

January 2010

Thank you for participating in Global Solidarity Week 2010!

In this packet you will find materials to help make this a parish-wide celebration. Please share them with the people who could best make use of them.

1. Two-sided bulletin insert for use on February 6-7, 2010
  - a. One side provides a general explanation of Global Solidarity Week
  - b. The second side gives a variety of ways for individuals and families to respond to the idea of solidarity.
2. Resources for Prayer and Liturgy
  - a. Suggestions for liturgy, such as Prayers of the Faithful that could be used either February 6-7 or February 13-14.
  - b. Global Partnership Prayers. This prayer was developed cooperatively with the Diocese of Navrongo-Bolgatanga. Encourage all groups that are meeting during Global Solidarity week to use this as an opening or closing prayer.
3. Resource Packets
  - a. Information and Activities for Schools and Religious Education
  - b. Activities for Families
  - c. Activities for Parishes
4. Appendix with recipes, games, books, videos, music and websites
5. Donkey Project Update

If you have questions, please contact me at 608 850-4084 or email me at: [clarencemougin@charter.net](mailto:clarencemougin@charter.net)

Thank you for your interest and God bless as you make this week a reality.

Peace

Clarence Mougin  
Coordinator,  
Global Solidarity Partnership Committee

## **Celebrate Global Solidarity Week February 6-7 & February 13-14, 2010**

### **What is Global Solidarity Week?**

First of all, this is a week-long opportunity for the Madison Diocese to celebrate. In our part of the world, we are blessed beyond measure. We have opportunities to pray, to learn, to work, to feast! But hand in hand with this, we need to recognize that many other parts of the globe do not have these same opportunities. **Global Solidarity Week** provides prayer, learning, and action opportunities that will help wake us to what solidarity means.

### **What does solidarity mean?**

“Solidarity is not a feeling of vague compassion or shallow distress at the misfortunes of so many people, both near and far. On the contrary, it is a firm and persevering determination to commit oneself to the common good....” These words from John Paul II (On Social Concern) are a clear guide. Looking beyond our own boundaries, serving those in need, and working for global justice and peace isn’t a question of whether to do so; it is question of how we will do so.

### **How is the call to solidarity being answered in our Diocese?**

The Diocese of Madison as whole is involved in a partnership with the Diocese of Navrongo-Bolgatanga in Ghana Africa. As a Diocese, we can use this week to expand our understanding of the joys and struggles faced by our brothers and sisters in Ghana. For parishes in Diocese of Madison that have relationships with individual parishes in other developing nations, take this week to learn more about it and get involved. Also, there are many individuals who have answered a personal call to work for justice, to pray for peace, and to give their time, talent, and treasure to serve those in need. If you know someone like this, excellent! Let them know that their witness is making a difference.

### **How can you respond to the call to global solidarity?**

Add your presence to what the parish is doing to celebrate Global Solidarity Week. Look at the back of this page for ideas you can do on your own. Recognize your connection to the rest of the world, and open your heart and mind to the Spirit of solidarity.

So we though many, are one body in Christ,  
and individually parts of one another.

-Romans 12:5

# We Respond to the Call of Global Solidarity

## How can I respond by learning?

- Learn about global solidarity and Catholic social teaching by visiting these websites:
  - ✓ *Catholic Relief Services*, the official international relief and development agency of the U.S. Catholic community. [www.catholicrelief.org](http://www.catholicrelief.org)
  - ✓ *Bread for the World*, a nationwide Christian citizen's movement seeking justice for the world's hungry people by lobbying our nation's decision makers. [www.bread.org](http://www.bread.org)
  - ✓ *Maryknoll*, a U.S. based Catholic mission movement.  
[http://www.mklaymissioners.org/index.php?option=com\\_content&task=section&id=31&Itemid=52](http://www.mklaymissioners.org/index.php?option=com_content&task=section&id=31&Itemid=52) [www.mklaymissioners.org](http://www.mklaymissioners.org)
  - ✓ *USCCB* (United States Conference of Catholic Bishops), an assembly of the Catholic Church hierarchy who work together to unify, coordinate, promote, and carry on Catholic activities in the United States. [www.usccb.org/sdwp/international/](http://www.usccb.org/sdwp/international/)
- Learn by experiencing what it's like to live in a third world country:
  - ✓ Don't turn on your lights tonight—imagine a home with no electricity.
  - ✓ Keep your heat turned down low—most families around the world don't have the luxury of climate controlled homes.
  - ✓ Keep your meal budget to \$1.65 or less per person per day—the financial allotment provided to families that receive U.S. Government food stamps. Many families around the world survive on \$1 a day or less.
- Learn by attending events that your parish is offering during Global Solidarity Week.

## How can I respond in prayer?

- Learn a prayer or song from another culture or in another language.
- Make a regular commitment to reading the newspaper or a weekly magazine looking carefully for justice issues in our country and world. Pray for all of those affected by, as well as those who are causes of, these situations.
- Pray the Partnership prayer developed by the dioceses of Madison and Navrongo-Bolgatanga.
- Read a message from Pope Benedict, given for the World Day of Peace.  
[http://www.vatican.va/holy\\_father/benedict\\_xvi/messages/peace/documents/hf\\_ben-xvi\\_mes\\_20071208\\_xli-world-day-peace\\_en.html](http://www.vatican.va/holy_father/benedict_xvi/messages/peace/documents/hf_ben-xvi_mes_20071208_xli-world-day-peace_en.html)

## How can I respond in action?

- Find out what current issues need immediate responses by reading the "Action Alerts" on the Maryknoll website: <http://society.maryknoll.org/index.php?module=MKArticles&office=alert> or on the Network website, a national Catholic social justice lobby: <http://networklobby.org/> or at the Catholic Relief Service's advocacy page: [www.crs.org](http://www.crs.org)
- Purchase fair trade goods like coffee and Divine Chocolate, and advocate for your parish to do so, too. You can learn more about Fair Trade at: [www.crsfairtrade.org](http://www.crsfairtrade.org)
- Write letters to advocate for human rights around the world through Amnesty International. (Amnesty International USA, Eighth Avenue, New York, NY 10001)
- Study a justice issue that interests you, and determine the action you are called to take.

## How can I respond monetarily?

- Participate in Operation Rice Bowl this Lent.
- Buy fewer consumer items. Get by with the "minimum we need" not what we "want" and donate the difference in cost to a worthy cause.

- Support the Partnership's Donkey Project by sending a donation to the Diocese of Madison, Donkey Project, PO Box 44983, Madison, WI 53744.
- Research and then support an international aid and development organization of your choice.



**Global Solidarity Week 2010**

**Resources for Prayer and**

**Liturgy**

**Partnership Prayer**

**In partnership, the Catholic people of Navrongo/Bolgatanga,  
Ghana (West Africa) and Madison, Wisconsin (USA)  
ask for your blessing, O Lord as we gather together  
as brothers and sisters in hope and solidarity.**

**We hunger for a communal expression  
of joy and celebration, pain and loss,  
believing and knowing that together  
we are given the gifts of courage and compassion  
to live and act in love.**

**Lord you are the common thread,  
as we weave our colors, textures and experiences  
to unite us in our faith and goals.**

**Awaken within us the power of your Spirit.  
Encourage the building up of our relationship  
to be disciples of the Word of God  
to each other and the world.**

**We ask this of you through Christ our Lord.  
Amen**

**Global Solidarity Week: Responding in Prayer**  
(Based on resources from [www.catholicrelief.org](http://www.catholicrelief.org))

Prayer for Liturgy

Opening Prayers/Introducing the General Intercessions

Option 1

Let us pray. Creator God, we gather as a community of faith, in solidarity with our brothers and sisters throughout the world. We believe that together, through the power of love, revealed in the death and resurrection of your Son, we can transform resentment into reconciliation, war into peace, and sickness into health. May we learn to live in solidarity, and come to believe in the transforming power of your love. We ask this through Christ our Lord. Amen.

Option 2

Let us pray. We gather to express our commitment to solidarity with our brothers and sisters in Ghana and throughout the entire world. Because we are the people of God, we stand and proclaim in prayer our steadfast intent to work with, to come to know and to be in solidarity with our Ghanaian brothers and sisters. Open our hearts to the needs of your people throughout the world. We ask this through Christ our Lord. Amen.

**Prayers of the Faithful**

- **We pray for people worldwide affected by sickness and poverty. May they know the love of Christ through the care of our community. Let us pray to the Lord, (Response)**
- **We pray for peace throughout the world. May we become peacemakers in our country, our homes and in our hearts. Let us pray to the Lord.**
- **We pray for the people of the Ghana and for ourselves. May we grow in our belief that through solidarity grounded in love we will transform the world. Let us pray to the Lord.**
- **We pray for the leaders of all nations. May their decisions respond to the needs of the poor and respect the dignity of all people. Let us pray to the Lord.**
- **We pray that the Holy Spirit fill us with love, and allow us to embrace peace and walk in harmony with our brothers and sisters around the world. Let us pray to the Lord.**
- **We pray for the courage and strength to advocate on behalf of the people of world who cannot speak for themselves. Let us pray to the Lord.**
- **Our Baptism calls us into communion with one another, and so we pray for our universal family of faith, the Church and her leaders. May we continue to stand with our brothers and sisters, raising their voices to a distracted world and calling attention to their problems and potential. Let us pray to the Lord.**
- **We are called to be a community of conscience, and so we pray for those who influence our society through the media. May they turn the world's attention to our brothers and sisters in need. Let us pray to the Lord.**
- **We believe that Christ came so that we may have life eternal, and so we pray for those who have died as a result of hunger and poverty. May they enjoy the fullness of life in the kingdom of God. Let us pray to the Lord.**



## Other Prayers for Global Solidarity Week

### Make Me an Instrument of Your Peace

Saint Francis Prayer

Lord, make me an instrument of Your Peace.  
Where there is hatred, let me sow love;  
Where there is injury, pardon;  
Where there is doubt, faith;  
Where there is despair, hope;  
Where there is darkness, light;  
Where there is sadness, joy.

**O Divine Master, grant that I may not so  
Much seek to be consoled as to console;  
To be understood as to understand;  
To be loved as to love;  
For it is in giving that we receive; it is in  
pardoning that we are pardoned; it is in  
dying that we are born again to eternal life.**

### Feed Our Hungry Brothers and Sisters

*(Ghana)*

O Lord, the meal is steaming before us  
And it smells good!  
The water is clear and fresh.  
We are happy and satisfied.  
But now we must think of our brothers  
And sisters all over the world  
Who have nothing to eat and only a  
little to drink.  
Please give all of them your food and  
your drink.  
That is the most important thing!  
But also, give them what they need  
every day, to go through this life.  
Now, and in all times,  
Give food and drink to our hungry  
brothers and sisters. Amen.

## Dialogued Prayer on the Beatitudes

Lord Jesus, you said, "Blessed are the poor in spirit, for theirs is the kingdom of heaven." Keep us from being preoccupied with money and worldly goods, and with trying to increase them at the expense of justice.

Lord Jesus, you said, "Blessed are the gentle, for they shall inherit the earth." Help us not to be ruthless with one another, and to eliminate the discord and violence that exists in the world around us.

Lord Jesus, you said, "Blessed are those who mourn, for they shall be comforted." Let us not be impatient under our own burdens and unconcerned about the burdens of others.

Lord Jesus, you said, "Blessed are those who hunger and thirst for justice, for they shall be filled." Make us thirst for you, the fountain of all holiness, and actively spread your influence in our private lives and in society.

Lord Jesus, you said; "Blessed are the merciful, for they shall receive mercy." Grant that we may be quick to forgive and slow to condemn.

Lord Jesus, you said; "Blessed are the clean of heart, for they shall see God." Free us from our senses and our evil desires, and fix our eyes on you.

Lord Jesus, you said; "Blessed are the peacemakers, for they shall be called children of God." Aid us to make peace in our families, in our country, and in the world.

Lord Jesus, you said; "Blessed are those who are persecuted for the sake of justice, for the kingdom of heaven is theirs." Make us willing to suffer for the sake of right rather than to practice injustice; and do not let us discriminate against our neighbors and oppress and persecute them. Amen.

**Peace for the Children of God**

*Desmond Tutu  
Former Archbishop of Cape Town Africa*

O God, all holy one,  
you are our Mother and our Father  
and we are your children.  
Open our eyes and our hearts  
So that we may be able to discern  
Your work in the universe.  
And be able to see Your features  
In every one of Your children.  
May we learn that there are many paths  
But all lead to You.  
Help us to know that you have created us  
for family, for togetherness,  
for peace, for gentleness,  
for compassion, for caring, for sharing  
May we know that You want us  
to care for one another  
as those who know  
that they are sisters and brothers,  
members of the same family,  
Your family,  
the human family.  
Help us to beat our swords into plowshares  
And our spears into pruning hooks,  
so that we may be able to live  
in peace and harmony,  
wiping away the tears  
from the eyes of those  
who are less fortunate than ourselves  
And may we know war no more,  
As we strive to be  
what You want us to be:  
Your children.  
Amen.

**A Prayer of Empowerment**

Ted Loder,  
From *Wrestling the Light*  
Empower me

Empower me  
To be a bold participant,  
rather than a timid saint in waiting ,  
in the difficult ordinariness of now;  
to exercise the authority of honesty,  
rather than to defer to power,  
or deceive to get it;  
to influence someone for justice,  
rather than impress anyone for gain;  
And, by grace, to find treasures  
of joy, of friendship, of peace  
hidden in the fields of the daily  
that you give me to plow.  
Amen.

In His hand is the life of every  
creature and the breath of all  
mankind.

---Romans 1:19-20



**Global Solidarity Week 2010**  
**Activities for Schools and**  
**Religious Education Programs**

## Global Solidarity Partnership

*"Solidarity is not a feeling of vague compassion or shallow distress at the misfortunes of so many people, both near and far. On the contrary, it is a firm and persevering determination to commit oneself to the common good; that is to say, to the good of all and of each individual, because we are all really responsible for all."* John Paul II (On Social Concern)

### Background Information

Through the help of Catholic Relief Services, the Diocese of Madison has been involved in a partnership with the Diocese of Navrongo-Bolgatanga in northern Ghana since 2002. This relationship has been developed as part of Catholic Relief Service's global solidarity partnerships program.

To date, three delegations from the Diocese of Madison have traveled to Ghana (2002, 2004, and 2006), and one delegation from the Diocese of Navrongo-Bolgatanga has traveled to Wisconsin (2005). In the most recent visit, from July 23 through August 4 of 2006, eight parishioners from the Diocese of Madison visited our partner diocese in Ghana.

The Global Solidarity Partnership aims to help the Diocese of Madison respond to this call of solidarity by providing opportunities to:

1. Deepen faith and knowledge of the universality of the Catholic Church.
2. Strengthen understanding of Catholic social teaching and the needs of developing nations and respond through action.



The Diocese of Madison supports a Catholic Relief Services soybean project that strives to improve food security in northern Ghana. The soybean can be used as food and as a cash crop. One of the project's aims is to expand soybean production in Ghana by providing a donkey and plough to women farmers. Because traditional farm implements limit soybean production, this project provides a donkey, plough, cart, harness, seed, and training to help women farmers increase food production. If 65 women become direct beneficiaries of this project, an estimated 1,500 people will benefit indirectly.

The following religious education standards developed by the Diocese of Madison are addressed in the Global Solidarity Week lessons:

**Religious Education Standard 4:** *understand and appreciate the role of the faith community – the Catholic Church – into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.*

**Religious Education Standard 5:** *engage in service to and exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national, and global.*

**Religious Education Standard 6:** *experience and appreciate a variety of prayer forms in addition to the prayer of the sacraments.*

## Day 1: Exploring Ghana

### *Objectives:*

- *Learn about the culture, geography and peoples of Ghana.*
- *Explore similarities and differences between our lives in the U.S. and life in Ghana.*

### **Grades K-5**

- Show students or have them locate where Ghana and the Diocese of Navrongo-Bolgatanga are located. Compare where it is located in relation to where we live. Read the book, *A Child's Day in a Ghanaian City* (Provencal, Francis and McNamara, Catherine, 2001) or another book about life in Ghana. Go to <http://crs.org/ghana/empowered-for-life/> and watch Empowered for Life: The Thomas Awiapo Story.
- After reading the book or watching the video have the students compare and contrast life in Ghana with life in the U.S. Use a Venn diagram to visually display the ideas shared. Take time to focus on resources we have in comparison to resources they have (food, shelter, clothing).
- Play a game, make a craft or sing a song from Ghana as an additional activity  
<http://www.cocojams.com/content/childrens-rhymes-cheers>  
[http://www.powertolearn.com/teachers/lesson\\_activities/arts/CBV.100.E.ART.R7.D1\\_58.pdf](http://www.powertolearn.com/teachers/lesson_activities/arts/CBV.100.E.ART.R7.D1_58.pdf)  
<http://familyfun.go.com/recipes/special/feature/famf1100kwanzaa/famf1100kwanzaa3.html>
- <http://www.bbc.co.uk/worldclass/teachandlearn/citizenship.shtml>
- Pray *Partnership Prayer*

### **Grades 6-12**

- Have students locate Ghana and the Diocese of Navrongo-Bolgatanga on a map, looking at where it is in relation to where we live.
- Do the "Ten Chairs" Activity (adapted from Catholic Relief Services (CRS) *Africa Retreat*):  

Have groups of ten sit in circles. Ten in a group is vital to make the questions work. Any "left-overs" can be observers. The leader explains that questions are going to be asked. The answers to these questions are all "so many out of ten." When a question has been asked, the group can talk for a very brief time (experiment beforehand; thirty seconds may be enough) about possible answers; when they reach consensus, the agreed on number of people stand up. For example, a question might be: What do you think is the percent of adults who can read in the U.S.? They have a fixed number of seconds to discuss the question and then the appropriate number of students stand. (If they think it's 90%, then nine people stand.) The facilitator then gives them the actual statistic. In this way they go through a number of questions. For a list of possible

questions and answers, see the page following this activity description. Prepare at least ten questions and possibly more. If time allows, go back over some of the questions in a random order to see if this new knowledge “sticks.” After asking all of the questions, reflect on the activity with the students. Ask them if they were surprised by any of the statistics, what they learned from the exercise, how they would compare/contrast Ghana and the U.S., etc.

- Using the library and/or the Internet have students research Ghana. Have them present the information they find in creative ways, such as through posters, creating brochures, power point presentations or writing a story imagining that they just found out they were going to move to Ghana and what they think their life might be like there.

## Questions for Ten Chairs Activity

1. For every ten people in the US, how many are living with HIV/AIDS?  
(less than 1—1 person should half stand)

For every ten people in Ghana, how many are living with HIV/AIDS?  
(less than 1)

2. For every ten women over 15 years old in the US, how many can read? (9.7)

For every ten women over 15 years old in Ghana, how many can read?

(5)

3. For every ten people living in the US, how many own a personal computer? (5.8)

For every ten people living in Ghana, how many own a personal computer? (none—there are only 3 per 1000 people)

4. Using each of your people to represent ten years, what is the life expectancy of a person born in the US? (77, so 8 people should stand)

Using each of your people to represent ten years, what is the life expectancy of a person born in Ghana? (54, so 5 people should stand)

5. For every ten babies born in the US how many will survive infancy?  
(10)

For every ten babies born in Ghana, how many will survive infancy?  
(9)

6. For every ten people in the US, how many live in a city? (almost 8)

For every ten people in Ghana, how many live in a city? (4)

7. For every ten people in the US how many have access to safe drinking water? (10)

For every ten people in Ghana how many have access to an "improved water source"? (8)

8. For every ten people in the US, how many telephone lines are there? (the real answer is about 11)

For every ten people in Ghana, how many telephone lines are there? (2)

9. For every ten people in the US, how many are Catholic? (2.8)

For every ten people in Ghana, how many are Catholic? (1)

10. Using each of your people to represent ten percent, what percentage of the whole earth's land mass is the North American continent? (16.5, so one person stands and one person "half" stands)

Using each of your people to represent ten percent, what percentage of the whole earth's land mass is the African continent? (20—2 people stand)

## Day 2: Solidarity

### *Objectives:*

- *Gain a deeper understanding of what solidarity means.*
- *Explore the daily life of Ghanaians.*

### Grades K-5

- Spend a day in a “Ghanaian classroom.” Transform a classroom or classrooms into what it would be like to be in a Ghanaian classroom—benches, a single chalkboard, no electricity, limited classroom supplies. Children could wear similar clothes that day to represent the uniforms Ghanaian students wear. At recess, have the students play Ghanaian games.
- At the end of day, discuss with the students their reactions to the activity. How was the day different from a typical day in the classroom? Talk about hunger issues, since many Ghanaian students probably come to school for at least one of their daily meals. Discuss with the students how they think hunger might affect their learning.

### Grades 6-12

The lesson plans outlined below from the Diocese of Madison Ghana Curriculum Project can be used for the older students.

### Lesson 1-- Introducing the Concept of Solidarity

- Read 1 Corinthians 12:13-17, 19-22 Discuss: Is it better to be an eye or a thigh? Is it a contest? Why or why not?
- On the chalkboard write the headings “Africa” and “U.S.” Have students brainstorm what comes to mind when you hear these terms (if no responses come, have the students think about their household, neighborhood, broader community). Discuss with the students: Is there a better or worse? Do we need Africa and do they need us? In what ways?
- Read the following passage: “We are called to global solidarity. We are one human family regardless of national, racial, ethnic, gender, economic or ideological boundaries. Global solidarity expresses concerns for world peace and international development” (*Leader’s Guide to Sharing Catholic Social Teaching*, p. 34). Ask the students what this means to them.
- Do the Body Activity: Divide the class into small groups (4-5). Give each group a large piece of paper and markers. One person in the group lies down on the paper and the rest trace the outline of his/her body. (Note: if this will be an issue for the students, ask a parent volunteer to come in and help with the tracing, or the teacher can do the tracing.) Have each student write their name next to the part of the body with which they most associate themselves and their individual gifts/talents. Then have each student share why they chose a particular part of the body. At the end of the activity

discuss how each person has certain gifts, but that all are needed. Draw a connection between this and how throughout the world, as part of the human family, we all have gifts and that all are equally needed and valuable. Recognizing this is the basis for solidarity.

- Close with the Partnership Prayer.

## **Lessons 2 and 3 - Putting a Face on Solidarity**

- Set the stage with “Walking in Another’s Shoes” activity. Have students bring a pair of flip-flops or sandals to class (in addition to the shoes they are wearing). Put one flip-flop on one foot, leaving their regular shoe on the other foot. (Put the extra flip-flop away; it will not be needed) Now have students remove their flip-flops (keeping one shoe on as before) and make one big pile on the floor (a flip-flop from every person). Around the pile, the students form a circle. When everyone has added a flip-flop to the pile, say: “Please take a flip-flop from the pile, but don’t take your own. You will be wearing this for the rest of the day.” Explain how the flip-flops will help us “walk with” our Ghanaian brothers and sisters for the day and consider how that person from Africa might see all that we do today. For example: The flip-flops help us see from that person’s perspective because many people in Africa, especially children and women, wear flip-flops as their only footwear. We keep one of our own shoes because this shoe will remind us that we bring ourselves--who we are and where we are--to all of our interactions, conversations and attempts to understand and stand with other people. It may not be comfortable wearing one shoe and one flip-flop, but that is how things are. (Based on an activity from the CRS *African Retreat* )
- Introduce and show the video *Families of the World: Ghana* (approx. 30 minutes) while students are wearing the different shoes. Have students take notes on the information that they can use for completing the Profile Worksheet (see the page at the end of this lesson). At the end of the video ask for comments/questions from the students. Optional: to continue the exploration of life in Ghana, read the book *Kofi and His Magic* by Maya Angelou.
- Research the life of a Ghanaian child and use the information to complete a profile worksheet (see the page at the end of this lesson) on an “imaginary” child. Ask students to introduce their “adopted friends” to the rest of the class. After the presentations, discuss the similarities and differences they saw between Ghanaian versus American children’s daily routines, families, clothes, houses, churches, etc.
  - Students should tape their photos to their lockers/desks and keep them there throughout the year so that they will be reminded of their adopted friend multiple times each day throughout the school year.
- Review the definition of solidarity, and use the following questions to make a connection to how the partnership program between the Madison Diocese and the Diocese of Navrongo-Bolgatanga is an example of solidarity:
  - How has your image of life in Ghana/Africa changed, if at all?
  - In what ways is this effort between the two dioceses an example of solidarity?
  - What do you think we could gain from this relationship? What could the Ghanaian people gain?

## Profile Worksheet



Name: \_\_\_\_\_

Describe your morning routine and getting ready for school.

What are your clothes like?

Tell about your house.

Tell about your family

What kind of chores do you do?

How do you celebrate your faith? What is going to church like?

What do you do for fun?

## Day 3: The Universal Church

### Objectives:

- *Recognize that as Catholics we are united globally through our faith.*
- *Explore the similarities and differences between how Ghanaians express their Catholic faith and how we do in the U.S.*

### Grades K-5

- Discuss with the students how we celebrate the Mass, Sacraments and Holy Days in the U.S. Compare this to how Ghanaians express their faith:  
[http://www.youtube.com/watch?v=bCUkhPv\\_DGE&feature=related](http://www.youtube.com/watch?v=bCUkhPv_DGE&feature=related)  
<http://www.youtube.com/watch?v=zhXK2HUIUFw&feature=related>  
[http://www.youtube.com/watch?v=JXYil5\\_gMsM&feature=related](http://www.youtube.com/watch?v=JXYil5_gMsM&feature=related)
- Make a chart or Venn diagram to compare/contrast how faith is expressed in each place.
- Discuss the word “neighbors.” Who are our neighbors? Explain how we have neighbors who live next door to us and neighbors who live far away, in Ghana. Even though the people in Ghana are not in our neighborhood, we can still learn from them about ways of worshiping. We can also help them. Read the parable of the Good Samaritan Luke, chapter 10, verses 25–37 and any Ananse (Anansi) story. What changes does Ananse need to make in order to be a Good Samaritan? What can we do to be a Samaritan? Guide the students thinking so that they include ways they can help people in Ghana.
- Reflecting on our connections with people in Ghana, have the students draw pictures or write about ways that we both celebrate our faith and ways we can help each other.

### Grades 6-12

The lesson plans outlined below from the Diocese of Madison Ghana Curriculum Project can be used for the older students.

#### Lesson 4 - Solidarity in Faith

- Have an introductory discussion about the universality of the Catholic Church, i.e. “catholic” means universal. Show the students pictures of various churches, including some from Ghana, and discuss physical similarities and differences.  
[http://www.youtube.com/watch?v=bCUkhPv\\_DGE&feature=related](http://www.youtube.com/watch?v=bCUkhPv_DGE&feature=related)  
<http://www.youtube.com/watch?v=zhXK2HUIUFw&feature=related>  
[http://www.youtube.com/watch?v=JXYil5\\_gMsM&feature=related](http://www.youtube.com/watch?v=JXYil5_gMsM&feature=related)

Another option would be to walk through your parish church, paying attention to what it looks like. Then go on to talk about how even though there are physical differences in the structures, many aspects of the Mass and worship are the same.

- Construction Exercise: *To Build a Church*
  - Divide into small groups of about four or five. This exercise works best when the boys and girls are split into separate groups. As will become clear later, males and females tend to respond differently to this exercise.

- Give each small group a set of the following materials:
- 4 sheets of poster board, 6 sheets of construction paper (assorted colors), 3 pairs of scissors, 3 rolls of transparent tape, and 2 bottles of glue or paste.
- Have masking tape and string available for any group to use.
- Tell the groups that you are going to ask them to build a church with the following characteristics: strength, beauty, and warmth. They need to use their imagination. They have just 20 minutes.
  - As students build, watch them. The key point of the exercise is not *what* they build but rather *how* they build it. This is an experience of being church, which is universal, rather than the externals of a church building, which change depending on the culture, time in history, materials available, etc. Take notice of cooperation, leadership, and even of those who may simply sit back and do nothing.
  - After cleaning up, invite each group to briefly present its creation, especially identifying how the qualities of strength, beauty, and warmth were achieved. These need not be lengthy or detailed presentations. Encourage applause after each explanation.
  - Share the following: Most of us tend immediately to think of the church as a building. But the church is primarily people, a community of believers, found everywhere around the world, and bound together by a common faith in Jesus. The real churches that the students built here, in other words, were the groups themselves.
  - Discuss ways that we are “church” in solidarity with the people of Ghana-what are ways we show our faith in Jesus that is not dependant on a church building, or being in the same geographic location, or even speaking the same language? (examples: making the sign of the cross, kneeling/body postures for prayer, working for peace, helping others, reading the bible...)

## Day 4: Donkey/Soybean Project

### *Objectives:*

- *To introduce students to the Donkey/Soybean Project in Ghana that the Diocese of Madison is supporting.*
- *Demonstrate ways that students can participate in the partnership.*
- *Explore issues around food security.*

### Grades K-5

To help introduce the Donkey/Soybean project, use any or all of the following activities, which were adapted from the Diocese of Madison Ghana Curriculum Project:

- Share the story of *Frederick* (Lionni, Leo, 1967). Then have a class discussion on the importance of seeds, why/how people store food (Ghana: mud huts to feed people during 6 months of drought, no refrigerators or stoves); just like Frederick, in Ghana the people share stories every night.
- Anansi the spider stories: Share one page of “The Coming of the Yams” (from *The Hat Shaking Dance and Other Ashanti Tales from Ghana* by Harold Courlander)

most stories mention famine; not teaching a moral as ours because Africans already have a strong sense of right and wrong

- Talk about the soybean--seed and planting information; nutritious food; stores well; many more uses for soybeans than yams, including cash crop
  - a. Plant a soybean seed, care for it (at home or school), chart growth progress, graph class results of soybean harvest.
  - b. Discuss how growing more soybeans using a donkey and cart can help the people of Navrongo-Bolgatanga in northern Ghana. Discuss with students in what ways they could help support the soybean/donkey project.

### **Grades 6-12**

The following activities were adapted from the Diocese of Madison Ghana Curriculum Project.

- Teacher brings soy-roasted nuts to the class for students to share. Students eat dry roasted soybeans. After students have eaten the nuts teacher asks for an evaluation. Accept all students' answers and record on the board. Usually students will evaluate according to taste. However lead the discussion to other standards one could use to evaluate soy nuts. Some of these standards might be health issues, ecological issues, social issues, moral /ethical issues and religious issues. Explain the Partnership Program between the Diocese of Madison and the Diocese of Navrongo-Bolgatanga, Ghana. Solicit students' response to the partnership.
- Discuss the Soybean/Donkey project. Have students research the uses and environmental and health benefits of soybeans. Encourage students to reflect on why soybeans might be especially important to people in Ghana (i.e. the scarcity of meat means that soybeans become an important source of protein for many Ghanaians). Students could also look for different recipes that use soybeans or soy-derived products.
- Have students create fliers to promote the benefits of soybeans, which they can share with their classmates. Students could also have a "soybean sharing day" where they bring in different dishes that use soybeans or soy-derived products, which they share with each other.
- As a closing reflection, discuss with the students different ways that they could help support the donkey/soybean project.

## **Day 5: Fair Trade**

***Objectives:***

- *Gain an understanding of what fair trade is and how it can contribute to improving the lives of Ghanaians.*
- *To understand that choices can be made at different levels—personal, local and global—and recognize that at any level these choices have consequences.*
- *Provide concrete ways for students to work towards changing global injustices.*
- *Enable students to identify the connections between their own lives and those of the people in Ghana.*

## Grades K-5

- Ask the students to name some of their favorite chocolate bars and make a list of them on the board. Then ask them if they know where they are made. Introduce to the students how chocolate is made starting with the cocoa bean, to harvesting, to processing, to making it into a candy bar, to its trip to the supermarket. This can be done visually using a poster; by having the students act out the different links on the commodity chain; or you can watch the flash presentation Bean to Bar [http://www.papapaa.org/flash/ks2\\_1b.html](http://www.papapaa.org/flash/ks2_1b.html)
- For additional activities and an explanation of how cocoa is grown and processed, the organization Global Exchange has activity books that you can download for free at: <http://www.globalexchange.org/campaigns/fairtrade/cocoa/chocolatekids.html>. When you get to the page scroll down towards the bottom in the third action step is the link to the activity books.
- Discuss with the students on a basic level the difference between conventional trade and fair trade and why it is important to support fair trade. Let them know that they can buy fair trade chocolate right here in Madison—the Divine Chocolate brand.

## Grades 6-12

One or all of the following activities taken from the Diocese of Madison Ghana Curriculum project could be used:

### Lesson 2: What is Fair Trade Chocolate?

- Let the students know that today you will be talking about cocoa growing and the chocolate industry. Briefly talk about the cocoa plant, where it is grown and the role Ghana plays in the global chocolate industry. If you have access to computers, the class can take a virtual tour on YouTube to learn more about the history of chocolate and how cocoa is grown and processed by watching the flash presentation Bean to Bar [http://www.papapaa.org/flash/ks2\\_1b.html](http://www.papapaa.org/flash/ks2_1b.html)
- Have the students read the following two stories about children who live on cocoa plantations or go to <http://www.globalgang.org/actionstation/actnow/jennifer.aspx> and read the story about Jennifer, who lives in Ghana, West Africa. The stories are taken

from the Global Gang website ([www.globalgang.org.uk](http://www.globalgang.org.uk)) which is part of the organization, Christian Aid.

### **Ricardo's story**

I'm 10 and I live in a shack in northern Brazil with 7 other members of my family. We all have to work on the cocoa plantation. It's hot and wet among the cacao trees. Creepy-crawlies climb up our legs, and our feet sink into the mud. My job is to collect the cocoa pods, carry them to the mules and scoop out the sticky pulp and beans from the pods with my hands. The pay is so bad that we often go hungry, and we can't grow our own food as we have no land. I can't read or write because my mom and dad can't afford to send me to school.

### **Lameck's story**

I'm 12 and I live in Ghana. I only help on our cocoa plantation from time to time as I'm at school most days. Life for Lameck and his family has got much better since they joined the Day Chocolate Company, which sells Divine chocolate. They now belong to a group, called a cooperative, which sells their beans to the Day Chocolate Company for a fair price. What's more, Lameck's family also gets a share of the profit when the chocolate is sold.

- After reading the two stories discuss with the students what the conditions were like on each plantation? Where would they rather live? Why do they think Ricardo (and many children in other developing nations) had to work on the cocoa plantation?

Introduce the concept of fair trade to the students. Talk about the Divine Chocolate project, which is a farmers' co-op in Ghana that produces fair trade chocolate. For more information on the story of Divine Chocolate visit <http://www.divinechocolateusa.com/about>. Ask the students what they think of fair trade? Do they agree with the system? Why or why not? What other benefits come from fair trade besides a higher price for the cocoa that farmers produce? (often when farmers form cooperatives they can also provide other social services to the community; environmental conditions often improve with fair trade, as well).

#### Lesson 4: The Chocolate We Crave

- Before doing this class, ask students to bring in chocolate bar wrappers. Prior to class, create a large bulletin board or on a large sheet of paper write the heading, "Chocolate Bar Graph-Our Purchasing Power."
- Give the students the "Chocolate Bar Questionnaire" and have them complete it. Once they are done, have the students put the wrappers on the large piece of paper or bulletin board. Place wrappers from the same kind of candy bar in a row so that it makes a bar graph, and to see where the majority of the classes' purchasing power lies.
- Discuss the students' answers to the questionnaire. Have the students use this information to calculate the amount of chocolate they consume and money they spend on it per month and year. Talk with the students about what it means to be an educated consumer, and discuss the difficulty they probably would have in determining if the chocolate that they consumed was from a child-labor/slave labor source. Tell the students about the use of fair trade labeling on some products, which is one sign that child labor was not used during the items' production.
- Optional: Instead of having the students bring in only the wrapper, have them also bring in some of their favorite candy bars. Have a blind taste test between fair trade chocolate and other kinds of chocolate bars.

#### Lesson 5: "Walk the Talk": Working for Social Change

- Provide students with the opportunity to take concrete steps to work toward making the cocoa industry fairer. Send letters/postcards that students can send to area supermarkets or other businesses to encourage them to carry fair trade products. Students could also write letters to the larger chocolate producers, like Hershey's and M&M/Mars. The fair trade organization, Global Exchange [www.globalexchange.org/cocoa](http://www.globalexchange.org/cocoa), has information on becoming involved in the Fair Trade Campaign.
- Host a sale of *Divine Chocolate*, fairly traded chocolate that is produced by a cooperative of cocoa farmers in Ghana. *Divine Chocolate* is available at A Greater Gift, 2701 Monroe St., Madison, WI 53711 (608) 233 4438, <http://www.agreatergift.org> For more information, call Clarence Mougín, Coordinator, Global Solidarity Project, [clarencemougin@charter.net](mailto:clarencemougin@charter.net) 608 850-4084
- Although northern Ghana does not grow cocoa, discuss why it is a very important crop for the nation. Ghana is the second largest producer of cocoa in the world. If cocoa growers in Ghana were given a fair price, it would benefit the economy of the country as a whole, giving the government more resources with which to offer services to all, including the people in the diocese of Navrongo-Bolgatanga.

#### Concluding activity:

Draw connections between fair trade and Catholic social teachings. Have students write a short paper describing these connections.

#### Background Information on Cocoa

Chocolate is made from cocoa beans, which grow in pods on trees. The cocoa plant is native to Central and South America and naturally grows in the rainforest. Christopher Columbus first brought it to Europe. Because it is a rainforest plant, cocoa farms are located in tropical countries found in Africa, Latin America and Southeast Asia.

According to legend, cocoa was first brought to Ghana in 1895 by a blacksmith, named Tetteh Quarshie. He returned to his farm with beans in his pocket that he had gathered on a visit to the island of Fernando Po (now Bioko) in Equatorial Guinea, where there was already extensive cocoa production occurring. Quarshie promoted the cultivation of cocoa.

Today cocoa is cultivated in six regions in Ghana: Western, Central, Brong Ahafo, Eastern, Ashanti and Volta. Most cocoa farms in Ghana are small, averaging 2-3 acres. However, Ghana is the second largest producer of cocoa in the world. Cocoa revenues account for 33% of the country's total export earnings.

To make a bar of chocolate, you have start on the farm. Cocoa pods grow on trees. Cocoa trees can grow to be 12-15 meters tall. Often, farmers plant their cocoa trees with other crops, such as corn and bananas which can provide food for their families. When the cocoa pods turn yellow, they are ripe and ready to be harvested. Cocoa farm workers cut down the pods using a cutlass (machete). This has to be done very carefully so as not to harm the tree. Once the pods are harvested they are then carefully split open and the white, damp beans are extracted. Again, this is all done very carefully by hand so as not to damage the beans. The beans are then wrapped in banana leaves and allowed to ferment in the sun. After 5-7 days, they are removed from the banana leaves and placed on a drying table. They are left to dry in the sun for another 5-10 days. Farmers constantly turn the beans so that they are evenly dried and picking out any bad beans. After this the good beans are placed in sacks and shipped by truck to the coast. When they reach the coast, they are put on ships heading to chocolate factories in Europe or the U.S. At the factory, the beans are roasted, shelled and then smashed. Finally, this powder is added to the other ingredients to make a chocolate bar.

Even though cocoa is an important part of the Ghanaian economy, most Ghanaian cocoa producers do not receive a high enough price for their cocoa to even cover their production costs. At the same time, however, chocolate manufacturers' profits continue to rise. According to the European Fair Trade Association, farmers get barely 5 percent of the profit from chocolate, whereas trading organizations and the chocolate industry receive about 70 percent. This means that producers get only 5 cents from every dollar spent on chocolate, while the companies get 70 cents--14 times more.

When the price of cocoa drops, farmers often cannot afford to send their children to school, and/or they require their children to spend more time working on the cocoa farms because they cannot afford to hire outside labor. In 2000, the US government reported that 15,000 children age 9-12 have been sold into forced labor on cotton, coffee and cocoa farms in the Ivory Coast, which produces 43% of the world's cocoa (US State Department, 2001). Other children are not slaves, but still take on hazardous tasks on family farms. It is estimated that 284,000 children on West African cocoa farms are involved in harvesting cocoa, using machetes and applying pesticides to cocoa plants (Global Exchange, 2004).

A solution to some of these problems is fair trade. Fair trade seeks to provide a more just price to the cocoa growers by taking out some of the intermediaries in the cocoa commodity chain. Under this system, small farmers form cooperatives, which sell their cocoa directly to fair trade organizations in Europe, North America and Asia. Buyers and farmers draw-up long-term contracts in which they agree on prices and quantities of cocoa. This provides more stability for small farmers since they are assured a market over the long-term. All fair trade organizations guarantee a minimum price to farmers. The farmers' cooperatives re-invest a portion of their profits into their communities by funding various development projects, including the improvement of educational and health services and the development of new production techniques, which are more ecologically sound. In this way, growers

and their families are ensured a more sustainable livelihood. Fair trade also prohibits abusive child labor. Currently, the fair trade cocoa system involves more than 42,000 farmers in co-ops from 9 countries (Global Exchange, 2004).

Name: \_\_\_\_\_

## Chocolate Bar Questionnaire

Answer the following questions based using the candy bar wrapper you brought to class.

1. What company manufactures your chocolate bar?

\_\_\_\_\_

2. How often do you purchase this type of candy bar?

\_\_\_\_\_

3. How much does it cost?

\_\_\_\_\_

4. What is the size and weight of the candy bar?

\_\_\_\_\_

5. Where does the cocoa used to make the candy bar come from?

---

## Day 6: Market Day

### *Objectives:*

- *Learn about the importance of markets in Ghana.*
- *Immerse the students in the culture of Ghana.*
- *Celebrate as a community.*

### All Grades

- Read the story, "Market Day" from the Diocese of Madison Ghana Curriculum project or have the students read it to themselves. After they read it, discuss what a market in Ghana is like—what kinds of things are sold there; how do people and goods get to the market; and why is it necessary to go to the market so often.
- As a school and/or in conjunction with the parish, create a Ghanaian market for the day. Students could research possible market items and set up stalls to share the information they have learned. For example, if their item is soybeans, when they set up their stall, they should be able to answer questions about how it was grown, its uses and perhaps have a sample product, such as roasted soy nuts. Students should dress up and try to make their stalls look as authentic as possible. There could also be a booth where students try their hand at carrying things on their heads, as many Ghanaians do. Alternatively, parish members, youth groups, religious education students or other members of the community could present workshops throughout the day on topics such as:
  - Ghanaian crafts
  - Making Ghanaian foods
  - Dancing and drumming
  - Ghanaian games
  - Fair trade chocolate/handicrafts

For ideas on the above see the appendix. Divine Chocolate sales or Work of Human Hands sales could also take place on this day.

## **Day 7: Worshipping Together**

On this day, all Masses should focus on our partnership with the Diocese of Navrongo-Bolgatanga. Various aspects of the Mass should incorporate African/Ghanaian themes, such as through the music used, in the petitions, during the homily and in the decorations used. It is a day for us to pray together with our brothers and sisters in Ghana.

## *Cocoa*

Chocolate is made from cocoa beans, which grow in pods on trees. The cocoa plant is native to Central and South America and naturally grows in the rainforest. Christopher Columbus first brought it to Europe. Because it is a rainforest plant, cocoa farms are located in tropical countries found in Africa, Latin America and Southeast Asia.

According to legend, cocoa was first brought to Ghana in 1895 by a blacksmith, named Tetteh Quarshie. He returned to his farm with beans in his pocket that he had gathered on a visit to the island of Fernando Po (now Bioko) in Equatorial Guinea, where there was already extensive cocoa production occurring. Quarshie promoted the cultivation of cocoa.

Today cocoa is cultivated in six regions in Ghana: Western, Central, Brong Ahafo, Eastern, Ashanti and Volta. Most cocoa farms in Ghana are small, averaging 2-3 acres. However, Ghana is the second largest producer of cocoa in the world. Cocoa revenues account for 33% of the country's total export earnings.

To make a bar of chocolate, you have start on the farm. Cocoa pods grow on trees. Cocoa trees can grow to be 12-15 meters tall. Often, farmers plant their cocoa trees with other crops, such as corn and bananas which can provide food for their families. When the cocoa pods turn yellow, they are ripe and ready to be harvested. Cocoa farm workers cut down the pods using a cutlass (machete). This has to be done very carefully so as not to harm the tree. Once the pods are harvested they are then carefully split open and the white, damp beans are extracted. Again, this is all done very carefully by hand so as not to damage the beans. The beans are then wrapped in banana leaves and allowed to ferment in the sun. After 5-7 days, they are removed from the banana leaves and placed on a drying table. They are left to dry in the sun for another 5-10 days. Farmers constantly turn the beans so that they are evenly dried and picking out any bad beans. After this the good beans are placed in sacks and shipped by truck to the coast. When they reach the coast, they are put on ships heading to chocolate factories in Europe or the U.S. At the factory, the beans are roasted, shelled and then smashed. Finally, this powder is added to the other ingredients to make a chocolate bar.

Even though cocoa is an important part of the Ghanaian economy, most Ghanaian cocoa producers do not receive a high enough price for their cocoa to even cover their production costs. At the same time, however, chocolate manufacturers' profits continue to rise. According to the European Fair Trade Association, farmers get barely 5 percent of the profit from chocolate, whereas trading organizations and the chocolate industry receive about 70 percent. This means that producers get only 5 cents from every dollar spent on chocolate, while the companies get 70 cents—14 times more.

When the price of cocoa drops, farmers often cannot afford to send their children to school, and/or they require their children to spend more time working on the cocoa farms because they cannot afford to hire outside labor. In 2000, the US government reported that 15,000 children age 9-12 have been sold into forced labor on cotton, coffee and cocoa farms in the Ivory Coast, which produces 43% of the world's cocoa (US State Department, 2001). Other children are not slaves, but still take on hazardous tasks on family farms. It is estimated that 284,000 children on West African cocoa farms are involved in harvesting cocoa, using machetes and apply pesticides to cocoa plants (Global Exchange, 2004).

A solution to some of these problems is fair trade. Fair trade seeks to provide a more just price to the cocoa growers by taking out some of the intermediaries in the cocoa commodity chain. Under this system, small farmers form cooperatives, which sell their cocoa directly to fair trade organizations in Europe, North America and Asia. Buyers and farmers draw-up long-term contracts in which they agree on prices and quantities of cocoa. This provides more stability for small farmers since they are assured a market over the long-term. All fair trade organizations guarantee a minimum price to farmers. The farmers' cooperatives re-invest a portion of their profits into their communities by funding various development projects,

including the improvement of educational and health services and the development of new production techniques, which are more ecologically sound. In this way, growers and their families are ensured a more sustainable livelihood. Fair trade also prohibits abusive child labor. Currently, the fair trade cocoa system involves more than 42,000 farmers in co-ops from 9 countries (Global Exchange, 2004).

## **Market Day**

(Written by, Eileen Harrington)

Early in the morning my mom and I go out to the dusty road to wait for the tro-tro to take us to market. A tro-tro is a small truck with rows of benches in the back for people to sit on. It is always very crowded on market day, but we were lucky to get a seat. As we're bumping along the uneven road, we pass several people carrying their goods to market, some on their heads and others in donkey carts. Market day is always exciting. My mother buys all the supplies we'll need for the coming week, and sometimes if there is extra money, I can get a special treat for myself. I also get to see my cousin, Ama, who moved to another village.

In Accra, the capital of Ghana, there is a market every day of the week. My family and I live in a small village in northern Ghana, and we only have market day once a week. After traveling for quite some time, mainly because we had to keep stopping to pick up more people along the way, we finally arrive in the market. Immediately, the sounds and smells hit me. Everywhere you look there are people. Some sellers have permanent wooden stalls where they display their goods, while others display them in baskets on the ground. With all the different colors of fruits and vegetables it looks like a painting.

Fruits and vegetables are not the only thing you can get at the market; really you can get almost anything you want. Different types of goods are found in different parts of the market. One area is dedicated to fruits and vegetables. In another you find the fish and meat. I always like watching the basket weavers work in front of their stalls where they might sell something that they just finished weaving. Next to the basket weavers' stalls, I see some tourists looking at instruments and wooden carvings that maybe they'll take home with them.

Today my mom is heading for the fabric stalls to buy some to make a new shirt for my father. As we pass by the other stalls, the sellers call out to us, trying to entice us to stop and buy something. Finally, we reach Kofi's stall, the fabric seller. My mother bargains with him on the price of a piece of bright blue and green fabric. In the market, there are never prices on anything. You always have to barter.

After we get the fabric we pass by Madame Akosua's stall, which is filled with all different types of herbs and fetishes for curing any illness or problem you might have. My nana has been feeling ill so my mom buys some herbs to make a tea for her when we get home. Next we're off to buy some food--yams, manioc, and, my favorite,

palm nuts. This means we'll have palm nut stew for dinner. Just as we're almost done, I see my cousin, Ama. I'm so excited to see her. My mom gives me some money, and Ama and I run off to buy some kelewele, a sweet treat made out of plantains. After we eat it, we have fun running in and out of the stalls watching all of the people.

Finally it is time to return home. I help my mom carrying the many baskets she has filled with our purchases. Since we have spent all of our money, we won't take the tro-tro home, but walk instead. I hoist the basket onto my head, just like my mom, and we're on our way.

## **Partnership Prayer**

**In partnership, the Catholic people of  
Navrongo/Bolgatanga,  
Ghana (West Africa) and Madison, Wisconsin (USA)  
ask for your blessing, O Lord as we gather together  
as brothers and sisters in hope and solidarity.**

**We hunger for a communal expression  
of joy and celebration, pain and loss,  
believing and knowing that together  
we are given the gifts of courage and compassion  
to live and act in love.**

**Lord you are the common thread,  
as we weave our colors, textures and experiences  
to unite us in our faith and goals.**

**Awaken within us the power of your Spirit.  
Encourage the building up of our relationship  
to be disciples of the Word of God  
to each other and the world.**

**We ask this of you through Christ our Lord.**

**Amen**

## Materials and Resources

### Grades K – 5 Lessons

- Catholic Relief Services <http://crs.org/>
- The Thomas Awiapo Story: Empowered for Life <http://crs.org/ghana/empowered-for-life/>
- <http://www.crs.org/africa/>
- <http://www.crs.org/Ghana/>
- Partnership Prayer
- *A Child's Day in a Ghanaian City*. By Provencal, Francis and McNamara, Catherine, Benchmark Books, c 2001
- *Ghana*. By Davis, Lucile. Countries of the World Series. Bridgestone Books, c1999. p. 24
- *Ananse* or Anansi stories. Various authors have written these books, including: *Ananse*. By Badoe, Adwoa; Cummings, Pat; and Mollé, Tololwa M. and *Anansi*. By Aardema, Verna; Kimmel, Eric A.; and McDermott, Gerald.
- *Frederick*. By Lionni, Leo, 1967
- *Anansi the Spider*. By McDermott, Gerald
- Share one page of "The Coming of the Yams" (from *The Hat Shaking Dance and Other Ashanti Tales from Ghana* By Courlander, Harold)
- Papapaa – Teach about Fair Trade and Cocoa <http://www.papapaa.org/#>
- What's it like for Farmer's in Ghana: [http://www.papapaa.org/flash/ks2-3\\_2a.html](http://www.papapaa.org/flash/ks2-3_2a.html)
- Market Day

### Grades 6 – 12 Lessons

- Catholic Relief Services <http://crs.org/>
- The Thomas Awiapo Story: Empowered for Life <http://crs.org/ghana/empowered-for-life/>
- <http://www.crs.org/africa/>
- <http://www.crs.org/Ghana/>
- Partnership Prayer
- "Ten Chairs" Activity
- Flip flops or sandals
- Video: *Families of the World: Ghana*
- Photographs of Ghanaian children
- Profile worksheet
- Photographs of Ghanaian churches
- Poster board
- Construction paper (assorted colors)

- Scissors
- Transparent tape
- Glue
- Masking tape
- String
- Dry-roasted soybeans/nuts
- Papapaa – Teach about Fair Trade and Cocoa <http://www.papapaa.org/#>
- What's it like for Farmer's in Ghana: [http://www.papapaa.org/flash/ks2-3\\_2a.html](http://www.papapaa.org/flash/ks2-3_2a.html)
- Chocolate bar wrappers or chocolate bars (including fair trade chocolate)
- Board or chart paper to construct Chocolate Bar Graph
- Chocolate Bar Questionnaire
- Market Day

### Optional Resources:

- United States Conference of Catholic Bishops. (2000) *Leader's Guide to Sharing Catholic Social Teaching*. Washington, D.C.: United States Conference of Catholic Bishops.
- Leader's Guide to Sharing Catholic Social Teaching, p. 34
- *Kofi and His Magic*. By Angelou, Maya

## References

### Global Solidarity Partnership

- <http://www.madisondiocese.org/Outreach/JusticePastoralOutreach/Outreach/CatholicReliefServices/GlobalSolidarity/tabid/176/Default.aspx>
- <http://www.madisondiocese.org/Schools/CurriculumDevelopment/SocialStudies/GlobalSolidarityPartnership/tabid/270/Default.aspx>

### Ghana Project Curriculum Lesson Plans K-8

- <http://www.madisondiocese.org/Schools/CurriculumDevelopment/SocialStudies/GlobalSolidarityPartnership/tabid/270/Default.aspx>



**Global Solidarity Week 2010**

**Activities for Families**

### **Global Solidarity Week, Day 1: The Universal Catholic Church**

We are members, not only of our local parish, but of the Catholic Church throughout the world. We are united as one in the mystical body of Christ, no matter where we live.

*God of Love, we ask today that you will be with us and our brothers and sisters in Ghana as they go to school and work, that we may have your Holy Hand on our shoulder and it will make our work light.  
We ask this in Jesus' name. Amen*

#### **Activity Idea**

Invite a parishioner who has traveled to other countries, a member of the Diocese of Madison's past delegations to Ghana, or a recent immigrant to your community, to speak. Ask them to share their experiences of worship in another country, both similarities and differences. End with learning a prayer in that country's language.

### **Global Solidarity Week, Day 2: Catholic Social Teachings**

The Catholic Church has over 100 years of social justice teachings. The seven basic principles are the life and dignity of the human person; the rights and responsibilities of each person; the call to family, community and participation; the dignity of work and the rights of workers; a preferential option for the poor and vulnerable; the principle of solidarity; and caring for creation.

*God of all people, we ask today that you will connect our hearts with the hearts of those in Ghana, so that we may truly be sisters and brothers. We pray that all will be fed today and escape disease.  
We ask this in Jesus' name. Amen*

#### **Activity Idea**

Of all the principles of Catholic Social teachings, "dignity of the human person" is foundational. Create a bulletin board where all parishioners will see it titled "Created in God's Image: The Basis of Catholic Social Teachings." Post pictures of people of ages from the parish as well as photos from newspapers/magazines that represent all nationalities. Include in the display a description of all 7 principles of Catholic social teachings.

### **Global Solidarity Week, Day 3: Solidarity**

"Solidarity is not a feeling of vague compassion or shallow distress at the misfortunes of so many people, both near and far. On the contrary, it is a firm and persevering determination to commit oneself to the common good..." These words from John Paul II (On Social Concern) are a clear guide. Looking beyond our own boundaries, serving those in need, and working for global justice and peace isn't a question of whether to do so or not; it is a question of how we will do so.

*God of all the earth, we ask today that you will give to us the power of prayer for one another, so that our prayers will be felt by those who are so far away. May we all love you together as one family.  
We ask this in Jesus' name. Amen*

#### **Activity Idea**

Plan a 24-hour hunger awareness retreat for teens and adults in the parish using the Catholic Relief Services "Food Fast" Materials, available at: [www.foodfast.org](http://www.foodfast.org)

### **Global Solidarity Week, Day 4: Exploring Ghana**

The Diocese of Madison, as one expression of solidarity, is involved in a partnership with the Diocese of Navrongo-Bolgatanga in Ghana, Africa. As a Diocese, we can use Global Solidarity Week to Expand our understanding of the joys and struggles faced by our brothers and sisters in Ghana.

*God of faith, we ask that you help us to keep our faith strong today and everyday that we might serve you and our brothers and sisters in Ghana and everywhere with open hearts so that the world will be a better place to live. We ask this in Jesus' name. Amen*

#### **Activity Idea**

Have a past delegate from the Madison Diocese to the Diocese of Navrongo-Bolgatanga do a presentation on their experiences for the parish (call Clarence Mougín 608 850-4084 or email [clarencemougin@charter.net](mailto:clarencemougin@charter.net)).

### **Global Solidarity Week, Day 5: Fair Trade**

Fair Trade is a way to make your dollars count twice...once by getting the goods you desire such as coffee, clothing, and chocolate, and once more by providing craftsmen and farmers from developing nations with an equitable return on what they produce.

*Heavenly Father, we ask you today to be with us and our brothers and sisters in Ghana. Help us to remember all that you have given us and we thank you for giving us partners who are on the other side of the world to pray with. We pray in thanksgiving. In Jesus' name. Amen*

#### **Activity Idea**

- Plan a presentation on fair trade. Catholic Relief Services has fair trade resources at: <http://www.crsfairtrade.org/wp-content/uploads/2009/09/What-is-Fair-Trade.pdf>
- Sell Divine Chocolate at your parish. For more information on this, contact Clarence Mougín, Coordinator, Global Solidarity Partnership Committee 608 850-4084 or email [clarencemougin@charter.net](mailto:clarencemougin@charter.net)
- Serve fair trade coffee at all parish events. For more information on fair trade coffee contact, Just Coffee, a fair trade roaster in Madison ([www.justcoffee.coop/](http://www.justcoffee.coop/)) or visit the Catholic Relief Services Website at <http://www.crsfairtrade.org/products/coffee-overview>

### **Global Solidarity Week, Day 6: Prayer**

The dioceses of Madison and Navrongo-Bolgatanga are sister dioceses. The people of Ghana are a loving people with great faith. Church and prayer are very important to them. They have a beautiful way singing their prayer that is like a chant and it makes everyone feel good. They are a spiritual people who live God, and have God's name on everything from the name of their bakery to the local bar.

*Creator God, we ask you today to create in us a new heart that remembers that we have brothers and sisters who think of us. We pray for those who may not always have enough to eat or any of the things that we have, and yet they are happy. Help us learn from our brothers and sisters in Ghana to not only be grateful, but to always share. We thank you God for your Love. Amen*

#### **Activity Idea**

Using the information provided below, add Adrinka symbols to your bulletin board, created for Day 2. Be sure to include information on what the symbols represent.

**At the close of Global Solidarity Week: Worshipping Together**

On this day, encourage families to attend Mass together. It is a day for us to pray together with our brothers and sisters throughout the entire world. We recommend that parishes use some of the prayer resources provided in the prayer section of the Global Solidarity Week packet.

*Our Heavenly Father, we ask that on this Sunday, that our family and our brothers and sisters in Ghana will be praying with us for a life filled with hope and love. May we all have enough to eat today and people to love. We ask this in Jesus' name. Amen*

*Partnership Prayer*

*In partnership, the Catholic people of Navrongo/Bolgatanga, Ghana (West Africa) and Madison, Wisconsin (USA) ask for your blessing, O Lord as we gather together as brothers and sisters in hope and solidarity.*

*We hunger for a communal expression of joy and celebration, pain and loss, believing and knowing that together we are given the gifts of courage and compassion to live and act in love.*

*Lord you are the common thread, as we weave our colors, textures and experiences to unite us in our faith and goals.*

*Awaken within us the power of your Spirit. Encourage the building up of our relationship to be disciples of the Word of God to each other and the world.*

*We ask this of you through Christ our Lord.  
Amen*

## **Adrinka**

The Ghana people use Adrinka in their art which is a testimony to how they love God. It is the way they pray without saying a word. Below are some examples of Adrinka.

Adrinka is one of the highly valued hand-printed and hand-embroidered cloths. Its origin is traced to the Asante people of Ghana and the Gyaman people of Cote' d'Ivoire (Ivory Coast). However, the production and use of Adrinka have come to be more associated with the Asante people than any other group of people. Around the 19<sup>th</sup> century, the Asante people developed their unique art of Adrinka printing. Adrinka cloths were made and used exclusively by the royalty and spiritual leaders for very important sacred ceremonies and rituals.

In modern times, however, Adrinka are used for a wide range of social activities. In addition to its sacred usage, it is also used to make clothing for such special occasions as festivals, church-going, weddings, naming ceremonies and initiation rites. Today, designers use Adrinka symbols in creating a wide range of products including clothing accessories, interior decoration, packages and book covers.

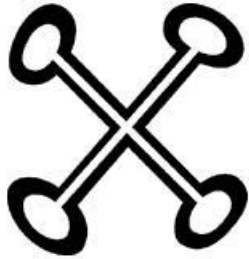
Each of the motifs that make up the corpus of Adrinka symbolism has a name and meaning derived either from a proverb, a historical event, human attitude, animal behavior, plant life, forms and shapes of inanimate and man-made objects. These are graphically rendered in stylized geometric shapes. Meanings of motifs may be categorized as follows: Aesthetics, Ethics, Human Relations and Religious concepts. In its totality, Adrinka symbolism is a visual representation of social thought relating to the history, philosophy and religious beliefs of the Akan peoples of Ghana and Cote' d'Ivoire.

Below are some of the most commonly used religious symbols. Names and meanings of the symbols are represented in Twi (the language of the Akan peoples), and translated into English.



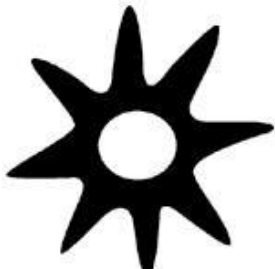
**Nyame Biribi Wo Soro** “God is in the heavens”

A symbol of hope. A reminder that God’s dwelling place is in the heaven, where he can listen to all prayers.



**Nyame Nnwu Na Nawu** (God never dies, therefore I cannot die)

This signifies the immortality of man’s soul, believed to be a part of God. Because the soul rests with God after death, it cannot die.



**Nsoromma** (child of the heavens)

A reminder that God is the father and watches over all the people.



Gye Nyame (except for God)

This unique and beautiful symbol is ubiquitous in Ghana. It is by far the most popular for use in decoration, a reflection on the deeply religious character of the Ghanaian people.



**Global Solidarity Week 2010**

**Appendix**

**Recipes, Games & Resources**

## Ghanaian Games

### Amp

Girls traditionally play this game. It can be played by two people or two teams with an even number on each team. The players or teams are identified as "Ohyiwa" and "Opore". Two players at a time, one from each team, start clapping their hands while singing and jumping. As they land, each player manipulates the legs and places one leg forward. "Ohyiwa scores a point when a player's left leg meets the right leg or right leg meets the left leg of "Opore". "Opore" also scores a point when the left leg meets the left or the right leg meets the right leg of "Ohyiwa". The first to get ten points wins the game.

### Menya Kwan Mansen

A number of children join their hands together to form a circle, with one player inside the circle. The idea is that the player inside the circle must try to break through and escape. The player inside the circle goes around and asks "Which way is this?" The others forming the circle respond...mentioning the names of the towns and villages around. Then, the player leads those forming the circle in a song by singing, "Menya Kwan Mansen", which means, "I want a way out." And, the others respond. "oowa", which means "but I cannot find the way".

As the player moves around inside the circle still leading in the song, he/she will be finding the line of least resistance by tapping the joined hands. Having determined this, when he/she reaches this point he sings along and taps hard and breaks loose and runs away. One of the two children who let him escape goes inside the ring and another game starts.

### Pilolo

About four people, including the timekeeper and the leader can play this game. Before the games starts, the timekeeper has to stand at the finishing place, that is the end point. The leader will also be with the other four to make sure that no one moves from where he or she is supposed to be. The leader will hide sticks or stones in a whole lot of places. Then the leader will come and announce "Pololo", while the timekeeper starts his watch. The person who is fast and able to reach there early for one of the hidden sticks and hurriedly runs to the end point is the winner of the game. The game is repeated several times until they wish to stop. The results are tabulated to find out the final winner.

### Oware

Oware is played throughout Africa and many different names, depending on where you are in Africa. It is also sometimes called Anana, Ba-awa and Mancala. To play you need: 48 small stones and an egg carton or holder with 12 cups. Two people can play this game. To set up the game place four beans in the bottom of each of the 12 cups. Player A picks up all of the stones from any cup and starting with the next cup to the right, drops one stone at a time into each successive cup. After he/she drops the last stone in a cup, Player A picks up all the stones in THAT cup and continues to drop one in each consecutive cup. Player A's turn ends when he/she puts the last stone in an empty cup (Player A has the longest turn first). Player B then chooses any cup of stones and begins a turn exactly like Player A's. A player scores when he/she drops the last stone in a cup with THREE others (making four stones in a cup). The player then puts all four stones in his/her "bank". If the player puts a stone in a cup with three others and it is not the last stone, the other player puts the four stones in his/her bank. The player who gets the next to the last four stones gets the remaining stones on the board. The player that has accumulated the most stones in his/her bank, wins.

## Ghanaian Resources

### Non-Fiction on Ghana

*African Art and Culture.* By Bingham, Jane. Chicago, IL: Raintree, 2004

*Around the World Art and Activities: Visiting the Seven Continents Through Craft Fun.* Press, Judy. Charlotte, VT; Williamson Publishing, 2001

*Art From Many Hands: Multicultural Art Projects for Home and School.* By Jo Miles Schuman. Englewood Cliffs, NJ: Prentice Hall, 1981

*Asante,* By Boateng, Faustine Ama. The Heritage Library of African Peoples. New York: The Rosen Publishing Group, Inc., 1996

*A Child's Day in a Ghanaian City.* By Provencal, Francis and McNamara, Catherine. New York: Benchmark Books Marshall Cavendish, 2001

*Ewe,* By Akyea, E. Ofori. The Heritage Library of African Peoples. New York: The Rosen Publishing Group, Inc., 1998

*Fante.* By Okeke, Chika. The Heritage Library of African Peoples. New York: The Rosen Publishing Group, Inc., 1998

*Ghana.* By Blauer, Ettagale and Laure, Jason. Enchantment of the World Series. New York: Children's Press, 1999

*Ghana.* By Davis, Lucile. Countries of the World Series. Mankato, NM: Bridgestone Books, 1999

*Ghana. A Study of an Economically Developing Country.* By Steve Brace. New York: Thomson Learning, 1995

*A Good Soup Attracts Chairs; A first African Cookbook for American Kids.* By Osseo-Asare, Fran. Gretna, LA: Pelican Publishing Company, 1993

*Traditional Crafts from Africa.* By Temko, Florence. Culture Crafts Series. Minneapolis, NM: Lerner Publications, 1996

*Tree of Life: The World of the African Baobab.* By Bash, Barbara. San Sierra Francisco, CA: Club Books. Little, Brown, 1989

### Fiction on Ghana

*Amoko and Efua Bear.* By Appiah, Sonia. New York: Macmillan Publishing Co., 1988

*Ananse and the Lizard: A west African Tale.* By Cummings, Pat. New York: Henry Holt, 2002

*Ananse's Feast: An Ashanti Tale.* By Mollel, Tolowa M. New York: Clarion Books, 1997

*Anansi Does the Impossible?: An Ashanti Tale.* By Aardema, Verna. New York: Atheneum Books for Young Readers, 1997

*Anansi Finds a Fool: An Ashanti Tale.* By Aardema, Verna. New York: Dial Books for Young Readers, 1992

*Anansi Goes Fishing.* By Kimmel, Eric A. New York: Holiday House, 1992

*Anansi and the Magic Stick.* Kimmel, Eric A. New York: Holiday House, 2001

*Anansi and the Moss Covered Rock.* Kimmel, Eric A. New York: Holiday House, 1988

*Anansi the Spider; A Tale from the Ashanti.* By McDermonntt, Gerald. New York: Holt, Rinehart and Winston, 1972

*Anansi and the Talking Melon.* By Kimmel, Eric A. New York: Holiday House, 1994

*Don't Leave an Elephant to Go and Chase a Bird.* By Berry, James. New York: Simon & Schuster, 1996

*The Fire Children: A West African Creation Tale.* By Eric Maddern. New York: Dial Books for Young Reader, 1993

*Frederick.* By Leo Lionni. New York; Pantheon, 1967

*The Good Samaritan.* By Storr, Catherine. Milwaukee, WI: Raintree Children's Book, Belitha Press, 1984.

*The Hat Shaking Dance and Other Ashanti Tales from Ghana.* By Courlander, Harold with Prempeh, Albert Kofi. New York; Harcourt Brace, 1957

*Kente Colors.* By Chocolate, Debbie. New York: Walker and Company, 1996.

*Kofi and His Magic.* By Angelou Maya. New York: Clarkson N. Potter Publishers, 1996.

*Meet Kofi, Maria and Sunita: Family Life in Ghana, Peru and India.* By Simmons, Lesley Anne. Peteborough, NH: Cobblestone Publishing, Inc., 1996

*Oh, Kojo! How Could You!: An Ashanti Tale.* By Aardema, Verna. New York: Dial Books for Young Readers, 1984.

*The Pot of Wisdom: Anase Stories:* By Badoe, Adwoa. Toronto: Doglas & McIntyre, 2001

*The Prodigal Son.* By Storr, Catherine. Milwaukee, WI: Raintree Children's Book, Belitha Press, 1983

*The Royal Drum: An Ashanti Tale.* By Lake, Mary Dixon. New York: MONDO Publishing, 1996.

*Seven Spools of Thread: A Kwanzaa Story.* By Medearis, Angela Shelf. Morton Grove, IL: Albert Whitman and Company, 2000.

*Spider and His Son Find Wisdom: An Akan Tale.* By Lilly, Melinda. Vero Beach, FL: The Rourke Press, Inc., 1998

*The Spider Weaver: A legend of Kente Cloth.* By Musgrove, Margaret. New York: The blue Sky Press, 2001

*Too Much Talk.* By Medearis, Angela Shelf. Cambridge, MA: Candlewick Press, 1995.

*Why Mosquitos Buzz in Peoples's Ears. A West African Tale.* By Aardema, Verna. New York: Dial Books, 1975.

#### Catholic Social Teaching Resources

*Called to Global Solidarity: International Challenges for U.S. Parishes.* Washington, D.C.: United States Catholic Conference, 1998

*A Call to Solidarity with Africa.* A statement of the U.S. Catholic Bishops. Washington D.C.: United States Catholic Conference, 2001

*Leader's Guide to Sharing Catholic Social Teaching.* Washington D.C.: United States Catholic Conference, 2000

#### Videos on Ghana

*Anansi the Spider.* (1989) Films Incorporated.

*Families of the World: Families of Ghana, West Africa* (2000) Arden Films. 4<sup>th</sup>

*Globe Trekker: West Africa, Ghana and the Ivory Coast.* (2002) Pilot Film and Television Productions.

*Telling Tales, Programs 9-12.* (1990) Kentucky Educational Television.

#### Music of Ghana

"*Anasi and the Secret Name*" from Patakin: World Tales of Drums and Drummers (Book and CD). By Jaffe, Nina. Chicago, IL: Cricket Books, 1994.

"*Seed of God*" from *Take Out Your Crayons.* By Howard, Julie. Schiller Park, IL: World Library Publicaitons, 1989. 3<sup>rd</sup>

"*Tue tue*" from *Wee Sing Around the World.* By Beall, Pamela Conn and Nipp, Susan Hagen. New York: Price Stern Sloan, 1998.

#### Websites

About Ghana <http://www.ghanaweb.com>

African Craft <http://www.africancraft.com>

Agriculture in the Classroom <http://www.agclassroom.org>

Catholic Agency for Overseas Development <http://www.cafod.org.uk>

Catholic Relief Services Fair Trade Website <http://www.crsfairtrade.org>

Catholic Relief Services Food Fast Program <http://www.foodfast.org>

CIA World Fact Book—Ghana <https://www.cia.gov/library/publications/the-world-factbook>  
Divine Chocolate <http://www.divinechocolateusa.com/about>  
Families of Ghana (Families of the World Series) <http://www.familiesoftheworld.com>  
Global Exchange <http://www.globalexchange.org/cocoa>  
Lonely Planet World Guide—Ghana <http://www.lonelyplanet.com/destinations/africa/ghana/>  
Navrongo and Lawra Homepage <http://mysite.verizon.net/vze827ph/index.html>  
Public Television—Africa <http://www.pbs.org/wnet/africa>  
Serrv International <http://www.serrv.org>  
Traditional Houses in North West Ghana <http://www.abderhalden.com/> (Scroll down to Traditional Houses in North West Ghana)  
U.S. Catholic Bishop's document, *A Call to Solidarity with Africa* <http://www.usccb.org/sdwp/africa.shtml>  
U.S. Department of State, Bureau of African Affairs, Background Note: Ghana <http://www.state.gov/r/pa/ei/bgn/2860.htm>

## Ghanaian Recipes

### Fish with Greens

#### Ingredients

3 tbsp. peanut oil  
2 onions, chopped  
1 green pepper, chopped  
1 lb. fresh greens (collards, kale or spinach), wahed and torn into bite-sized pieces  
¼ tsp. black pepper  
2 cups water  
2 lbs. fillets of firm white fish, cut into strips

#### Procedure

Pour the peanut oil into a large saucepan and heat over medium heat. Saute the onions and green pepper for 5 minutes. Add black pepper, greens and water. Cover and cook over medium-high heat for 20 minutes. Add the fish on top of the vegetable mixture and cover the pan again. Lower the heat and simmer until fish can be flaked with a fork. Serves 4-6.

### Groundnut Stew—Akoko Nkatse Nkwan na Fufu (Fante, Ghans)

#### Ingredients

For variety, beef, lamb, or a combination of meat, smoked fish and crabs may substituted with chicken.

8 to 12 Chicken pieces  
1 cup smooth peanut butter  
1 medium onion, chopped  
8 cups slightly warm water  
1 teaspoon salt  
2 medium ripe tomatoes, peeled or 2 tablespoons tomato paste  
1 teaspoon pepper  
Diced pimentos (optional)  
1 teaspoon hot curry powder (optional)

#### Procedure

Season chicken with onions and all dry ingredients. Moisten with a little water and cook over medium heat in a large saucepan for 15 minutes. Stir once or twice. While chicken is cooking, mix peanut butter with water in a bowl until smooth. Add peanut butter mixture to chicken when it is ready. Bring to a boil at once and continue boiling for about 30 minutes. Grind tomatoes in a blender until smooth, or, if a blender is not available, mash in a bowl and then pass pulp through a sieve. Add pulp to soup. Simmer until chicken becomes tender and oil begins to form in soup. Stir from time to time. Empty soup into serving dish, sprinkle with pimentos and serve hot.

### Yam Fufu

#### Ingredients

2 lb. yams  
¼ tsp. black pepper  
¼ tsp. salt  
1 tsp. butter

### Procedure

Place the yams in cold, unsalted water, bring to a full boil and cook 25 minutes or until soft. Remove the yams and peel. Mash with the other ingredients. Place in a food processor and run briefly to remove lumps. DO NOT PUREE. Remove fufu to a bowl and beat with a wooden spoon or wire whisk until smooth. The fufu should have a sticky, slightly resilient consistency. If a food processor is not available, then you can beat the yams with a wooden spoon after boiling them. Shape the fufu into balls with your hands and serve warm. Fufu is traditionally served with a soup or stew.

### Hot Plantain Crisps

#### Ingredients

4 plantains (should be firm)  
4 tsp. lemon juice  
4 tsp. ground ginger  
4 tsp. cayenne pepper  
Oil for frying

#### Procedure

Slice the plantains into rounds ½ inch thick, and sprinkle lemon juice over the pieces, stirring to moisten. In a separate bowl, combine the ginger and pepper. Heat about ¼ inch of oil in a heavy skillet until a test piece of plantain sputters. Roll plantain pieces a few times in the spice mixture to coat surfaces, than transfer to the skillet. Fry until outsides are crisp and golden. With a slotted spoon, remove the plantains to an absorbent cloth for cooling. Serve hot.

### Tatale (Ghanaian Plantain Cakes)

#### Ingredients

2 over-ripe medium plantains (black and soft)  
1 small onion, finely chopped or grated  
25 to 50 g (1 to 2 oz.) self-raising flour  
5 ml (1 tsp.) palm oil  
(optional) salt and hot pepper, to taste  
Oil for frying

#### Procedure

Peel and mash the plantains well. Put into a bowl and add enough of the flour to bind. Add the onion, palm oil, salt and pepper to taste. Mix well and leave to stand for 20 minutes. Fry in spoonfuls in a little hot oil until golden brown. Drain on kitchen paper and serve hot.