

# Social Justice Sunday Statement 2009

## Student Activities

### *And You Will Be My Witnesses: Young people and justice*

The following student activities have been written to support the 2009 Social Justice Sunday Statement.

The activities incorporate different learning styles and are based on Bloom's Revised Taxonomy of cognitive processes and Edward de Bono's Six Thinking Hats which require students to extend their way of thinking about a topic by 'wearing' a range of different 'thinking' hats.

The writers of the student activities, Di Brown, Member of the Bishop's Commission for Justice, Development and Peace in the Armidale Diocese, Beverley O'Keefe, St Michael's School, Mittagong and Lesleigh Altmann, Lismore Diocese have designed the activities to enable teachers to use tools for differentiating curriculum tasks to address the diverse learning needs of students. The activities do not focus on specific year levels, but have a wide range of strategies suitable for students in Primary and Secondary school settings. The activities can be adapted to address the learning outcomes for the various year levels. Teachers are encouraged to use PEEL, Quality Learning or Kagan Strategies etc to further enhance the activities.

# Bloom's Revised Taxonomy

## *Remembering*

1. Make a facts chart about generations of young people who have responded to the call to be a force for social justice in our world.
2. Make a list of the groups in your community that conduct appeals to raise funds, enabling them to provide for the needy. State how each group uses the funds. Consider ways in which you can become involved in assisting the needy.
3. Form pairs and write an acrostic poem from the letters in 'Young Christian Workers'.

## *Understanding*

1. We know Jesus' ministry incorporated the freeing of people from injustices in their community. Explain the term 'community'. Make a Power Point Presentation to illustrate how the youth in your community can liberate people from injustices.
2. Read the scriptural text from Luke 4:18-21 when Jesus read from the Prophet Isaiah in the synagogue at Nazareth. As a class, identify the main ideas from this scriptural text. Discuss how each main idea is portrayed in your life today. Use an art form e.g. Photographic, Photostory, iMovie, Movie Maker or Power Point Presentation to display your ideas. Share your completed work in a school or class assembly.
3. Some schools are promoting alternative 'schoolies week' in an effort to encourage young Christians to be immersed in the lives and experiences of the disadvantaged in their communities. Form groups to discuss ways students can become actively involved in a justice orientated 'schoolies' week.

## *Applying*

1. One of the United Nations Millennium Development Goals is to 'Reduce child mortality'. Study the statistics of child mortality rates in two developing countries and Australia. Use the statistics to construct a 3D graph to show the difference between child mortality rates in Australia and the developing countries you have chosen.

2. *"Woomera, in central South Australia, is near the site where missile testing began in the 1950s. It was also the site of the immigration detention facility where asylum seekers, including children, were locked up, many for years, waiting for their claims to be heard and refugee status recognised."* [2009 Social Justice Sunday Statement]

Mould a sculpture to show the two uses of Woomera since the 1950s.

3. *"Caritas Australia's, 'Be More' Challenge invites young people to change their world by, 'aspiring not to have more, but to be more' in their everyday lives."* [2009 Social Justice Sunday Statement]

Paint a mural or make a collage showing your interpretation of this challenge.

## *Analysing*

1. Examine the major problems facing marginalised people. Describe issues that could unite or divide a community. Publish these descriptions to your class blog or wiki to encourage other students' reflection via comments posted.
2. Identify two organisations in the Church or the broader community that work for justice or assist people who are disadvantaged. Compare and contrast their work. Make a matrix to show the similarities and differences.
3. During the World Youth Day Celebrations in 2008, Pope Benedict XVI spoke of how we are *“living out of harmony with nature”* and *“our need to develop a more ethical lifestyle”*. What is meant by this statement and why is it so important for current generations to act immediately? Investigate ways that you can live in harmony with nature and develop a more ethical lifestyle.

## *Evaluating*

1. In July 2008, Pope Benedict XVI spoke to the crowds gathered at Sydney Harbour regarding the Church's concern for justice.

*“Do we recognise that the innate dignity of every individual rests on his or her deepest identity – as image of the Creator – and therefore that human rights are universal? ... And so we are led to reflect on what place the poor and elderly, immigrants and the voiceless, have in our societies. How can it be that domestic violence torments so many mothers and children? How can it be that the most wondrous and sacred human space – the womb – has become a place of unutterable violence?”*

Form a panel to discuss this statement.

2. Read the section 'Ambassadors of hope' in the 2009 Social Justice Sunday Statement. Decide which words and images best suit the theme: *“Witnessing to the Gospel as ambassadors of hope.”* Present your ideas in a booklet.
3. There have been many young people who responded to Jesus' call to care for the marginalized. Consider people such as Blessed Mary MacKillop, Eileen O'Connor and Caroline Chisholm. Write an autobiography about one of these people. Select digital resources such as images, diagrams and maps to accompany your narration for your autobiography.

## *Creating*

1. Pope Benedict XVI asked the youth gathered from around the world for World Youth Day 2008, *“What will you leave the next generation?”* Imagine a time in the future when you are a grandparent. Write a letter to your grandchildren telling them what you have done in your life to help make the world a better place for them.

2. *“Mental illness is not just another health issue. It is a justice issue for young people because, at a time in their development when they are especially vulnerable, they need particular attention and support.”* [2009 Social Justice Sunday Statement]

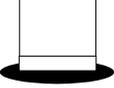
In small groups, research the topic of mental illness in young people in Australia and produce a documentary/ iMovie about your findings.

3. The first Millennium Development Goal of the United Nations is to ‘Eradicate extreme poverty and hunger’. Create a Power Point Presentation on world poverty and hunger, using the idea, that if the rich countries who have much, give to the countries that have very little, then we would all have enough.

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### Edward de Bono's Six Thinking Hats

 <p><b>Information and Data</b></p>	<p>List ways that young people can build on the experiences of World Youth Day as outlined in the Australian Catholic Bishops' 2009 Social Justice Sunday Statement.</p>
 <p><b>Values and Benefits</b></p>	<p>What positive signs were evident during World Youth Day 2008 that inspired the Australian Catholic Bishops to direct the 2009 Social Justice Sunday Statement primarily to the youth of Australia?</p>
 <p><b>Caution, Difficulties, Problems and Risks</b></p>	<p>What are the challenges in our society today, which could make it difficult for young people to become involved in working to correct injustices in Australia and around the world?</p>
 <p><b>Alternatives, Creativity, Growth</b></p>	<p>Imagine you are living in Australia in 2030. Major changes have been brought about by the young people who organized and participated in World Youth Day in Sydney 2008 and who committed themselves to the quest of a just and fair society. What will you expect to find?</p> <p>.</p>
 <p><b>Facilitating, Organising, Thinking about thinking</b></p>	<p>Form pairs to discuss steps needed to outline a proposal for a justice oriented activity in the community (e.g. Mini Vinnies, alternative 'schoolies week', visiting or performing in local retirement home). Construct a flow chart to plan the steps needed to achieve this proposal.</p>
 <p><b>Feelings</b></p>	<p>Many young people respond to the call from Palms Australia to volunteer in Africa and the Pacific, offering a variety of skills to build up the capacity of local communities. Write how you feel about this situation. Explain the reasons for your feelings.</p>