

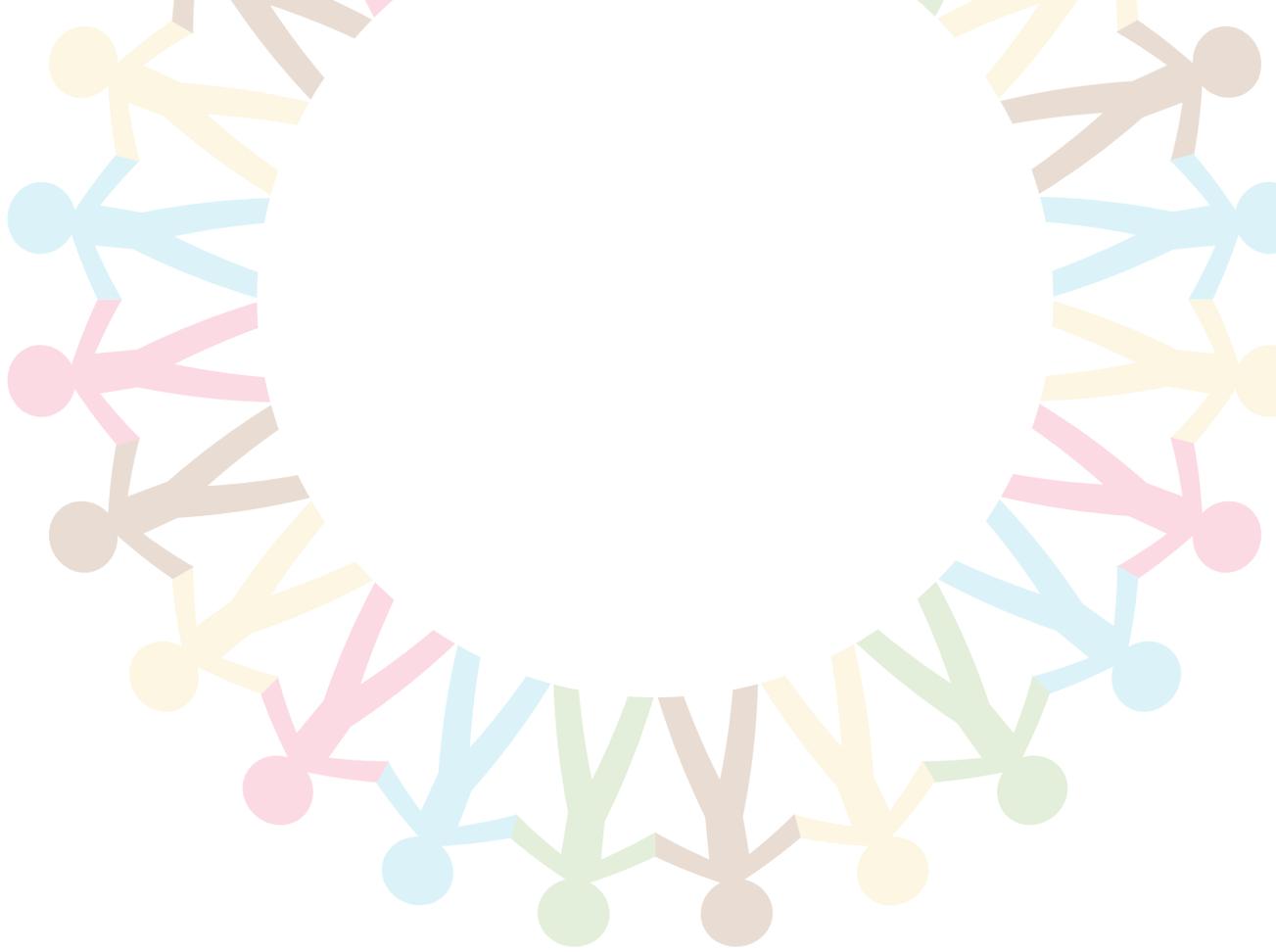
Explorations  
around  
*Laudato Si'*

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A RESOURCE FOR TEACHERS

The *Laudato Si'* infographic and accompanying Grades 9–12 resource was developed by the members of OECTA's Catholic Education Committee and OECTA's Teacher Development Network.

The final product aims to provide accessible teaching opportunities that link key messages from our *Laudato Si'* infographic with various secondary level subject areas. We hope that you will enjoy bringing them to life in your classrooms, for the benefit of your own community and our shared home.



### **A note regarding the “respond” section of the activities:**

#### **CLASS ACTIVITIES**

These are learning activities done by students as a way of practically applying concepts taught from the lesson. These activities may be used for assessment purposes.

#### **FAITH IN ACTION**

These are practical activities that extend outside of the classroom. They can be done individually, with a class, with the school community or the greater community at large, and often have an element of community service. They are related to the overall Catholic graduate expectations.

# We are one with each other



<b>Activity Name</b>	<b>THE ECONOMIC INJUSTICE OF PLASTIC</b>
<b>Proposed Subject Areas</b>	Religion, Art, Economics
<b>Research</b>	Watch <a href="#">HERE</a> the TED Talk <i>The economic injustice of plastic</i> .
<b>Reflect</b>	In what ways does our throwaway culture affect developing countries first?  What are some consequences of throwaway culture, regardless of where we live?
<b>Respond</b>	<b>Class Activity:</b> Demonstrate your knowledge and raise awareness around this issue by writing a song, writing a story and performing it as a tableau, or by creating a multimedia artwork made from plastic garbage.  <b>Faith in Action:</b> Brainstorm ways that you could raise awareness around this issue in your school. Consider a campaign for a ban on plastic water bottles.

<b>Activity Name</b>	<b>WE ARE ONE</b>
<b>Proposed Subject Areas</b>	Family Life, Religion, Languages
<b>Research</b>	<b>Option A:</b> Use technology to connect with a class of a similar grade in another town, province or country.  <b>Option B:</b> Research the traditions of a culture or religious denomination other than your own.  <b>Option C:</b> Interview someone of another culture or religious denomination.
<b>Reflect</b>	Through your dialogue and research, consider your similarities (i.e., your daily experiences, what a school day looks like, music preferences, how you celebrate holidays).
<b>Respond</b>	<b>Class Activity:</b> Plan a multicultural fair for your class or school community.  <b>Faith in Action:</b> Participate in a multicultural or multi-denominational event in your community.





<b>Activity Name</b>	<b>MERCY OVER INDIFFERENCE</b>
<b>Proposed Subject Areas</b>	Religion, Family Life
<b>Research</b>	Read <b>HERE</b> the article “Become islands of mercy in the sea of world’s indifference, Pope says”.
<b>Reflect</b>	<p>What does the term “indifference” mean? Reflect on ways that you have shown and/or experienced indifference.</p> <p>What does the term “mercy” mean? Reflect on ways that you have shown and/or experienced mercy.</p>
<b>Respond</b>	<p><b>Faith in Action:</b> Consider the needs of your local community. Organize and carry out an action project that addresses one of these needs (i.e. food, clothing, blanket or hygiene item drive, bake or craft sale to raise funds, volunteering to assist with a project).</p>

<b>Activity Name</b>	<b>CLIMATE CHANGE AND ITS EFFECTS ON THE POOR</b>
<b>Proposed Subject Areas</b>	Religion, Geography, Civics
<b>Research</b>	Read <b>HERE</b> the article “Climate change hit poorest Canadians the hardest”.
<b>Reflect</b>	<p>In what ways does climate change affect Canada’s lowest income residents more than others?</p> <p>In what ways do you think climate change has a more detrimental impact on developing nations as a whole?</p> <p>What do you think should be done to alleviate the effects of climate change on our most vulnerable (either Canadians living in poverty or people in developing countries)?</p>
<b>Respond</b>	<p><b>Class Activity:</b> In pairs or small groups, research a local organization or charity that assists lower income residents in your area. Consider how climate change affects the people whom that specific organization serves. Present your findings to the rest of the class.</p> <p><b>Faith in Action:</b> Assist in whatever ways you can to adopt climate friendly living by reducing your energy use, using eco-friendly transportation, and eating a more plant-based diet. Pledge to put your beliefs and values into practice by reducing your personal carbon emissions at <a href="http://livingthechange.net">livingthechange.net</a></p>





<b>Activity Name</b>	<b>HUMAN DIGNITY – CREATED IN THE IMAGE AND LIKENESS OF GOD</b>
<b>Proposed Subject Areas</b>	Religion, Family Life
<b>Research</b>	When we value the dignity of every person, we are acknowledging that, like us, they are created in the image and likeness of God. Learn about human dignity <a href="#">HERE</a> .
<b>Reflect</b>	Reflect on ways that you can honour the dignity of others. Have there been times when you have not respected the essential dignity of other people, whether they be people you know well, or strangers?
<b>Respond</b>	<p><b>Class Activity:</b> Get to know a student in your class who you may not know well. Create a poster that celebrates the gifts of the student you are paired with. (The teacher may choose to pair students up, and/or you can try pairing up with another class for this activity.)</p>

<b>Activity Name</b>	<b>INTEGRAL ECOLOGY</b>
<b>Proposed Subject Areas</b>	Religion, English, Geography
<b>Research</b>	Read <a href="#">HERE</a> the following “Reflection on integral ecology” from Development and Peace’s campaign, <i>For our Common Home</i> .
<b>Reflect</b>	<p><i>“Integral ecology calls us to be in a right relationship with all three, because if there is no harmony within any one, the others will suffer”</i> (Reflection on integral ecology, pg. 3).</p> <p>In what ways does integral ecology impact the cry of the poor? How does our relationship with nature affect our relationship with the rest of humankind?</p>
<b>Respond</b>	<p><b>Class Activity:</b> Read the Development and Peace resource: <b>A future for the Amazon, a future for all</b>. Following that, write advocacy letters to put pressure on the Canadian and Brazilian Governments as well as implicated companies. Be sure to cite your concern about the situation with the Amazon’s defenders.</p> <p><b>Faith in Action:</b> Go to <a href="http://devp.org/pledge">devp.org/pledge</a> and take the intergenerational pledge for our common home, which invites people to commit to at least one lifestyle change for the sake of the environment.</p>



# We are one with the Earth



<b>Activity Name</b>	<b>YOUTH TAKE ACTION</b>
<b>Proposed Subject Areas</b>	Civics, English
<b>Research</b>	Read <b>HERE</b> the article “Kids Take Ontario Government to Court over Climate Change Plan”
<b>Reflect</b>	The activists in this article are speaking up for their beliefs on climate change. What specific environmental concerns are you interested in? What actions could you take personally to make a difference (now or in the future)?
<b>Respond</b>	<p><b>Class Activity:</b> Research a young environmental activist who has made an impact on climate change on a local or global level. How did the activist enlist the government’s help to affect change?</p> <p><b>Faith in Action:</b> Write a letter to the editor of your local newspaper, outlining the importance of a selected topic related to climate change that you feel is crucial to your local municipality or community.</p>

<b>Activity Name</b>	<b>HONOURING EARTH: AN INDIGENOUS PERSPECTIVE</b>
<b>Proposed Subject Areas</b>	Religion, Family Life, Indigenous Studies
<b>Research</b>	Read <b>HERE</b> about Mother Earth and what the Assembly of First Nations is doing to protect and preserve the Earth for future generations.
<b>Reflect</b>	<p>a) Which part of this document stood out to you and why?</p> <p>b) What actions do you take that support the treaty rights of others? What are you doing to protect the land, water, and air?</p> <p>c) First Nations People recognize a connection between environmental health and the health of the individual. Do you agree with this? Why or why not?</p>
<b>Respond</b>	<p><b>Class Activity:</b> Invite an Elder into your classroom to share their experience of caring for Mother Earth and all her gifts.</p> <p>Read <i>Grandad’s Prayers of the Earth</i> by Douglas Wood. If possible, read it outdoors in a natural setting.</p>



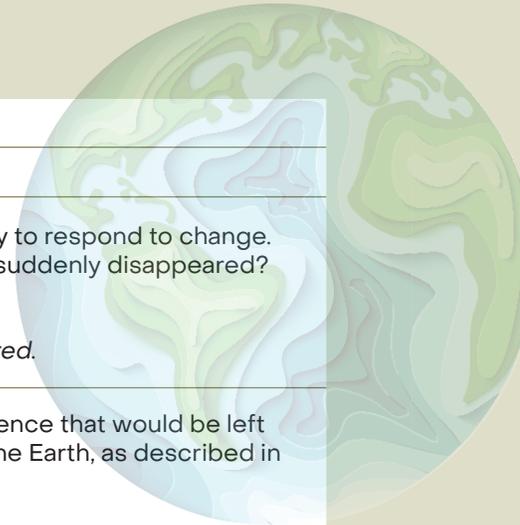


<b>Activity Name</b>	<b>PROTECTING OUR WATER</b>
<b>Proposed Subject Areas</b>	Geography, Religion, Family Life
<b>Research</b>	Explore the resources presented by the Sisters of St. Joseph, A Blue Community on water justice <b>HERE</b> . You will find videos and resources on bottled water, water access and the right to water, water justice, ecology and faith connections, informational graphics, and more threats to water.
<b>Reflect</b>	Consider the bodies of water in your community. In what ways are they being damaged by humans? What is being done to preserve them?  Single use bottled water is having a detrimental effect on the environment. Keep a log of the number of single use bottles (water, juice, etc.) that your household uses in a week. What is the total number of bottles used by your class? Multiply that by the number of classes in your school.
<b>Respond</b>	<b>Class Activity:</b> Complete the CSJ Blue Communities Crossword Puzzle <b>HERE</b> .  <b>Faith in Action:</b> Create an action plan for your school community to reduce the amount of single use plastics being used. With the permission of your school administration, try implementing it.



<b>Activity Name</b>	<b>COMMUNITY TREASURES</b>
<b>Proposed Subject Areas</b>	Family Life, Religion
<b>Research</b>	Brainstorm examples of landmarks in your community that bring people together.  Go for a walk in your community and take photos of spaces that bring people together.
<b>Reflect</b>	What makes these spaces so special? Why do people gather here?
<b>Respond</b>	<b>Class Activity:</b> Create a travel guide for your community. Be sure to include points of interest that bring people together.  Write a poem or song about your community.

<b>Activity Name</b>	<b>LAUDATO SI' CERTIFIED SCHOOL</b>
<b>Proposed Subject Areas</b>	Religion, Family Life
<b>Research</b>	Learn <b>HERE</b> about becoming a <i>Laudato Si'</i> Certified School.
<b>Reflect</b>	Why might your school choose to become certified?
<b>Respond</b>	<b>Faith in Action:</b> Register to become a <i>Laudato Si'</i> Certified School. Develop a plan to earn ten badges during the school year.



<b>Activity Name</b>	<b>THE EARTH WITHOUT HUMANS</b>
<b>Proposed Subject Areas</b>	Science
<b>Research</b>	<p>Ecosystems are dynamic and have the ability to respond to change. What do you think would happen if humans suddenly disappeared? Brainstorm your ideas on paper.</p> <p>Watch <b>HERE</b> the video <i>If Humans Disappeared</i>.</p>
<b>Reflect</b>	<p>What are some of the traces of human existence that would be left behind by humans if we disappeared from the Earth, as described in the video?</p> <p>Of all the traces of human existence left behind, which trace do you think would be the worst, and why?</p> <p>What can we do to avoid leaving unnecessary traces of human existence that leave negative imprints on our ecosystems?</p>
<b>Respond</b>	<p><b>Class Activity:</b> Research a human activity that could threaten the sustainability of an ecosystem in your local area (could be aquatic or terrestrial). Present your findings on a poster or pamphlet.</p> <p><b>Faith in Action:</b> Organize a garbage pick-up day around your school or in your local community. Consider working with your school cafeteria to minimize the use of disposable plastics and wrappers.</p>



<b>Activity Name</b>	<b>BUILDING BETTER CITIES</b>
<b>Proposed Subject Areas</b>	Geography, Civics, Technology
<b>Research</b>	<p><i>"It is vital that we preserve common areas, visual landmarks and urban landscapes within the city that bring people together"</i> –Pope Francis, <i>Laudato Si</i></p> <p>Read <b>HERE</b> the article "Pope to Urban Planners: Build Better Cities".</p>
<b>Reflect</b>	<p>Does your school or community have any common areas, visual landmarks, or urban landscapes that bring people together? If so, what are they, and how do they work to bring people together physically?</p>
<b>Respond</b>	<p><b>Faith in Action:</b> Write a proposal to your local school parliament or city council to create a common area that would bring people together, and which would also have a positive effect on the environment (for example, a community greenhouse or garden).</p>

<b>Activity Name</b>	<b>ECOLOGICAL FOOTPRINT</b>
<b>Proposed Subject Areas</b>	Geography, Religion
<b>Research</b>	Take note of your daily activities, as well as the items or objects that you use regularly. Jot them down on a piece of paper, including everything from the start to the end of a regular day in your life. Consider all the daily actions and habits that make up the largest part of your ecological footprint.
<b>Reflect</b>	What are the top ten things that you use or do that make up the largest part of your ecological footprint?  In what ways could you eliminate or change these daily behaviours to reduce your ecological footprint?
<b>Respond</b>	<b>Class Activity:</b> Check out <a href="http://footprintcalculator.org">footprintcalculator.org</a> to see how many planets we would need if everyone lived like you.  Make a digital collage that consists of visuals for each of the ten items you identified that contribute to your ecological footprint. For each visual, write a corresponding description of what the visual represents, and what you can do to reduce your footprint.  <b>Faith in Action:</b> Begin by choosing three of the things you identified that could reduce your ecological footprint, and commit to eliminating or changing them in your everyday life. Try to find ways to continue to reduce your ecological footprint and challenge your family and friends to do the same.

<b>Activity Name</b>	<b>YOU CAN CHANGE THE WORLD</b>
<b>Proposed Subject Areas</b>	Religion, Family Life, Civics
<b>Research</b>	Young people have the power to change the world.  Read <b>HERE</b> #YouthStats: Environment and Climate Change.  Read <b>HERE</b> Youth for climate action.  Read about young Canadians who are making a difference:  <b>Kids News</b>  <b>Documentaries</b>  <b>David Suzuki</b>
<b>Reflect</b>	In what ways have you experienced climate change? Brainstorm actions that you can take to preserve the Earth.
<b>Respond</b>	<b>Class Activity:</b> Raise awareness of climate change by creating a poster or radio, TV or social media advertisement.  Compose a prayer for our Earth.  Learn about action projects through the David Suzuki Foundation.



<b>Activity Name</b>	<b>THE LORAX</b>
<b>Proposed Subject Areas</b>	Geography, Science
<b>Research</b>	Watch <b>HERE</b> <i>The Lorax</i> .
<b>Reflect</b>	<p>What are some of the key environmental messages presented in <i>The Lorax</i>?</p> <p>Consider and describe the relationship between the economy and natural environment in <i>The Lorax</i>. How is the relationship similar to what you see in our world?</p> <p>What would need to happen in <i>The Lorax</i> to help the community become sustainable?</p> <p>What do you think the film's message is? How can that same message apply today?</p>
<b>Respond</b>	<p><b>Class Activity:</b> Write a reflection on the key message of <i>The Lorax</i> and how it can apply to your course and our world today.</p> <p><b>Faith in Action:</b> Start a classroom or school-wide tree planting campaign for the area around your school. Consider connecting with organizations such as <a href="http://forestsontario.ca">forestsontario.ca</a> or <a href="http://treecanada.ca">treecanada.ca</a> to assist with this.</p>



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