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2. Parts of the activity which can be done either in isolation or in combination together (pick and choose):
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  - b. [Evaluation of how well we are caring for our common home \(10 mins\)](#)
  - c. [Introduction to Laudato Si' \(6 mins\)](#)
  - d. [Case Studies: How climate change and environmental degradation are harming vulnerable populations.](#) Choose **one** of the following:
    - i. [Interactive Group Activity \(25 mins\)](#)
    - ii. [Fact Slides on Different Case Studies \(10 mins\)](#)
  - e. [What can we do to ensure that we are caring for our common home? \(20 mins\)](#)

### Prayers

1. [Laudato Si'](#)
2. [World Day of the Sick](#)






## Secondary School Activity

(Full Activity 65 mins)

### Required Resources:





- Projector
- Poster paper
- Markers
- Print info sheets in [this folder](#) for case studies interactive group activity **only** (# of sheets depends on how many students per group)
- Share [google sheet with activities](#) for section on what can we do for our common home

\*\* Project this [slideshow](#) for this activity\*\*

Slide	Notes
Scripture of creation story for God's original plan for the earth and us (10 mins)	
	Our creation story is covered in the first book and chapter of the bible called Genesis: Ch 1.
	<ol style="list-style-type: none"> <li>1. Watch the video as a class</li> <li>2. While students watch the video, ask them to note what are the 2-3 lessons God is trying to teach us through this creation story?</li> <li>3. At the end of the video, give students 2 minutes to debrief the scripture reading with a partner. Pick students to share their responses with the rest of the class.</li> </ol>
	<p>Reiterate the main takeaways: Ask 3 students to read each one aloud to the class:</p> <ol style="list-style-type: none"> <li>1. God created every living thing on this earth, therefore, the earth and all it contains belongs to God.</li> <li>2. He created all things to be good - this is emphasized after each creation to remind us that all creation serve a purpose (even the tiniest and most annoying of insects) in the earth's ecosystem and thus need our care and protection.</li> <li>3. He created humans to also be good. As humans, we have an intrinsic and universal bond with the natural world. And God entrusts us with</li> </ol>





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	<p>the responsibility to exercise care and management of the world and its living creatures on behalf of God the Creator.</p> <p>a. Emphasize the statement: “Be fruitful and multiply and fill the earth and subdue it and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth.” God said, “See, I have given you every plant yielding seed that is upon the face of all the earth and every tree with seed in its fruit; you shall have them for food. And to every beast of the earth and to every bird of the air and to everything that creeps on the earth, everything that has the breath of life, I have given every green plant for food”</p>
<p>Evaluation of how well we are caring for our common home (10 mins)</p>	
	<p>Now that we are reminded of the mission God entrusted to us when he formed us, let's evaluate how well we are carrying out this task/mission.</p>
	<p>Divide the class in half and in pairs:</p> <ol style="list-style-type: none"> <li>1. One half: brainstorm ways in which we care for the earth</li> <li>2. Other half: brainstorm ways in which we are harming the earth</li> <li>3. Solicit responses from both sides to share with the rest of the class</li> </ol>
	<p>Now that you have heard some suggestions on how we are both caring for and harming the earth, on a scale of 1-10, how well do you think humanity is doing in carrying out God's mission to care for our common home: the earth and all its living creatures.</p> <ol style="list-style-type: none"> <li>1. Ask students to get out of their seats and arrange themselves in a line (designate spots for 1,5 and 10 as markers) in response to this prompt.</li> <li>2. Once students have chosen their spots, get students to discuss with those around them why they chose their positions.</li> <li>3. Pick a few students on either ends of the spectrum to share their choices and why with the rest of the class.</li> </ol>
<p>Introduction to Laudato Si (6mins)</p>	
	<p>Pope Francis equally reflected on this question and in 2015 wrote 'Laudato Si' which is a 184 page letter addressed to "every person living on this</p>

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	<p>planet" and calls for a global dialogue about how we are shaping the future of our planet through our daily actions and decisions.</p> <p>1. Watch the video</p>
	<p>He relays how actions associated with or ones that directly cause environmental degradation is sinful because it hurts God's creation: living beings, our atmospheres, and each other. In particular, he highlights how environmental degradation and climate change are severely affecting vulnerable populations</p>
<p>Case Studies: How climate change and environmental degradation are harming vulnerable populations.</p>	
	<p>Doctors Without Borders/Médecins Sans Frontières (MSF) is an international emergency medical humanitarian organization founded by doctors and journalists in 1971. Our teams go where people's needs are greatest to provide neutral, impartial, and independent emergency healthcare to people affected by disaster, disease, conflict and exclusion. MSF also bears witness, amplifying patient and staff experiences and speaking out to bring abuses and intolerable situations to the public eye.</p>
	<p>MSF warns how human-caused disruptions to the environment will exacerbate existing medical and humanitarian needs, particularly in climate hot spots.</p>
	<p>MSF produces reports on how most of the over 70 countries they work in are lower-income regions that are facing not only humanitarian crises but also the most severe impacts of the climate emergency.</p>
<p>Choose <b>ONE</b> of the following activities to continue with below:</p>	
<p>Interactive Group Activity (25 mins)</p>	<p>Fact Slides on Different Case Studies (10 mins)</p>
<p><b>Refer to Slides 15-17</b></p> <p>MSF's Lancet Countdown Case Studies:</p> <ol style="list-style-type: none"> <li>1. Drought in Nigeria</li> <li>2. South Sudan</li> <li>3. Dengue Fever in Honduras</li> <li>4. Malnutrition in Chad</li> </ol>	<p><b>Refer to Slides 18-21</b></p> <p>Read aloud information for case studies of Nigeria, Honduras and Chad.</p> <p>Ask students what are some common trends and themes that they are noticing amongst all three case studies.</p>




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<p>Divide the class into 4 groups and assign one case study to each group (or divide the class into 8 groups and double up on the case studies).</p>	
<p>Each group is to read the <a href="#">info sheets</a> provided for each case study and on their poster paper, write the following:</p> <ol style="list-style-type: none"><li>1. Where: what country or areas in the country is the climate change related health concern taking place (e.g. countryside, city, villages)</li><li>2. Who: are there specific groups that are being affected i.e. children or elderly?</li><li>3. What: describe the situation that is occurring with facts, statistics or any other relevant information</li><li>4. Why: name and describe what the root cause(s) of the health situation is/are</li></ol> <p>After groups are done, you can either:</p> <ol style="list-style-type: none"><li>1. Do a gallery walk and ask students to read about each of the case studies</li><li>2. Have each group present their case study</li><li>3. Answer Key found below:<ol style="list-style-type: none"><li>a. <a href="#">Nigeria</a></li><li>b. <a href="#">Chad</a></li><li>c. <a href="#">Honduras</a></li><li>d. <a href="#">South Sudan</a></li></ol></li></ol>	
	<p>Takeaways:</p> <ol style="list-style-type: none"><li>1. Climate change is causing health crises.</li><li>2. While developed countries have the capacity and resources to handle these health crises, there is an urgent need to “address the increasing humanitarian consequences on vulnerable populations of environmental degradation and climate change” (MSF)</li><li>3. As a collective humanity that was entrusted by God with the mission to care for our common home, it is imperative that we recognize that our lifestyle choices could be exacerbating climate change which, in turn, is not only harming our planet but also our most vulnerable brothers and sisters in other parts of the world.</li></ol>
<p>What can we do to ensure that we are caring for our common home?</p>	



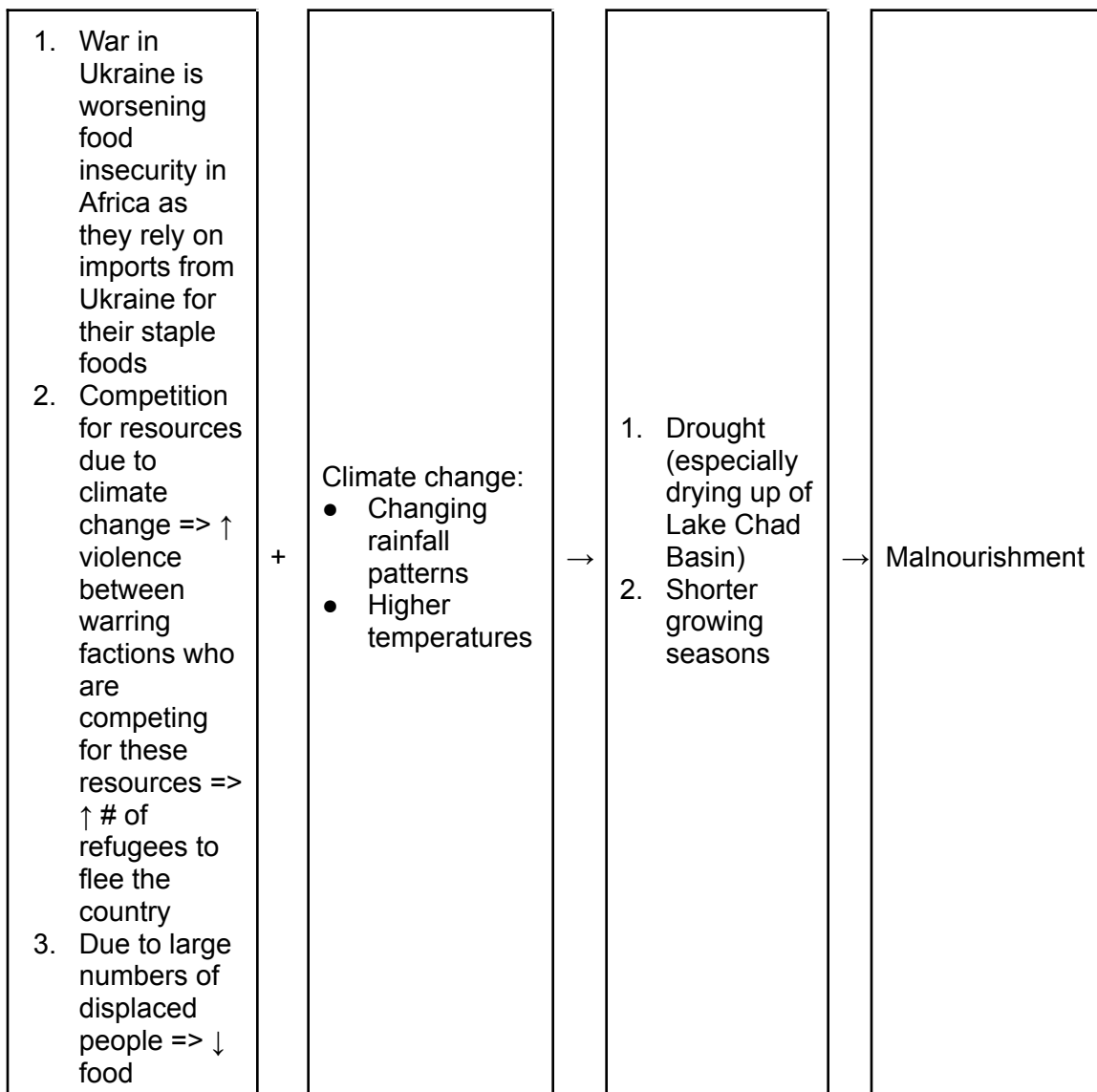
(20 mins)	
	<p>Canada has a National Catholic Health Care Week from Feb 4-10, 2024. The purpose of this week:</p> <ul style="list-style-type: none"><li>● To promote a profound respect for the intrinsic value and dignity of every human being</li><li>● Focus on those who need care and also on those who are providing care</li><li>● Asking us all to lead with compassion by serving all in need and in all aspects of what it means to be human</li></ul>
	<p>Ask students to recall: What number did you assign to the prompt: On a scale of 1-10, how well do you think humanity is doing in carrying out God's mission to care for our common home: the earth and all its living creatures? And why...</p> <p>To ground your focus for our next activity!</p>
	<p>Based on the reasons they gave for their choice, challenge students to choose <b>ONE</b> of the three themes on the slide for what they can do to care for our common home, specifically when it comes to vulnerable communities (like the ones covered in the case studies). Once they have chosen a theme, they can then choose which activity they would like to do to meet that theme. Here are the explanations of each activity:</p> <ul style="list-style-type: none"><li>● Teacher instructions and explanations of activities:<ul style="list-style-type: none"><li>○ <a href="#">Activity 1: Research &amp; Inform Others about Health Crises Related to Climate Change</a></li><li>○ <a href="#">Activity 2: Writing prayer intentions for those who are in need of care and for those who provide care</a></li><li>○ <a href="#">Activity 3: Thank You Cards</a></li><li>○ <a href="#">Activity 4: Exploring SDG Goals</a></li></ul></li><li>● Student Version: <a href="#">you can share this link with students that has all of the activities.</a></li></ul>



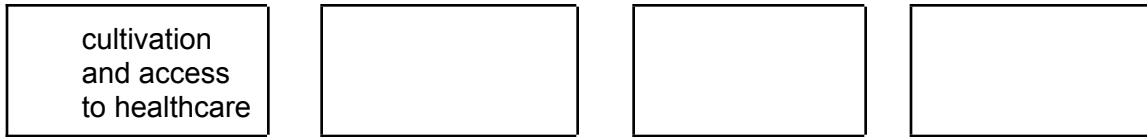
## Case Studies Answer Key

### Drought in Nigeria

1. Where: Nigeria and Niger
2. Who:
  - a. Tens of thousands of children
3. What:
  - a. Half the children screened in Northwest Nigeria are malnourished
  - b. 65% of African land experiencing severe drought for one month in 2021 (compared to usually 9% in previous years)
4. Why:

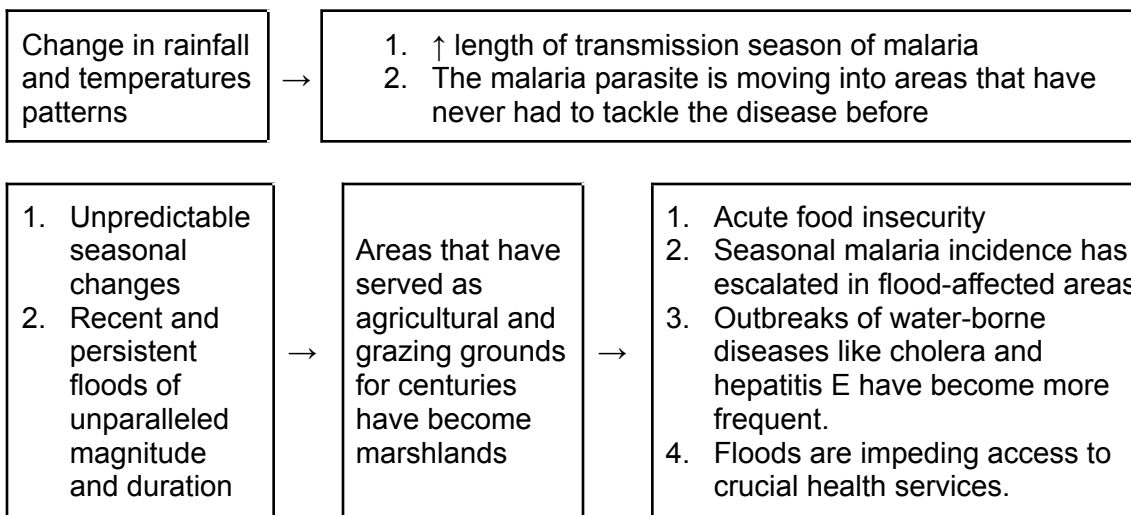


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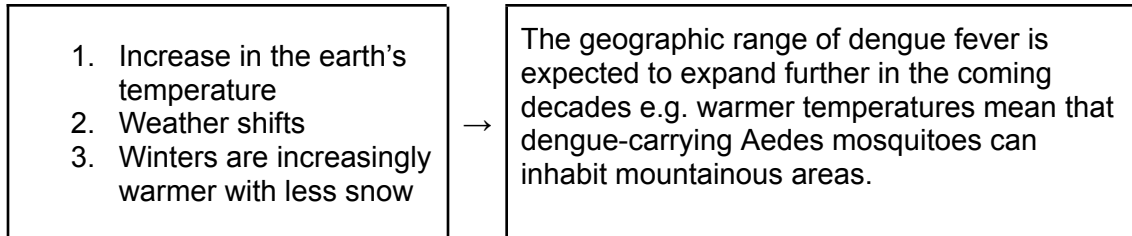
### South Sudan

1. Where: South Sudan
2. Who:
  - a. Malaria is one of the leading causes of childhood death and disease in South Sudan, where it is endemic
3. What:
  - a. Length of transmission season of malaria increased by 13.8% in the highlands of Africa from 1951–60 to 2012–21
  - b. The past four years have seen the worst flooding of the young nation's history.
4. Why:



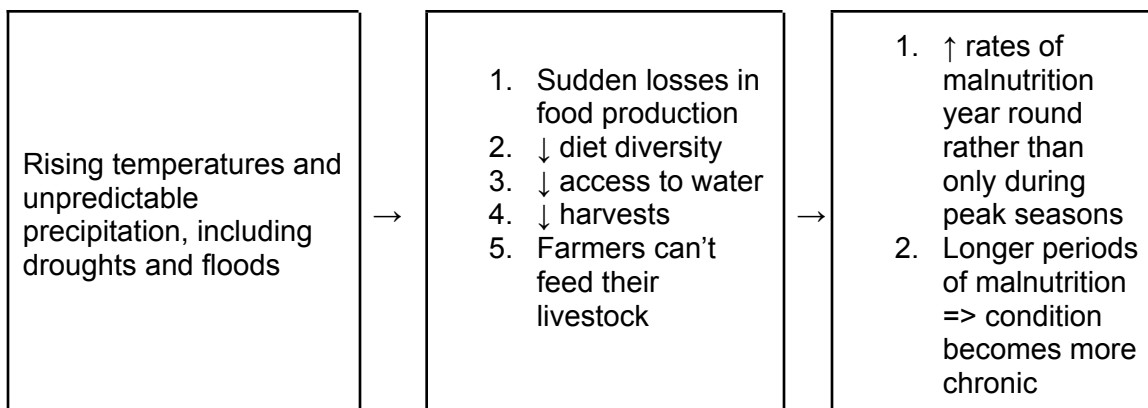
### Dengue Fever in Honduras

1. Where: Honduras and in geographic regions who haven't had outbreaks of dengue in the past in tropical and sub-tropical regions
2. Who: over 3.9 billion people estimated to be exposed to the disease globally
3. What:
  - a. Dengue is endemic in Honduras, where more than 10,000 cases are reported each year
  - b. The transmission potential having increased significantly in the last decade
  - c. Now, half the world's population are at risk of the disease
4. Why:



### Malnutrition in Chad

1. Where: Hadjer Lamis Province
2. Who: everyone but mostly chronic amongst children 5 and under
3. What:
  - a. ↑ rates of malnutrition year round rather than only during peak seasons
  - b. Condition has become chronic due to longer periods of malnutrition
  - c. 17,000 children aged 6-59 months were treated for acute malnutrition in the health district of Massakory alone
  - d. In the first six months of 2023, over 8,000 children under five were treated for acute malnutrition, nearly 1,000 more than in the same period in 2022
4. Why:





## Activity #1: Research & Inform Others about Health Crises Related to Climate Change

\*\* [Student Handout](#) (print or share electronically with students) \*\*

1. Facts:
  - a. Climate change is causing health crises.
  - b. While developed countries have the capacity and resources to handle these health crises, there is an urgent need to “address the increasing humanitarian consequences on vulnerable populations of environmental degradation and climate change” (MSF)
2. Students are to research a health crisis that is occurring or is being exacerbated due to climate change or environment degradation using the following table:

WHERE: What country or areas in the country is the climate change related health concern taking place (e.g. countryside, city, villages)	
WHO: Are there specific groups that are being affected i.e. children or elderly?	
WHAT: Describe the situation that is occurring with facts, statistics or any other relevant information	
WHY: Name and describe what the root cause(s) of the health situation is/are (can draw a flowchart or mind map to showcase this)	

3. Once they are done, they can either:
  - a. Put together a simple poster informing others about this health crisis. See example below:

### 04 Malnutrition in Chad

**WHO?** Everyone but mostly chronic amongst children 5 and under

- ↑ rates of malnutrition year round rather than only during peak seasons
- Condition has become chronic due to longer periods of malnutrition

**WHAT?**



- 17,000 children aged 6-59 months were treated for acute malnutrition in the health district of Massakory alone
- In the first six months of 2023, over 8,000 children under five were treated for acute malnutrition, nearly 1,000 more than in the same period in 2022

**HOW & WHY?**

Rising temperatures and unpredictable precipitation, including droughts and floods

- Sudden losses in food production
- ↓ diet diversity
- ↓ access to water
- ↓ harvests
- Farmers can't feed their livestock

- ↑ rates of malnutrition year round rather than only during peak seasons
- Longer periods of malnutrition => condition becomes more chronic

- b. Write and share a social media post or story about this health crisis.



## **Activity #2: Standing Beside Those Who Suffer on a Path of Charity**

\*\* [Student Handout](#) (print or share electronically with students) \*\*

1. A part of Pope Francis' message for World Day of the Sick is "standing beside those who suffer on a path of charity"
2. When Pope Francis says "those who suffer" in his message, he is referring to those who are ill but also those who care for those who are ill.
3. Students will identify challenges that these individuals may be facing (i.e. try to identify the type of suffering they might be going through).
4. Then, knowing what the challenges may be, they will write a prayer intention asking God to:
  - a. Help these individuals work through these specific challenges
  - b. Guide us on how we can be charitable towards these patrons
5. When everyone is done, ask each student to choose one prayer intention to read aloud ending with "For this we pray to the Lord". The class to respond, "Lord, come and heal us"
6. After all intentions are read out, end with:

### **Special Blessing for the Sick**

Father in heaven, grant our brothers and sisters comfort in their suffering. When they are afraid, give them courage, when afflicted, give them patience, when dejected, afford them hope, and when alone, assure them of the support of your holy people. Through Christ our Lord. Amen.

### **Special Blessing for Caregivers**

Lord Jesus, our Brother, you showed your love for the sick by your concern for them. Help us to see you and serve you in the sick. Bless these men and women who are dedicated to helping and healing the sick. Guide them in their labours and give them a greater share of your love. Reward their service by the peace and joy of your Holy Spirit and by the everlasting happiness of heaven.

Lord Jesus, we praise you, for you are our Lord forever and ever. Amen.



### **Activity #3: Thank You Cards for Local Healthcare Workers**

\*\* [Student Handout](#) (print or share electronically with students) \*\*

1. On the World Day of the Sick (Feb11), we are asked to take the time to appreciate all the hard work that healthcare workers do on a daily basis.
2. Provide supplies for students to create Thank You Cards for local healthcare workers
3. Students are to write a thank you message to a general healthcare worker with these general guidelines:
  - a. Try to thank and appreciate the healthcare worker for a specific action or actions that they do on a regular basis.
  - b. End with an encouraging message that could help them carry on with the hard work of caring for the sick.
4. If possible, drop these thank you cards off at a hospital, clinic or urgent care facility.





## Activity #4: SDG (Sustainable Development Goals)

\*\* [Student Handout](#) (print or share electronically with students) \*\*

1. Students will go to this [website](#) and scroll down to this area to pick 1 of the 4 areas to learn more about:

**What are our global “Sustainable Goals”?**

“Sustainability meets the needs of the present without compromising the ability of future generations to meet their own needs” – **The United Nations**

**How well do you think we are doing?**

- POVERTY & FOOD INSECURITY**  
We produce enough food for 150% of earth's inhabitants, but hunger or malnutrition takes a life every 10 seconds.  
[TAKE THE "RACE AGAINST TIME" QUICK QUIZ ON HOW TO REDUCE FOOD WASTE.](#)
- CLIMATE ACTION & SUSTAINABILITY**  
Every week we may be ingesting an average of 5 grams of microplastics, the equivalent of a credit card....  
[ADAPT & ADOPT VIDEO: 10 FIRST STEPS FOR A MORE SUSTAINABLE LIFESTYLE](#)
- ENVIRONMENTAL & WILDLIFE CONSERVATION**  
1-2% of forests across the globe are cut down each year and around 30,000 species are being driven to extinction.  
[TOP 10 VIDEO COUNTDOWN: THE PLAN TO REVIVE A UNIQUE LOCATION ON EARTH](#)
- HUMAN POTENTIAL & EMPOWERMENT**  
Globally, 1.6 billion children are out of school and 750 million adults- two thirds of them, women- are illiterate.  
[TAKE THE "RACE AGAINST TIME" QUICK QUIZ FOR THE 2030 GLOBAL GOALS](#)

2. After learning more about this area, they are to complete the following activity:

Area of Focus:

What are you currently doing to help improve in this area:

- 1.
- 2.
- 3.
- 4.

Over this week or month, a small change that I will commit to to further improve this area is:

The positive impact I hope this will have in this area is:

3. They can then pick a habit tracker (three options provided) to help them keep track of their commitment to this small action.



## Prayers

### Prayer for Laudato Si'

All powerful God, you are present in the whole universe and in the smallest of your creatures. You embrace with your tenderness, all that exists. Pour out upon us the power of your love that we might protect life and beauty. Fill us with peace, that we may live as brothers and sisters, harming no one. O God of the poor, help us to rescue the abandoned and forgotten of this earth, so precious in your eyes. Bring healing to our lives, that we may protect the world, and not prey on it, that we may sow beauty, not pollution and destruction. Touch the hearts of those who look only for gain at the expense of the poor and the earth. Teach us to discover the worth of each thing, to be filled with awe and contemplation, to recognize that we are profoundly united with every living creature as we journey towards your infinite light. We thank you for being with us each day. Encourage us, we pray, in our struggle for justice, love and peace. Amen.

### Prayer for World Day of the Sick

1. Assign one student to read out each intention. The response after each intention is **Lord, come and heal us.**
  - a. Bless all the sick and fill them with new hope and strength.
  - b. Relieve their pain.
  - c. Free them from sin and do not let them give way to temptation.
  - d. Sustain all the sick with your power.
  - e. Assist all who care for the sick.
  - f. Give life and health to our brothers and sisters who are ill.
2. End with reciting the following prayers:

#### Special Blessing for the Sick

Father in heaven, grant our brothers and sisters comfort in their suffering. When they are afraid, give them courage, when afflicted, give them patience, when dejected, afford them hope, and when alone, assure them of the support of your holy people. Through Christ our Lord. Amen.

#### Special Blessing for Caregivers

Lord Jesus, our Brother, you showed your love for the sick by your concern for them. Help us to see you and serve you in the sick. Bless these men and women who are dedicated to helping and healing the sick. Guide them in their labours and give them a greater share of your love. Reward their service by the peace and joy of your Holy Spirit and by the everlasting happiness of heaven.

Lord Jesus, we praise you, for you are our Lord forever and ever. Amen.



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