

# AMIGOS DEL PLANETA

## A Resource for Laudato Si Schools

**Suggested Timescale:**  
35-45 mins

**Suitable for P6, P7 and S1**

### Core Laudato Si' Schools Themes:

- Learn about how SCIAF helps to tackle global poverty and injustice.
- Learn about how SCIAF works with global partners to promote peace.
- Share your learning with the whole school community.

### Core TIOF Learning:

- Learn that as members of the Universal Church we are called to show solidarity and support.
- Explore how faith calls us to respond to injustice in the world.
- Recognise how the Church (through SCIAF) makes God's love visible through action.
- Develop understanding of our Christian responsibility to transform society in light of the Gospel.
- Draw inspiration from young people in Colombia who are living out their faith by caring for creation and standing up for justice.

### Links Laudato Si' Schools:

You can find these Laudato Si' quotes, and Laudato Si' Goals on the placemat in **Part 2 - Developing the Learning: The Encyclical**

Links to Quote 1:

***"What kind of world do we want to leave to those who come after us, to children who are growing up now" (LS #160)***

Response to the cry of the poor: Learn about and support a project that works to help children in other parts of the world have a "better tomorrow"

Ecological Education: Learn about the dangers facing children in other parts of the world because of poverty or environmental changes.

Emphasis on Community:

Host parents/grandparents day and show them what you have learned about the challenges facing the earth and the poor and how this will impact on the next generation of children.

Links to Quote 2:

***"Living our vocation to be protectors of God's handiwork is essential to a life of virtue; it is not an optional or a secondary aspect of our Christian life." (LS #217)***

Ecological Education: Investigate the lives of inspirational people who

Links to Quote 4:

***"[We need to ask] questions of justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor." (LS #49)***

Response to the cry of the earth: Find out how SCIAFs projects benefit the environment.

have lived their Christian vocation to protect God's handiwork.				
<p>Link to Quote 9:</p> <p><i><b>“Many things have to change of course, but it is we human beings above all who need to change. (#202) All is not lost. Human beings... are also capable of rising above themselves, choosing again what is good, and making a new start...” (LS #205)</b></i></p> <p>Ecological Education: Find out about a community that have radically change their way of life to protect God's creation and the people in it.</p>	<p>Link to Quote 10:</p> <p><i><b>“Along with the importance of little everyday gestures, social love moves us to create larger strategies to stop environmental poverty and to encourage a “culture of care” which permeates all of society.” (LS #231)</b></i></p> <p>Response to the cry of the earth: Discuss the positive effects of individuals coming together in small groups to achieve a common goal. (Climate marches, peaceful protests, anti-bullying, litter pick-ups etc)</p> <p>Ecological Economics: Explore how people suffer from conflict in society, what it costs, and how to challenge and change attitudes.</p>			
<p>Link to Quote 12:</p> <p><i><b>“If we are truly concerned to develop an ecology capable of remedying the damage we have done, no branch of the sciences and no form of wisdom can be left out, and that includes religion and the language particular to it.” (LS #63)</b></i></p> <p>Response to the cry of the poor: Learn about an indigenous community, including how they have challenged situations of injustice and how the Church is helping.</p>				
<b>Core Learning from This is our Faith:</b>				
<b>P6 RERC 2-01a</b> <b>Mystery of God</b> I know that as members of a Universal Church, we can show solidarity and give practical help to those who suffer by supporting SCIAF as they respond to the needs of the world.		<b>P6 RERC 2-09a</b> <b>Signs of God</b> I have explored my role as a member of the Universal Church, entrusted with the mission of justice and peace to those who suffer in the world.		<b>P6 RERC 2-10a</b> <b>Signs of God</b> I can identify some of the ways in which the Church works for justice and peace, by investigating the work of SCIAF.
<b>P6 RERC 2-20a</b> <b>Reign of God</b> I have explored factors which cause economic poverty and have focused specifically on unjust [gold mining in Colombia]		<b>P6 RERC 2-24a</b> I know that SCIAF is a Catholic organisation which responds to the needs of the world. I recognise that, in our Catholic school, we are called to demonstrate our care for the world by engaging in activities such as [Laudato Si' Schools]		
<b>S1 RERC 3-10a</b> <b>Signs of God</b> I know that the Church [through SCIAF] makes Jesus’ presence in the world visible through its actions.		<b>S1 RERC 3-20a</b> <b>Reign of God</b> I can express how I can respond, personally and as a member of a community, to Christ’s challenge to transform the world by learning about and contributing to local and		<b>S1 RERC 3-02a</b> <b>Image of God</b> I have explored the ways in which we need other people in order to develop both in body and in spirit (CCC 1936).

	international charities.	
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### Teacher Notes

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.

Additional resources that could be used to supplement this lesson 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 visits to the classroom or an assembly from a SCIAF representative.

### Part 1: Learning

Use slides 1-5 of the Amigos Del Planeta PPT, and the notes provided to introduce SCIAF's work in Colombia.

Slides 6-12 introduces the River Atrato and the people who live there. The slides cover topics such as pollution, human rights and advocacy work. There are additional teacher notes and reader notes, for you to adapt depending on your pupils/setting.

Slides 13-18 introduces the Laudato Si' youth group who have named themselves the Young Friends of the Planet – or “Amigos Del Planeta”.

### Part 2: Discussion

Use slide 19 to prompt some of these discussion questions with your class -

**The issues in Colombia show the how interconnected the environment, society, poverty and injustice are. Can you think of other examples where the environment, society, and economy affect each other? E.g.**

- *Climate change causing crop failures, leading to food insecurity and poverty*
- *Pollution in rivers affecting public health and increasing healthcare costs.*

**What challenges do these young activists face? E.g.**

- *lack of government support (voluntary positions)*
- *threats from illegal mining groups,*
- *lack of support for awareness raising*

**Why are their actions important to the world, not just Colombia? E.g.**

- *the Amazon and rivers like the Atrato impact global biodiversity and climate.*
- *the activists work sets an example for youth-led environmental action worldwide.*

What environmental issues do we face here in our community?

What did you learn from these Colombian youth activists?

How can we inspire others to care for our environment?

### Part 3: Activity - Why? Why? Why? Chains

Slide 20 shows a Why chain activity. If you are not familiar with this type of activity have a look at this link: [Why?-Why?-Why? Chains - WOSDEC](#)

Present the initial question – Why is the River Atrato a dangerous place?

Encourage pupils to brainstorm answers, such as; illegal mining, pollution and other ideas they may have. Look back to slide 6 for some ideas.

For each answer from the first 'Why?', ask: "Why does this happen?"

**Example: Why is illegal mining happening near the river?**

- Lack of enforcement of environmental laws.
- Because people depend on mining for income

Repeat the process, probing deeper into each response asking 'Why?'

**Example: Why is there a lack of enforcement of the environmental laws?**

- This region is extremely remote
- It is dangerous to speak out against the mining

**Example: Why do people depend on mining for income?**

- There is a lack of opportunities for people in this area so even though it's illegal, mining might be the only option to earn money.

Review the completed "Why?-Why?-Why?" chains with the class and highlight interconnected themes, such as poverty, lack of infrastructure etc.

### Part 4: Prayer

Use slides 21-23 to pray alongside SCIAF.

#### Other useful resources:

[SCIAF Resources for Laudato Si' Schools](#)

[SCIAF - Our work in Colombia](#)

[Video for teachers - English and Spanish subtitled - Guardians of the Atrato](#)