



## RERC This Is Our Faith Planning Exemplars

S1-S3

**Day in the life of Jhoshua -  
Surf for Peace**

**Suggested Timescale:** 1 period or 2 periods with suggested additional activities and follow up

Dates:

Teacher:

Class:

### Experiences and Outcomes:

**Reign of God:** I have experienced opportunities to engage with issues of social injustice. I can describe how Church teaching in this area has affected my response and the responses of others to these issues.

RERC 3-24a / RERC 4-24a

### Learning Intentions:

#### **I am learning:**

1. I am learning how the Church, through SCIAF, inspires and empowers initiatives like Surf for Peace to promote justice and peace.
2. I am learning about the connection between sports, peace-building, and Catholic Social Teaching.
3. I am learning about some of the challenges faced by communities in Colombia.
4. I am learning how Catholic Social Teaching guides responses to global injustices.
5. I am learning how the Church inspires and empowers people to take action for justice.
6. I am learning to reflect on my role in addressing global injustice through faith and action.

### Planning Outline (including what pupils could write /say/make/do as a result of learning):

These notes are intended as a guide. Feel free to adapt and change the structure as to suit the individual needs of your pupils/ setting. There is ample opportunity in the material for discussion, prayer or creative art type activities.

Additional resources that could be used to supplement these materials are listed at the end of this plan.

**Prior learning:** It can be helpful to recall if the pupils have learned about SCIAF during Lent through our WEE BOX fundraising appeal. Or, they may have had any visits to the classroom or an assembly from a SCIAF representative.

# **Lesson: Day in the life of Jhoshua, Surf for Peace**

## **Part 1: Introduction**

- Use the Day in the life Jhoshua PowerPoint to introduce SCIAF's work in Colombia.
- Distribute the Colombia factfile.
- Paired discussion: With a shoulder partner pupils can discuss the facts and choose one to share with the others.

## **Additional activity: Marginalised communities in Colombia**

- Distribute the interactive pdf to read.
- Paired discussion and activity: With a shoulder partner decide on matching the words with their meaning.

## **Part 2: Surf for Peace**

- Using the notes from the PowerPoint introduce Jhoshua and the region he lives in Colombia, Bahía Solano.
- Then, using the notes from the PowerPoint introduce the Surf for Peace project and explain how the project is about more than just teaching kids how to surf. It's about helping them to believe in themselves and live peacefully with others.
- Through surfing, kids learn teamwork, respect, and perseverance. They also learn mindfulness—how to stay calm and focused—and a deep respect for the ocean, understanding how to protect and care for the beautiful environment around them.

## **Show the Surf for Peace video (6 mins)**

- Using the questions from the PowerPoint notes to discuss the project and how it works.
- It is not necessary to cover all questions on slide 6, teachers should feel free to adapt to suit their setting.

## **Additional activity:**

- Focus on surf therapy and ask, "How might surfing help young people in Chocó who face challenges like poverty or violence?"
- Collation of Answers: Either use slide 9 to collate answers OR groups could produce mind maps that highlight how surf therapy works.

## **Part 3: Catholic Social Teaching**

- Read Pope Francis statement about sport on slide 10.
- Using the discussion questions and prompts from the PowerPoint allow for a short pair or group discussion, then gather a few responses.

## **Part 4: Jhoshua's day in the life**

- Show the Day in the Life video (2 mins 30 seconds)
- Using the questions from the PowerPoint notes discuss some differences and similarities with Jhoshua's day.

## **Additional activity:**

- Use the 6 statements from the PowerPoint notes on slide 12 to set up [an agreement line](#)
- Share one statement at a time and ask what position on the agree/disagree line reflects their own feelings on the statement. You can do this on a paper or have them physically walk to a space between two points (agree/disagree) in the room.

## **Part 5: Response in prayer and action**

- Show the WEE BOX 2025 Reflection video highlighting our work in Colombia: [WEE BOX Reflection - Colombia](#)

- Share this prayer:

**Loving God,  
We pray for the young people in Chocó  
and all places where there is poverty, danger, and fear.**

**May the waves of Your love carry healing to broken places.  
May the Holy Spirit inspire us to be builders of peace,  
just like the leaders and mentors in Surf for Peace.**

**Help us to listen, to care, and to act with courage.  
Show us how to use our gifts to stand up for justice, share hope, and follow Jesus' call.**

**We ask this through Christ our Lord. Amen.**

**Suggestions for action:**

- Fundraise as a class for the Real Gift of 'A Safe Place to Play' providing a safe place for children who have experienced war and conflict to play, to engage with music, art, and sports activities.
- [SCIAF Real Gifts - Safe Place to Play](#)

**Resources:**

- Surf for Peace Video
- Colombia Factfile pdf
- Marginalised Communities pdf
- Day in the life Jhoshua Video

Lessons could be supplemented with the following resources:

- SCIAF (About us) Video: [https://www.youtube.com/watch?v=i9nzYJ\\_3AG0](https://www.youtube.com/watch?v=i9nzYJ_3AG0)
- SCIAF (Colombia in the box video): <https://www.youtube.com/watch?v=-NDsUPc4Vsl&list=PLWH-NZoiDLP8FLKEX0SAW48CdTDfqX5l0&index=2>

**Scottish Catholic International Aid Fund**

SCIAF is the official relief and development agency of the Catholic Church in Scotland and a proud member of the Caritas family. 196 Clyde Street, Glasgow, G1 4JY. Tel: 0141 354 5555. Scottish Charity No: SC012302. Company No: SC197327.

