HOUSE.pptx

Once divided, each group should think:

- » What value does that place bring to the people in the house (that area on a personal level)? And in the whole house, why is it important?
- » What parts make up this place? What

use is given to each of them?

- » Which parts should it have? Which of them is important to reinforce?
- » What should we reduce or avoid in this part of the house?
- » Part 3: In this last part, a debate is generated in which each group shares how they have built each of their rooms, and they explain what values they have put into them, or the importance of the part they have in the common house. We ask them these questions:
 - » What do you think is the most important value on your part?
 - » Do you think there is one more important part than another?

The house looks like a country (15 minutes)

At this point, we all know clearly what are the needs that each part of the house has to cover in order to be habitable, so that the house is the ideal place to shelter, to rest and to strengthen the relationships that the people who live there have. However, a house is not that different from a country, and a society is not that different from the relationships we can have at home. In our house we live with people we do not choose. They often think, feel and live in very different ways than we do, and yet we must learn to live together and relate to each other in order to seek the common good together. Exactly the same thing happens in society. So, if all parts of the house must function in a certain way in order to make sure that those who live there enjoy living together, what aspect of a country do you think would fulfil the function of your group's stay? Example: In your country, what is the

role of the living room in your home? Proposals for the teacher in case the class doesn't come up with anything, although the students may come to better conclusions than this:

- » The Hall could be the borders.
- » The Kitchen would be the work, or the economy, that gives benefits that we all enjoy together.
- » The Dining Room would be consumption, where we enjoy what we have obtained and pass our goods from one hand to another, sharing and benefiting from each other.
- » The Living Room could be politics, the meeting place of all of us who live together and where we put together our differences and all that unites us to seek the best coexistence.
- » The Bathroom could be our management of the waste derived from our consumption of material goods.
- » The room could be the place for spirituality and the cultivation of interiority. For many it may be the Church or, for others, the aspect of society where everyone feels welcome.

Do you think that the characteristics that your group's stay should have in order to function well should be the same characteristics that the country should have in order to function well? Why? (Does a dining room serve its purpose if no one brings salt to those who cannot reach it because they have sat far away, or if some eat their fill at the same table where others are hungry? Does a bathroom work well if no one takes care of hygienic waste management and if bad smells reach other parts of the house? Does a living room fulfil its function if every time we get together we shout at each

other? Does a kitchen fulfil its function if some people spend the day working in it, without any benefit from it, and others enter it as little as possible and benefit as much as they want? Does a hall fulfil its function if it is only pleasant for those who already live inside it?)

How does a Christian live it? (10 minutes)

Up to this point, the teacher must have encouraged and moderated a climate of healthy debate. At this point the following video is presented: it is an explanation by Pope Francis of how a Christian should understand politics.

<https://www.youtube.com/watch?v=hAVg2BaALFU>

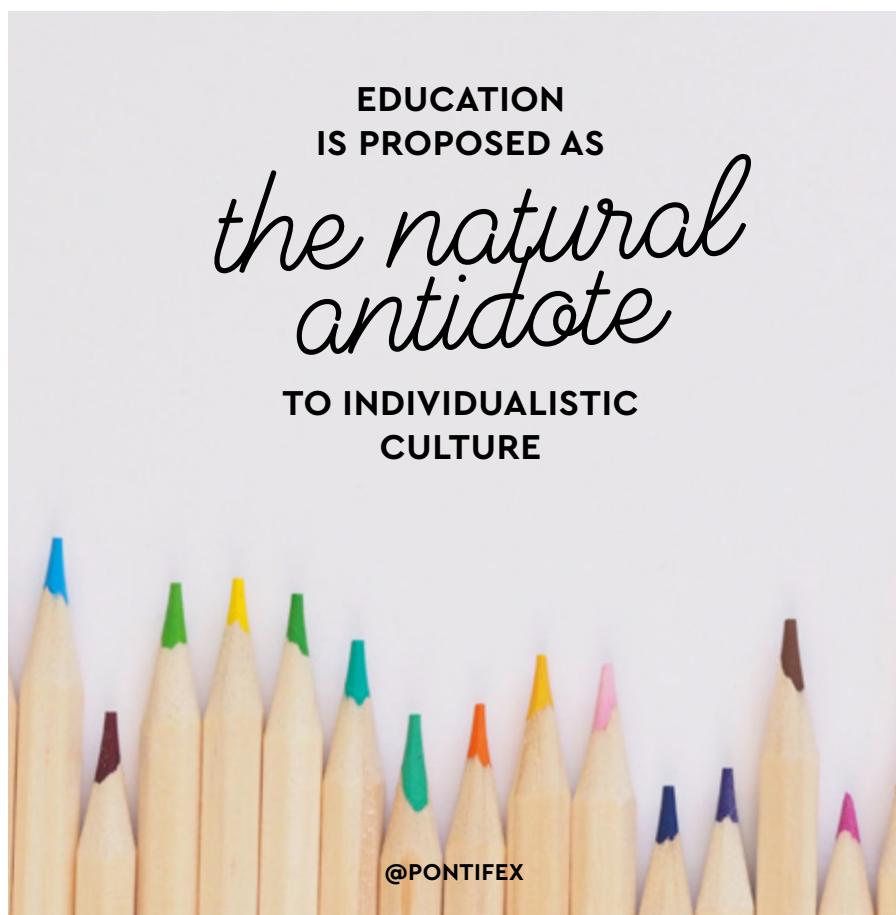
We ask the following questions:

- » Do you think politicians talk with the same music?
- » Do you believe that "politics is one of the highest forms of love"? Is it carried out, or do other interests take precedence?
- » What do you think of the following sentence?
- » A person who being able to use politics for the common good does not get involved in it, is selfish, and a person who uses politics for his own good is corrupt.
- » If you care about taking care of your home, do you think it is more or less important to take care of your country?

GESTURE

The aim is to collect feedback from young people and draw up three objectives to be pursued every day:

- » Improve our relationship with our families at home.
- » Improve our relationship in society.
- » Refocus the vision of these aspects from the Christian point of view.





PROPOSAL FOR CENTRAL ACT PRAYER

Human Rights and Peace 2021 ends.

This year we wanted to focus on “Re-starting Education”, educating in Peace and Human Rights. We have designed the Week as part of Pope Francis’ commitment to a Global Compact on Education.

A pact that has three keys that we assume as Itaka-Escolapios:

Place the person in the centre.

To put all our energies with creativity and **responsibility**, to develop in people their capacity of **listening, dialogue and reflection**.

To train people who are available to **serve** the community, because service is a pillar of the culture of encounter.

“Father, we stand before You to ask for Your strength, for it is time to look ahead with courage and hope. Because our educational centres must be a perennial source of “living water” (Jn 4:7-13) that reveals the new meaning of existence and transforms it”.

We ask you to sustain us with the conviction that in education lives the seed of hope: a hope of peace and justice.

Lord, make me an instrument of your peace.

Where there is hate, may I put love.

Where there is hate, may I put love.

Where there are offenses, may I offer forgiveness.

Where there is error, may I put truth.

Where there is doubt, may I put my faith.

Where there is despair, may I place hope.

Where there is darkness, may I put light.

Where there is sadness, may I put joy.

Make me seek not so much to be consoled as to console,

to be understood as to understand, to be loved as to love.

Because giving is how you get.

Forgetting oneself is how one finds oneself.

Forgiveness is the way to get forgiveness.

Dying is the way to resurrect for eternal life

“To your protection, Mother of God, we come, do not disregard our prayers and from all dangers, glorious and blessed Virgin, always defend your children”.

Amen

ACTIVITY DURING THE WEEK FOR THE CENTRAL ACT

In recent years the Central Act has become an important day, where the school/centre/parish mobilises for peace and brings together all the students and teachers in the School Day for Non-Violence and Peace.

Due to the circumstances of this school year, the activity will be carried out separately by classroom, course or cycle (depending on the regulations of each educational centre), but this does not mean that we are any less committed to this important day.

This activity is intended to be very visual, both from the school/parish and on the social networks (if possible).

During the week, in addition to working on the Global Education Pact units adapted to different age groups, each class/group will be given a word of the Peace Campaign slogan: “Restarting Education: Educating for Peace and Human Rights”.

- » Pre-school (2-5 years): PEACE
- » Primary school (6-11 years old): EDUCATION/EDUCATE
- » Secondary school (12-15 years old): HUMAN RIGHTS
- » Baccalaureate/ Vocational Training (16-18 years old): RESTARTING

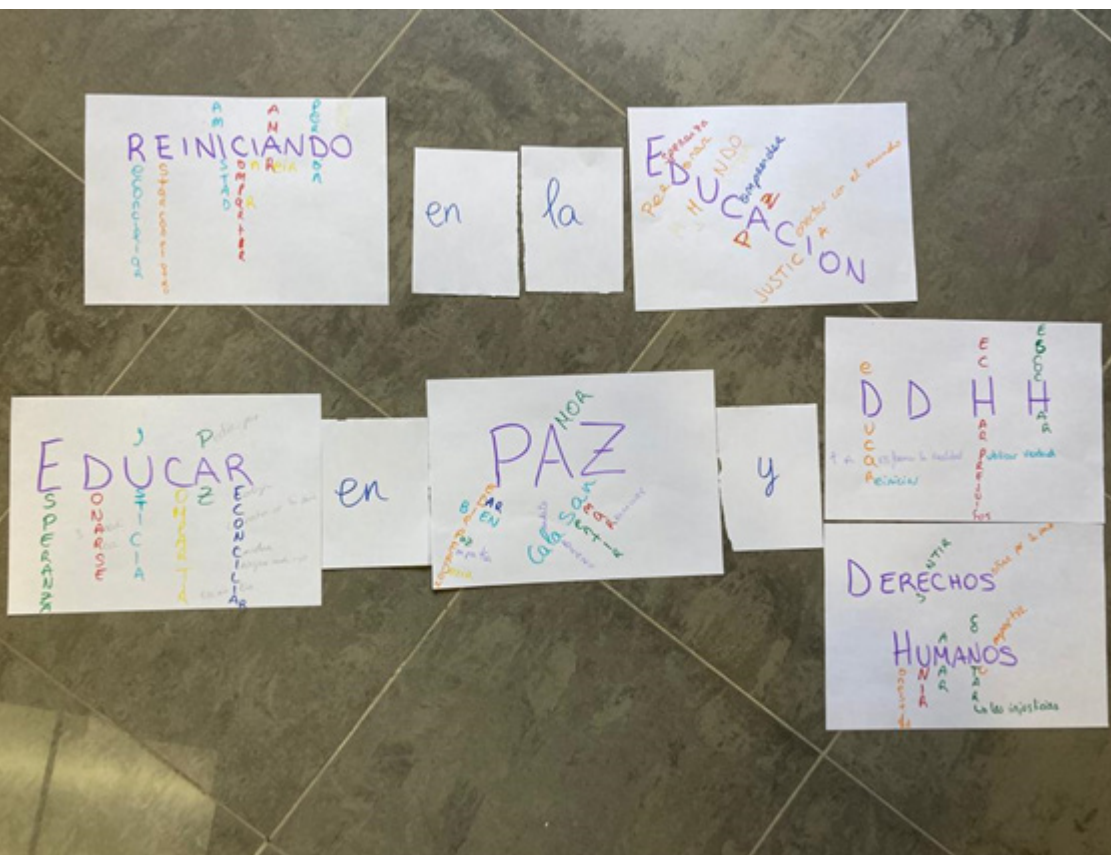
The aim of the central event is to visualise the campaign worked on throughout the week, using the slogan as the guiding thread. With these words handed out, they will summarize what they have worked on by making an ACRONYM and explaining what they have learned. They can be words that contain the letter or develop a phrase that links to the word (I am enclosing examples to help you understand).

- » 2-4 year-old Acronym PEACE
- » 5 year-old Video PEACE
- » 6-9 year-old Acronym EDUCATION
- » 10-11 year-old Video EDUCATION
- » 12-14 year-old Acronym HUMAN RIGHTS
- » 14-15 year-old Video HUMAN RIGHTS
- » 16 year-old Acronym RESTARTING
- » 17-18 year-old Video RESTARTING

The proposal is to make, for the day of the main event, a video during the week of the making of a banner with these acronyms made by each class and which will be hung at the entrance of the school, socio-educational centre or parish. In addition, a student or the whole group will be recorded explaining what they have learned from this Peace Campaign (it is marked as a “video”) and what Peace and Nonviolence Day means to them. The video will be shown in “voiceover” from time to time so that the ac-

ronyms of the children and young people can be seen. This video will be placed in all classrooms after the prayer and will be posted on institutional websites and social networks or on the Itaka-Escolapios website (sending to itakaescolapios@itakaescolapios.org)

Example:





ABOUT ITAKA-ESCOLAPIOS

Itaka-Escolapios Foundation is an organization promoted by the Piarists and their fraternities, which aims to give legal coverage and social presence to their projects in our environment and in other continents.

It is committed to education as the best way to transform the world and prepare for a better tomorrow, making the new generations contribute the best of themselves responsibly. This is why, among our projects, those of an educational nature stand out, among the children and young people working in the Itaka-Escolapios Network

We are convinced that it is possible to make a world as God commands and that only in that attempt does life take on full meaning. For this our path is education, the announcement of the Good News of Jesus and the commitment to solidarity in our environment, involving the whole of life.

We are summoned by the dream of reaching Ithaca, the island that is not on any map but which guides every sailor. Even if we don't get there, the journey is wonderful. We trust our fellow travellers and the possibility of reaching it. There, we sense the presence of God himself.

Itaka-Escolapios Foundation was created on March 9, 2001, giving greater consistency to the various entities working with the Escuelas Pías in Central Africa, West Africa, Bolivia, Brazil, Spain, the Philippines, India, Indonesia, Mexico DR Congo, Venezuela...



 www.itakaescolapios.org

 @itakaescolapios

 Fundación Itaka Escolapios

 [reditakaescolapios](https://www.instagram.com/reditakaescolapios)

