

Solidarity Class Plan

Class Objective

Students will learn about the Catholic social teaching principle of Solidarity through the story of Hamuli Kahati, a banana farmer in the Democratic Republic of Congo.

Materials

- Bibles for students
- Hamuli's Story
- Pens or pencils
- Solidarity Activity Sheets, one for each group
- Whiteboard and marker

Discussion (20 minutes)

1. Explain that today you will reflect on the Catholic Social Teaching principle of Solidarity by learning about Hamuli, who lives in the Democratic Republic of Congo.
2. Share what solidarity means. Ask each student to read 1 Corinthians 12:12-26 to themselves. Then, enquire with your class: In your own words, what does it mean to be one body in Christ? What do you think it means that "if one part suffers, all the parts suffer with it; if one part is honoured, all the parts share its joy."? Have you ever experienced this in your own life?
3. Locate the Democratic Republic of Congo on a map and read Hamuli's Story.

When his banana trees failed, Hamuli Kahati had nothing to sell. And his family had nothing to eat. That's why it's so important for farmers like Hamuli, who live in the Democratic Republic of Congo, to be able to care for their crops.

Sometimes, though, the trees get sick with banana wilt disease. The disease destroyed the trees on Hamuli's farm, and his income dropped from \$150 a month to only \$7. He struggled to give his three daughters even one meal per day. Missionaries with the local community helped bring farmers like Hamuli together to learn different ways of fighting banana wilt disease and to work together as a team. The farmers visited each other's fields and helped clean the disease off the trees. By coming together as a family, they were able to help each other get rid of the disease.

Now Hamuli's trees are thriving. With the money he

earns each month from selling his bananas, his family is eating two to three meals a day. He is even able to send his girls to school. Because he and the other farmers came together and supported each other in a time of need, they are all doing better. This is Solidarity.

Jesus invites us to love our neighbours, even though they may be different from us. That means our neighbours are those who live next door and those who live on the other side of the planet. Jesus reminds us that we are all part of God's great family.

4. Discussion Questions:

How does Hamuli's community live out Solidarity? Are there any examples in your own community that points to a similar understanding of solidarity?

Activity (20 minutes)

- A. Divide your class into groups and give one Solidarity Activity Sheet to each group. Give them enough time to complete the activity as a group.

(See Solidarity Activity Sheet overleaf)

- B. Invite each group to share the countries they listed. Write these on the white board.
- C. Share that one way we are connected with other people around the world is through the products we buy and use. It might seem impossible to live in solidarity with communities like Hamuli's that are so far away, but buying products made in conditions that are fair to workers is one way to ease the suffering of the 'body of Christ' and recognize our solidarity with others.

Explain that such products are called "fairtrade," and that people who produce fair trade products are paid fairly and work in safe conditions.

Closing prayer and follow up (5 minutes)

Father of all people, we ask you to help us remember that we are all a part of one human family. We pray especially for those members of our family who suffer most. Amen

Taking it home

Ask students to talk to their families about buying fair trade groceries.

Solidarity Activity Sheet

HOW IS YOUR COMMUNITY CONNECTED TO COMMUNITIES AROUND THE WORLD?

Put a dot on every country that comes up in one of your answers below.

Try to come up with as many different countries as you can.



1. Where was one class member's mobile phone made?
2. Where were three class members' shoes made?
3. Where were two class members' shirts made?
4. Does anyone in your class have a banana in their lunch?
If so, where is it from? (Check the label)
5. Where are two class members' families' from?

Choose other material from your classroom and see how connected your class is to the world

This activity shows us that we are connected with other people around the world through the food, clothes and other items we buy and use every day. Many people who help make these products work in unfair conditions. Fair trade is a trading partnership that ensures farmers and other workers receive fair wages. By purchasing fair trade items, we can help show our solidarity with others.