



PURPOSE

To help students understand that the human person grows in solidarity with others.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Participate in an act of solidarity.
2. Recognize ways to grow in solidarity.

MATERIALS & RESOURCES

- **Solidarity Tree** worksheet (see Materials)
- project materials (paint, poster paper, paper towels, etc.)
- **Portrait** square (see Materials)

VOCABULARY

- **solidarity**: a close relationship among people
- **family**: the most basic unit of society and the place where people first grow
- **friendship**: a connection between two people who choose excellence together

PROCEDURE

Step 1: Review the previous lessons. Write the three types of living beings on the board—plants, animals, humans—and ask the students to recall the powers for each of the living beings. Double-check understanding of the two unique human powers, to think and choose.

Step 2: Teach solidarity.

Begin with a project. Have students either work on a miniature class fingerprint tree—adding leaves to the **Solidarity Tree** worksheet by stamping a fingerprint in different colors of paint—or on a larger tree, on poster paper, using their handprints in different colors of paint.

Explain: In this project, we have to learn what it means to have solidarity: what it means for many people to come together and work toward the same purpose together.

Ask: What are some different ways or different places in which people come together? With prompting questions, list the three types of solidarity on the board:

- family
- friendship
- classmates & teachers

Explain: A human person cannot learn or grow without being in relationship with other people. In our families we can learn the basics of human existing and living. With our friends, we learn how to share and how to be kind, and it is through these relationships—and those we have with others—that we become truly excellent and happy.

Finally, give each student a **Portrait** square, and ask them to color in a self-portrait. Once kids are done, have them to come up to the board and place their portrait in the correct of four columns on a family chart—“only child,” “youngest child,” “middle child,” “oldest child.” Work with the kids to count the amount of answers in every column and compare columns.

Then, ask students:

- What do you like about being the only child? Youngest? Middle? Oldest?
- What is the hardest about being the only child? Youngest? Middle? Oldest?
- What are good ways for you to respect the human dignity of your family members?

Explain: As human persons, we are members of a global family of humans—all human people make up one family! We start to learn about the relationships we are meant to have between each other through the relationships we have with our family members, our friends, and our teachers and classmates at school.

Step 4: Summarize: This week, we looked at the way in which we, as individual people, live in relationship with others—ultimately, in solidarity with them. We demonstrate this solidarity with others in our family, among our friends, and among our classmates and teachers through generosity and kindness, two qualities we will look at later.

FOLLOW-UP & HOMEWORK

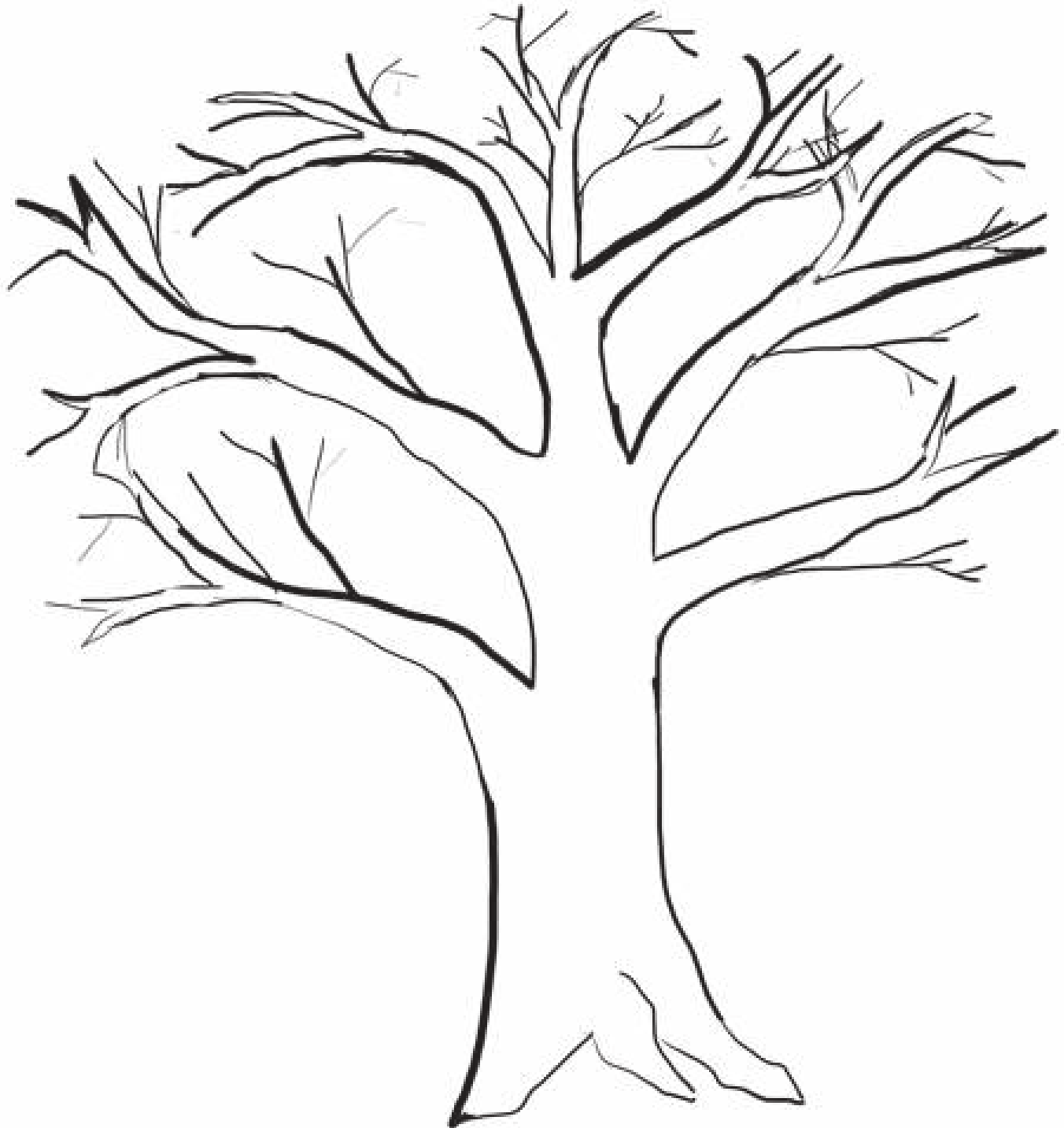
Ask students to bring to class, for Show & Tell, one item from home that tells a story about their family or one of their friendships.

SUPPLEMENTS

No supplements.



SOLIDARITY TREE



PORTRAIT

