Social Justice Week 2015
Primary School Teachers’ Booklet

Tutu ana te puehu
Stirring up the dust
WELCOME TO THE CARITAS SCHOOL RESOURCE FOR SOCIAL JUSTICE WEEK 2015

The topic we are focusing on this year is *Family Ups and Downs*.

New Zealanders are becoming increasingly aware of the financial pressures and associated stress being brought to bear on families. While many people in New Zealand have experienced our society as one in which everyone was equal and had a fair go, inequality has increased rapidly over the past thirty years. Disparities in wages are becoming more pronounced resulting in significant hardship for some families.

WHAT IS A WHĀNAU OR FAMILY?

For the purposes of this resource, the family or whānau is defined loosely as the group of people a child lives with. This may be two parents, one parent, grandparents, aunts, uncles or caregivers. It is important that students are reassured that a family is the group of people that they are connected with/live with and who care for them. The people who care for them may not be related to them.

Students also belong to their School family and their Church family.

The key ideas that we are hoping to communicate through this resource are:

- Families/whānau come in different shapes and sizes
- A sense of belonging is important in families and communities
- School and Church communities are types of families
- Whānau/families have ups and downs
- Faith can strengthen families
- God is always faithful
- Some families struggle because their income is low
- Families need support from many people in different ways
- We all have responsibilities in our whānau
- Jesus is a model of how to love others
- We can help whānau who are struggling.

Overall, we hope that this resource will empower children and young people to play a positive role in their families and to develop healthy resilience to the ups and downs that families face.

Waiho i te toipoto, kaua i te toiroa

*Let us keep close together, not far apart*
ACTION

Brainstorm with the class and help them to identify actions which will:

- Show manaakitanga in the classroom
- Show manaikitanga at home/on the marae
- Help them to participate in their whānau, school and/or church

Complete the Bookmark Activity in which children can write down an action they have chosen.

CST INSIGHT

What CST principle is being demonstrated here?

The value of manaakitanga upholds the CST principle of human dignity. When we welcome people in a respectful way their mana and self-esteem is enhanced. They feel that they have value. Human dignity is about recognising that everyone is a child of God and deserves respect.

For more information on CST, refer to the picture book from Caritas, Social Justice Week, 2014.


QUESTIONS FOR REFLECTION

Year 1

- Would it have been hard for Mary, Joseph and Jesus to live in Egypt?
- What things would have been difficult?
- Have you ever had to move away from a place that you were used to?
- Does it take a long time to feel happy in a new place?
- How does it feel when you belong somewhere?
- How can other people help you to feel you belong?
- Joseph, Jesus and Mary were in a strange country but they were still with each other.
- How does it feel when I go to new places with my whānau?
- How does it feel to belong in my family?

Year 2

- Mary, Joseph and Jesus had to move to a new place.
- How does it feel when you go somewhere strange? How does it feel if you can't speak the language of people around you?
- How do you think Mary, Joseph and Jesus helped each other when they were in Egypt?
- What are some things that help families if they have to move to a different place?
- How can we help children who have recently come to our school or our neighbourhood?
- Manaakitanga means making people welcome when they come to your place.
- How do we make people feel welcome when they visit our house?
- How do we make people feel welcome when they come to our school?
- How do we make people feel welcome when they come to your marae?
THEOLOGICAL FOCUS

Family, become what you are: … an intimate community of life and love.

Pope St. John Paul II, 1981

In 1981, Pope John Paul II produced an apostolic exhortation on the role of the Christian family in the modern world: Familiaris Consortio. In this document he emphasised the role of parents as first evangelizers of their children. He also noted that the family has to deal with ‘bright spots and shadows’:

Joys and sorrows, hopes and disappointments, births and birthday celebrations, wedding anniversaries of the parents, departures, separations and homecomings, important and far-reaching decisions, the death of those who are dear, etc.- all of these mark God’s loving intervention in the family’s history. They should be seen as suitable moments for thanksgiving, for petition, for trusting abandonment of the family into the hands of their common Father in heaven.

Familiaris Consortio #59

In all of this Pope John Paul II emphasised the importance of family prayer as well as the mission of the family, which is called to reach out to others in spiritual and material need.

Pope Francis highlights the importance of families in his latest encyclical:

I would stress the great importance of the family, which is the place in which life – the gift of God – can be properly welcomed and protected against the many attacks to which it is exposed, and can develop in accordance with what constitutes authentic human growth. In the face of the so-called culture of death, the family is the heart of the culture of life. In the family we first learn how to show love and respect for life…

Pope Francis, Laudato Si’ #95, 2015

While visiting the Philippines, Pope Francis talked about the difficulties facing many families, especially those who are separated due to migration and the search for employment.

Some families, he says, live in dire poverty, while others are overcome by materialism and lifestyles which are destructive of family life.

Every threat to the family is a threat to society itself. The future of humanity, as Saint John Paul II often said, passes through the family. The future passes through the family.

Pope Francis, Speech at the Encounter with Families, Philippines, 2015

Our own Catholic Bishops speak of the challenges faced by families.

…we admire and support those solo parents and caregivers who must bring up children on their own and who, so often in difficult circumstances, provide a loving and nurturing environment for them.

The Protection of Children, NZCBC, 28 October 2002

The Bishops also acknowledge that New Zealand children do not always receive the protection they deserve in families, and that the care and nurture of children is the responsibility of the whole community. Children are a precious gift to the family, and indeed to society.

CATHOLIC SOCIAL TEACHING

HUMAN DIGNITY

This Social Justice Week as we focus on the joys and struggles of families, the overarching principle of Catholic social teaching that we can consider is ‘Human Dignity’. The principle of human dignity recognises that all people are made in the image and likeness of God and therefore deserve to be treated with respect. We have not been created as isolated individuals but as communities. The basic unit of society is the family.
We see it as a great tragedy when a child is raised without any sense of intimacy or attachment to another. We instinctively know that such an arrangement is inadequate for a growing child. Children need families: intimate communities of life and love.

We also sense that it is the responsibility of our society or country to protect the family unit. We know that families need adequate housing, healthcare, access to education and other support services. How can children be raised with dignity without these things?

COMMON GOOD

The principle of the ‘Common Good’ means seeking what is best for the group and for the individual. Upholding the common good in family life sometimes means that family members make sacrifices in order that the whole family might gain something. At other times the needs of one individual take precedence over everything else. For example, sometimes a family member may require special care or attention, and children learn that caring for this one person ultimately makes the whole family unit stronger.

Of course all families do not operate out of the values of self-sacrifice and selflessness. As acknowledged by the New Zealand Catholic bishops in 1994, not all experiences of family life are positive ones. It is important to acknowledge this.

For some of us the experience of family life has been a positive one, while for others it may not have been such a life-giving experience. For good or ill our experience of family colours all our relationships.

A Community of Love, NZCBC, 1 August 1994

SUBSIDIARITY

Families need to have a sense of autonomy; to know that they can make decisions for themselves. Sometimes when families are struggling, this sense of being in charge of one’s own destiny can be seriously undermined. For example, a parent who has no work may face the prospect of being separated from loved ones in order to find work. Or a parent receiving a government benefit may feel that his/her choices are limited and largely determined by what government organisations will sanction. In situations of financial hardship, it is still vitally important that parents feel they can influence decisions that will affect their families.

PARTICIPATION

Participation is the Catholic social teaching principle that describes the involvement of people in society.

Within a family/whânau, children, parents and grandparents may have different roles, but it is hoped that they all feel a sense of belonging.

Sadly this does not always happen, and people can feel isolated and unsupported.

See the Caritas 2014 Social Justice Week resource for more information on Catholic social teaching found at www.caritas.org.nz/schools/social-justice-week-schools/social-justice-week-schools-2014
Jesus’ Family

Matthew 2

Jesus was part of a family that experienced many ups and downs. Not long after Jesus was born his parents had to flee into Egypt where they lived as refugees in a foreign land. Joseph, Mary and Jesus knew what it was like to live in an unknown culture, surrounded by people who may have even spoken a different language.

Luke 2:41-48

Mary and Joseph experienced the same kind of worries that all parents face. When Jesus was twelve, he went missing and they couldn’t find him for three days. Imagine their distress until they found him.

Luke 10

As an adult, Jesus experienced wonderful hospitality from families, particularly that of Mary, Martha and Lazarus. There are several stories of Jesus visiting this family in Bethany and enjoying meals with them.

Old Testament Families

1 Kings 17:7-16

In the Old Testament the prophet Elijah is offered hospitality by the widow of Zarephath. She has only a few drops of oil and a small amount of flour left. Once this is gone she and her son will die. Still she agrees to use up the last of her ingredients to make a small loaf of bread for Elijah. Elijah rewards her generosity by multiplying her oil and flour so that she will never be hungry again.

Jesus Acknowledges the Importance of Families

Luke 7:11-17

Jesus recognised the importance of families as a means of mutual help and support.

When he sees the widow of Nain weeping at her son’s funeral, he realises that she is not only mourning her son’s death, but also the change in her own status. While her son was alive, the widow had someone to protect and provide for her. In biblical times, women were dependent on the male members of their families for financial security. Now her only son is gone, the widow will be very poor.

In restoring the widow’s son to life again, Jesus is also elevating the widow out of poverty.

In our own time, we see that those who are without the support of their families may also be less financially secure. Solo parents can struggle to make ends meet, especially if they lack supportive extended family. Elderly people living outside of a family context can also be vulnerable.

In this reading Jesus is upholding the family as an important stabilising force in society.

Advice for Leading Discussions

Once the students have played the board game, ‘Family Ups and Downs’, the teacher’s task is to lead a ‘debrief’ on the ups and downs of family life.

The first part of this is to have students share the ‘events’ that they experienced in the game.
It may be worth asking students if there are experiences they related to and experiences they did not relate to. For example, one student may never have experienced real hunger, and another may never have experienced a family day at the beach.

The second part is to invite students to share real-life events that have happened to them and their family. It is important that students are given the opportunity to describe things that they have experienced and that these experiences are validated. It may help students to know that other members of their class experience the same thing. However, it is important that students are also able to withhold private information about their family life that they are not willing to share with the class.

It may become clear that a particular student, or group of students, experience more of the “ups” and others experience more of the “downs”. In the course of this sharing, it may become apparent to the teacher and other students that some students are revealing, and becoming aware that, they are from situations of relative privilege and others from situations of relative disadvantage.

As there is some degree of vulnerability here, students must be affirmed for their contribution to the discussion, and all students need to see that there is no judgement around experiencing a lot of financial difficulties in a family. The teacher might respond with phrases such as, ‘Yes, it can be very difficult when that happens,’ or ‘I’m sorry that you had that bad experience,’ or ‘It’s not good that your Mum didn’t get paid very much,’ etc.

The worksheets which explore feelings around the various scenarios are a useful way of developing empathy in students. When a child says they ‘felt sad’ when their Dad lost his job, others can imagine how they might feel if the same thing happened to their Dad.

Teachers may sense the need for one-to-one follow-up with some students, and it’s important that this happens.

**WHAT DOES CARITAS DO TO HELP FAMILIES IN NEW ZEALAND?**

Caritas Aotearoa New Zealand has a strong advocacy role for families in New Zealand. Caritas is the New Zealand Catholic Bishops’ agency for justice, peace and development. This means that certain members of the Caritas staff have been given the task of looking closely at government policies affecting families and voicing the concerns of the Catholic church through various channels, such as publications, media releases and submissions to parliamentary committees. Caritas is able to critique government policies on social issues in the light of Catholic social teaching.

Caritas also has a role in raising awareness of social issues in New Zealand through the creation of resources for parishes and schools.
YEAR 1 & 2 ACTIVITIES

CURRICULUM LINKS

Year 1
Learning Strand: Church, Community of Disciples
Achievement Objective 1: Students learn about belonging, participating and celebrating in whānau, school and parish.

Key words: belonging, Church, whānau

Year 2
Learning Strand: Church, Community of Disciples
Achievement Objective 2: Belonging to a parish and a school is both a privilege and a responsibility.

Key words: manaakitanga

SCRIPTURE REFLECTION

The story of the Escape into Egypt in Matthew 2 retold:

One night when Jesus was still a baby his father Joseph had a dream. In the dream God’s angel warned him, “King Herod will soon be sending his soldiers here to search for the baby in order to kill him. You must take Mary and Jesus into Egypt until it is safe for you to return.”

So the next morning Joseph and his family travelled to a different country where they lived with people who spoke a different language and did things differently from what they were used to.

Worksheet 2 provides an opportunity for children to colour a picture of this story.

DISCUSSION

The teacher leads a discussion about family ups and downs that they experienced in the game.

He/she asks students if these events sometimes happen at home, and facilitates further sharing around this topic. See Advice for leading discussions on page 5 for information about how to facilitate this discussion.

Class brainstorm reactions to various experiences (see Worksheet 1).

GAME – FAMILY UPS & DOWNS

In small groups, students play the ‘Family Ups and Downs’ game, either using the boards provided, or on an outdoor board (see instructions and online resources).

The game introduces students to what life is like in a family – with good and bad experiences.
**QUESTIONS FOR REFLECTION**

**Year 1**
- Would it have been hard for Mary, Joseph and Jesus to live in Egypt?
- What things would have been difficult?
- Have you ever had to move away from a place that you were used to?
- Does it take a long time to feel happy in a new place?
- How does it feel when you belong somewhere?
- How can other people help you to feel you belong?

- Joseph, Jesus and Mary were in a strange country but they were still with each other.
- How does it feel when I go to new places with my whānau?
- How does it feel to belong in my family?

**Year 2**
- Mary, Joseph and Jesus had to move to a new place.
- How does it feel when you go somewhere strange? How does it feel if you can’t speak the language of people around you?
- How do you think Mary, Joseph and Jesus helped each other when they were in Egypt.

- What are some things that help families if they have to move to a different place?
- How can we help children who have recently come to our school or our neighbourhood?

- Manaakitanga means making people welcome when they come to your place.
- How do we make people feel welcome when they visit our house?
- How do we make people feel welcome when they come to our school?
- How do we make people feel welcome when they come to your marae?

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**ACTION**

Brainstorm with the class and help them to identify actions which will:
- Show manaakitanga in the classroom
- Show manaakitanga at home/on the marae
- Help them to participate in their whānau, school and/or church

Complete the Bookmark Activity in which children can write down an action they have chosen.

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**CST INSIGHT**

What CST principle is being demonstrated here?

The value of manaakitanga upholds the CST principle of HUMAN DIGNITY: When we welcome people in a respectful way their mana and self-esteem is enhanced. They feel that they have value. HUMAN DIGNITY is about recognising that everyone is a child of God and deserves respect.

For more information on CST, refer to the picture book from Caritas, Social Justice Week, 2014.


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**PRAYER/LITURGY**

Social Justice Week prayers can be used each day (these are found on pages 15-16).

A liturgy PowerPoint for Year 1-4 students is available online (see page 17).
YEAR 3 & 4 ACTIVITIES

CURRICULUM LINKS

Year 3
Communion of Saints Strand
Achievement Objective 1: Children will be able to recognise that sad times are part of people’s lives, identify ways to cope and recognise the strength, faith in God gives people at such times.
Key words: pono, strength, faith, support, tautoko

Year 4
Communion of Saints Strand
Achievement Objective 1: Children will be able to explain the meaning of Te Wā – the journey of life from a Christian perspective.
Key words: Te Wā, journey, encouragement

GAME – FAMILY UPS AND DOWNS

In small groups students play the ‘Family Ups and Downs’ game, either using the boards provided, or on an outdoor board (see instructions and online resources).

The game introduces students to what life is like in a family – with good and bad experiences.

PUZZLE

Worksheet A is available online for students to attempt a super puzzle challenge involving relevant terms associated with family ups and downs. The worksheet involves a crossword, wordsearch, and code cracker all-in-one.

DISCUSSION

The teacher leads a discussion about family ups and downs that they experienced in the game.

He/she asks students if these events sometimes happen at home, and facilitates further sharing around this topic. See Advice for leading discussions on page 5 for information about how to facilitate this discussion.

Worksheet 4 - Students can complete the emoticycle worksheet to show their feelings.

QUESTIONS FOR REFLECTION

→ What were the ups and downs that Joseph experienced?
→ How does it feel when good and bad things happen for your family?
→ Why do you think life is made up of good and bad times?
→ What did we learn about God’s faithfulness and Joseph’s faith in the story?
→ How can faith help you and your whānau during the difficult times?
→ What can you do to help your family get through the bad times?
→ Are there any groups or people that can help/support your family when it experiences bad times?

ACTIVITY

Create a class ‘encouragement’ poster.

What are some of the things you can say to people when they are having a hard time? Students create an ‘encouraging words’ poster to go on the wall.
**CST INSIGHT**

What CST principle is being demonstrated here?

The value of tautoko (support) upholds the CST principle of SOLIDARITY. When people stand alongside each other they can achieve more than when they stand alone. Joseph stood alongside Pharaoh and helped the whole country to work together so they could all survive the famine in Egypt. He also stood alongside his brothers at the end of the story and helped them even though they had hurt him badly in the past. Finally, in the story God was in solidarity with Joseph. He never abandoned Joseph and protected him from death.

**ACTION**

Ask students to think of an action they can do to show SOLIDARITY with people in their whānau/family. How can you show tautoko (support) to them? Write your action on your bookmark.

Direct students to the Bookmark Activity where they can write down an action they have chosen on a bookmark template.

**SCRIPTURE REFLECTION**

The Story of Joseph in Genesis 37-46 retold:

Joseph had eleven brothers. He was the favourite of his father, Jacob.

Jacob gave Joseph a coat of many colours. His brothers were very jealous and decided to kill him. They threw him into a pit. Joseph cried out for help.

Then a group of traders came along riding their camels. The brothers wanted to get rid of Joseph so they sold him to the camel owners for 20 pieces of silver. When they returned home, they lied to Jacob telling him that Joseph was dead.

Meanwhile Joseph had been sold in Egypt to Potiphar, an important officer of the King.

Joseph was intelligent and honest and soon was given responsibility for managing Potiphar’s household.

Potiphar’s wife was jealous of Joseph and lied about him. Potiphar was very angry and threw Joseph into prison.

Joseph sat in the dark prison and felt deeply sad. But then he remembered that God had not forgotten him. He held on to his faith that things would get better.

A special gift that Joseph had was to understand the meaning of dreams. Two of his fellow prisoners came to him for help to understand their own dreams. Joseph was able to understand what the dreams meant.

The King was having trouble with his own dreams. He found out about Joseph’s gift and ordered him to explain the meaning of his dream about seven fat cows and seven skinny cows.

Joseph said, “God is telling you what is going to happen in Egypt so that you can be prepared. There will be seven years of plenty followed by seven years of bad harvest.”

The King trusted Joseph and put him in charge of his food stores. Soon Joseph became the King’s right hand man.

As predicted by Joseph, a famine came seven years later. Joseph’s family were struggling as they had little food. So they came to Egypt to ask for help. His brothers did not recognise Joseph, but he recognised them straight away.

Eventually he said, “I am Joseph, your long lost brother.” His brothers were terrified and asked for forgiveness for what they had done to Joseph.

Joseph was reunited with Jacob, and the family was all together again.
YEAR 5 & 6 ACTIVITIES

CURRICULUM LINKS

Year 5
Learning strand: God strand
Achievement Objective 3: Children will be able to develop an understanding of God's constant faithfulness despite, at times, people's unfaithfulness.
Key words: faithfulness, hope, tapu, pono, tūmanako

Year 6
Learning strand: Jesus strand
Achievement objective 3: Children will be able to identify that Jesus’ life was a response of love for people and for God.
Key words: respond, aroha, whakapono, tautoko

SCRIPTURE REFLECTION

Four friends find a way (A story in Mark 2 retold):

One day Jesus was teaching in the house of one of his friends. The house was crowded with people and some of those who had brought along sick family members, in the hope that Jesus would heal them, were having trouble getting inside.

One particular family was carrying a sick man on a stretcher. Because they couldn’t get to Jesus through the door, they climbed on top of the house and began to scrape away the hard-packed earth, which was the roof. Eventually they made a large hole and they lowered the sick man down through the hole on his stretcher.

Jesus was impressed when he saw the faith of this family and he forgave the sins of the sick man. He then told him to pick up his sleeping mat and walk home!

The man was overjoyed and his family and friends were amazed.

DISCUSSION

The teacher leads a discussion about family ups and downs that they experienced in the game.
He/she asks students if these events sometimes happen at home, and facilitates further sharing around this topic. See Advice for leading discussions on page 5 for information about how to facilitate this discussion.

Worksheet 4 - Students can complete the emoticycle worksheet to show their feelings.

GAME – FAMILY UPS AND DOWNS

In small groups students play the ‘Family Ups and Downs’ game, either using the boards provided, or on an outdoor board (see online instructions and resources).

The game introduces students to what life is like in a family – with good and bad experiences.

CST INSIGHT

What CST principle is being demonstrated here?

There is a CST principle described as the PREFERENTIAL OPTION FOR THE POOR AND VULNERABLE. The sick man's family demonstrate this principle when they put his needs first. They are prepared to do whatever it takes to help him. Jesus also had a great care for the sick and the vulnerable. There are many stories of him helping the sick and bringing them back to health.
QUESTIONS FOR REFLECTION

➔ How might it have felt to be so sick that you had to be carried around on a stretcher?
➔ What did this man’s family/whānau do for him?
➔ What did Jesus do for him?
➔ When we support others in their difficulties we give them hope. Maybe this is the best gift that the sick man’s family gave to him.

ACTION

In our own families/whānau there may be sick and vulnerable members who need our help. Think of an action that you can do to help someone in your family.

Students complete the Bookmark Activity where they choose an action that they can do to help their families and write it on the bookmark.

PUZZLES

Worksheets A and B are available online for students to attempt a super puzzle challenge involving relevant terms associated with family ups and downs. Each challenge involves a crossword, wordsearch, and code cracker all-in-one.

Worksheet A is an easier version designed for Year 3-5 students and Worksheet B is a bit more challenging for Year 6-8 students.

PRAYERS/LITURGY

Social Justice Week prayers can be used each day (these are found on pages 15-16).

A liturgy PowerPoint for Year 5-8 students is available online (see page 17).
YEAR 7 & 8 ACTIVITIES

CURRICULUM LINKS

Year 7
Learning strand: Jesus, Saviour and Liberator
Achievement objective 1: Students will be able to
develop an understanding of Jesus as Saviour and
Liberator through his life, death and resurrection –
Te Aranga.
Key words: Te Aranga, liberator, saviour

Year 8
Learning strand: Jesus: His values and the role of
disciples today
Achievement objective 3: Students will be able
to develop an understanding of how Jesus is an
advocate for the poor, the weak, the powerless,
those without mana, and how this challenges
Christ’s followers today to bring about justice –
tika – and peace in the world.
Key words: advocate, mana, aroha

ACTION
What kind of support can you give to
a friend or family member who is sad?
How can you show another person
that you understand how they are
feeling and that you want to help?

Students complete the Bookmark
Activity where they choose an action
that they can do to help members of
their families or friends feel supported
and write it on the bookmark.

DISCUSSION
The teacher leads a discussion about
family ups and downs that they
experienced in the game.

He/she asks students if these events
sometimes happen at home, and
facilitates further sharing around this
topic. See Advice for leading discussions
on page 5 for information about how to
facilitate this discussion.

Students can complete Worksheet
5 – Cycle of Emotions as a way of
developing empathy for those
experiencing difficulties in their
families.

CST INSIGHT
What CST principle is being demonstrated
here?

In this story Jesus demonstrates the
principle of SOLIDARITY. He shares the
sadness of his friends at the death of
Lazarus. When we feel the pain of others
this is called empathy. This feeling
helps us to identify with others whose
experiences may not be identical to our
own, but still we can give them tautoko
(support) because we want to help them
to feel better.

GAME – FAMILY UPS AND DOWNS
In small groups students play the ‘Family Ups
and Downs’ game, either using the boards
provided, or on an outdoor board (see
instructions and online resources).

The game introduces students to what
life is like in a family – with good and bad
experiences.
PRAYERS/LITURGY

Social Justice Week prayers can be used each day (these are found on pages 15-16).

A liturgy PowerPoint for Year 5-8 students is available online (see page 17).

PUZZLES

Worksheets A and B are available online for students to attempt a super puzzle challenge involving relevant terms associated with family poverty. Each challenge involves a crossword, wordsearch, and code cracker all-in-one.

Worksheet A is an easier version designed for Year 3-5 students and Worksheet B is a bit more challenging for Year 6-8 students.

SCRIPTURE REFLECTION

What did Jesus do when people were down and out?

The story of Lazarus in John 11 retold:

Jesus had some friends in Bethany. They were two sisters and a brother: Mary, Martha and Lazarus.

One day he received a message to say that Lazarus was very ill. Mary and Martha wanted him to come as soon as he could.

However, by the time Jesus arrived in Bethany, Lazarus was dead. People were crying and in mourning for him.

When Jesus saw how sad everybody was, he cried too.

Martha rushed out to meet Jesus. “I’m sure that Lazarus would not have died if you had been here,” she told Jesus.

Jesus replied, “I am the resurrection and the life. The person who believes in me will live again, even though he has died. Do you believe that?”

“I do believe in you,” Mary said.

Then Jesus walked over to the tomb where Lazarus had been laid. He ordered some of the onlookers to take away the stone in front of the tomb, and called out, “Lazarus. Come out.”

Lazarus came out still wearing his grave clothes. His sisters unwound the strips of linen that covered him and wept for joy.

Students can complete Worksheet 6 that looks at hope and resurrection.
SOCIAL JUSTICE WEEK PRAYERS: YEAR 1–4

MONDAY
Today we pray for families/whānau who are finding it hard to buy everything they need.

Help us give support – tautoko – to our parents when they go through a hard time.

Help our family/whānau to grow strong in faith – pono - despite the ups and downs of life.

God of families, hear our prayer.
E te Atua o ngā whānau, whakarongo mai ki a mātou.

TUESDAY
Today we pray for family members who are sick. Some families have to deal with a lot of sickness and it can be expensive and exhausting.

May our sick whānau members feel love – aroha – and support at this time.

God of families, hear our prayer.
E te Atua o ngā whānau, whakarongo mai ki a mātou.

WEDNESDAY
Today we thank God for our families; for those who care for us and love us.

We thank God for the fun times our whānau have together.

Thank you that we can participate in our families.

God of families, hear our prayer.
E te Atua o ngā whānau, whakarongo mai ki a mātou.

THURSDAY
Today we pray for families who have to leave their homes and move to new places and schools to find work or a better place to live.

Sometimes it can be difficult starting at a new school. Please help us to offer manaakitanga – welcome – to new students in our school.

God of families, hear our prayer.
E te Atua o ngā whānau, whakarongo mai ki a mātou.
MONDAY
Today we pray for families who are finding it hard to make ends meet.
We pray for whānau who can’t always afford to participate in all the activities that they would like to.
We pray for families who live in cold, damp houses, and who can’t afford to use enough heating.
These struggling families may be our families.
Help all families in New Zealand to get the support and help they need.
God of families, hear our prayer.  
E te Atua o ngā whānau, whakarongo mai ki a mātou.

TUESDAY
Today we pray for family members who are sick. Some families have to deal with a lot of sickness and it can be expensive and exhausting.
We pray for families that struggle to pay for a doctor’s visit when someone is sick.
Please help sick members of our whānau to be restored to health again.
God of families, hear our prayer.  
E te Atua o ngā whānau, whakarongo mai ki a mātou.

WEDNESDAY
Today we thank God for our families; for those who care for us and love us.
We thank God for the love – aroha – that we share together.
We pray that we would learn to be more aware of each others needs and always do what is tika – right, towards our family members.
God of families, hear our prayer.  
E te Atua o ngā whānau, whakarongo mai ki a mātou.

FRIDAY
Today we pray for our school/kura family.
Help us to make sure that everyone can anticipate in our games and feel wanted.
Help us to respect our teachers as they are special people with mana in our school family.
Lord hear us.
God of families, hear our prayer.  
E te Atua o ngā whānau, whakarongo mai ki a mātou.

SOCIAL JUSTICE WEEK PRAYERS: YEAR 5–8
THURSDAY
Today we pray for families who have to leave their homes and move to new places and schools to find work or a better place to live.

Help us to offer support and help to new members of our class. May we show them a warm welcome – manaakitanga.

God of families, hear our prayer.
E te Atua o ngā whānau, whakarongo mai ki a mātou.

FRIDAY
Today we pray for our school family.

Help us to show aroha and solidarity when members of our school family are in need.

Help us to be less self-centred and think of the needs of others.

God of families, hear our prayer.
E te Atua o ngā whānau, whakarongo mai ki a mātou.
LITURGIES OVERVIEW

There are two PowerPoint slideshows available at www.caritas.org.nz/schools/social-justice-schools relating to the Social Justice Week theme. They are 20 minute liturgies suitable for assemblies or classes.

We encourage teachers to print out a slide overview to guide them during the liturgy. Some students could be involved in reading parts of the liturgy. This could be organised in advance.

Y1-4 LITURGY

The Y1-4 liturgy is based on the story of St Francis and the leper followed by prayers for school family, church family and family at home. This ties in with the theme of belonging in the Y1-2 RE curriculum and the journey of ups and downs in the Y3-4 RE curriculum.

Y5-8 LITURGY

The Y5-8 liturgy is based around the early Christian church taken from Acts 4:32-35. This encourages students to imitate the values of the first followers of Christ including hospitality, love, justice and truthfulness (manaakitanga, aroha, tika and pono). On slides 7 and 15 you will need to insert the name of your school to personalise the story. The liturgy concludes with a reading from Matthew about trusting God and His faithfulness. This links with the Y5 RE curriculum theme.
FAMILIES HAVE UPS & DOWNS, BUT WE CAN ALL DO OUR BIT TO HELP.

1. Families/whānau are very important. They are the building blocks of our society.
2. Families go through ups and downs, some of which are caused by factors such as low wages, unemployment and poor housing. The government of New Zealand and all New Zealanders have a responsibility to support families.
3. Children develop best when they feel secure and loved. This security might come from their own family or from another family that offers to care for them.
4. Caritas helps New Zealand families by speaking with the government about things that families need such as good housing, adequate wages and job security.

FAMILY FACTS

“Family, become what you are: ... an intimate community of life & love.”
POPE ST JOHN PAUL II, 1981

WHAT DOES IT TAKE FOR ALL FAMILIES TO FLOURISH?

- Write a letter to your MP
- Help people in need
- Befriend new people
- Get to know your neighbours
- Share
- Comfort people when they are upset
- Smile
- Encourage others
- Be a good listener

DESIGN: EMMA BEVERNAGE • ILLUSTRATION: FRAN DENTON

Follow the family plan...

- Get to know your neighbours
- Share
- Comfort people when they are upset
- Smile
- Encourage others
- Be a good listener
The Caritas *Family Ups & Downs* game explores the many events experienced by families (both good and bad) and how they can affect our progress. In consideration of families struggling with poverty in New Zealand, the game hopes to remind players about the struggles families may experience, but more importantly, how they can be helped as well.

**DIFFICULTY LEVEL**

- **ADVANCED** – Requires both the board and the ‘advanced’ inserts of family event cards. [Recommended for secondary students].

- **EASY** – Requires the board and the ‘easy’ inserts of family event cards. [Recommended for Y5-8].

- **BASIC** – This version does not use any event cards. Students move forwards 5 spaces if they land on an image with a blue dot (an up) or backwards 5 spaces if they land on an image with a red dot (a down). [Recommended for younger students: Y1-4].

**SETTING UP THE BOARD**

1. Open out the board and place a counter for each player on the **START** space.

2. Take turns to place family event cards on the board. The oldest player starts and selects one family event card then places it anywhere it may fit on the board. Players then take turns going clockwise around the group. See the tips below for how the family event cards work.

3. Once all the family event cards are used, or no space is left, the game can begin.

**PLAYING INSTRUCTIONS**

1. To find out which player goes first, each player rolls the dice and the highest roll determines the player who starts.

2. Players take turns rolling the dice and moving forward towards the **FINISH**.

3. When a player lands on any space connected to an event they need to read the description.

4. Any red family event card results in the player moving back (like a snake in *Snakes and Ladders*).

5. Any blue family event card results in a player moving forward (like a ladder in *Snakes and Ladders*).
**FAMILY EVENT CARDS**

There are two types of family event cards:

- **Space-based cards** are placed on any space other than the START or the FINISH.
- **Connectors** can be placed either horizontally or vertically in the gaps between the spaces to provide a connection between 2 spaces.

Examples of making connections using the connector family event cards…

- The **blue** connector family event card has been placed horizontally to make a connection between A and B. When a player lands on A they move **forward** to B.
- The **red** connector family event card has been placed vertically to make a connection between C and D. When a player lands on C they move **back** to D.

**IMPORTANT POINTS TO NOTE:**

- A player can only move **forward** on a **blue** family event card.
- A player can only move **backward** on a **red** family event card.
- The relevant starting and end points of a connection are found where the arrows link.
- No space should be joined to more than one family event card.

**KEEPING THE CARDS ATTACHED**

The family event cards fit perfectly in the gaps, but if for any reason the cards need to be kept in place, we recommend using blu-tack. This will also allow cards to be moved around both during and between games.

**RESPONSE ACTIVITIES**

After playing the game it is encouraged that classes/groups will discuss some of the events that they encountered and how they felt. *Worksheet 3* is available online and can be used while students play. Recommended response questions are also provided in this booklet to help teachers facilitate discussions.

**OUTDOOR BOARD GAME TIPS**

The Caritas *Family Ups & Downs* board game can be adapted to allow students to play a giant version outside.

**CREATING THE BOARD**

1. Find a free space outside measuring about 4 metres x 4 metres.
2. Find a number of metre rulers and large sticks of chalk.
3. Get your students to help you rule up a grid which is roughly 7 squares x 7 squares (approximately 49 squares in total).
4. Number the squares from 1 to 49.
5. Put arrows at the end of each row to guide the direction players must travel.
6. Print out the family event cards from the website.
7. Players take turns at placing the family event cards on the giant board.
EQUIPMENT NEEDED

- Metre rulers
- Chalk
- Events cards x 20 (available online)
- Dice x 1 (a giant dice would work well)
- Players are the counters!

HOW TO WIN

Students, as the counters themselves, need to reach the FINISH first to win the game.

PLAYING INSTRUCTIONS

1. The teacher or leader decides on an order for dice rolling (oldest to youngest, tallest to shortest, first name alphabetical order, students numbered off randomly).
2. Players take turns rolling the dice and moving forward towards the FINISH.
3. When a player lands on any space with an event card they need to read the description and follow the instruction to move forward or back.
4. Any red ‘Family Struggle’ event card results in the player moving back (like a snake in Snakes and Ladders).
5. Any blue ‘Reason to Celebrate’ event card results in a player moving forward (like a ladder in Snakes and Ladders).

FAMILY EVENT CARDS

These A4 family events can be printed from www.caritas.org.nz/schools/social-justice-schools and provide the ups and downs in the game. You may decide on how many of these to place at the start of the game. As previously stated, the event cards are placed alternatively by the players before play begins.

IMPORTANT POINTS TO NOTE:

- No space should have more than one event card.
- No event card should send the player beyond the Finish or Start spaces.
- No event card should send a player to a space that has another event card (to ensure this happens, place event cards on even squares as they all result in a movement forward or back of an odd number of steps).

STARTING AGAIN

After every game the event cards can be collected in and placed on the board by players in new positions so that every game is unique!

LARGER GROUPS

To ensure every student is actively involved, it is recommended that for larger groups, students should be put in smaller groups or pairs. Students can alternate rolling from the outside and being the counter on the board. Perhaps every time a student encounters an event card students swap roles.

CUSTOMISING THE GAME

Students can fill in their own event cards using the blank templates to explain their own ups and downs.

RESPONSE ACTIVITIES

After playing the game it is encouraged that classes/groups will discuss some of the events that they encountered and how they felt. Worksheet 3 is available online and can be used while students play to track the ups and downs along the way. Recommended response questions are also provided in this booklet to help teachers facilitate discussions.
A bookmark template is available online at [www.caritas.org.nz/schools/social-justice-schools](http://www.caritas.org.nz/schools/social-justice-schools). The template can be printed and copied for your class.

Follow the steps below to make the bookmarks:

2. Download the bookmark template
3. Print out as many templates as you need for your class (NOTE: 3 per page)
4. Cut out the bookmark strips
5. Give the bookmark strips to the students to colour on both sides
6. Students choose an action to write as a goal on their bookmark
7. Fold the bookmark strips so the bookmark is made with a front and back
8. Laminate the bookmarks (if you desire)

### Worksheet Overview

All relevant worksheets can be found at [www.caritas.org.nz/schools/social-justice-schools](http://www.caritas.org.nz/schools/social-justice-schools)

**Worksheet 1**
How I feel (Emoticycle Y1-2)

**Worksheet 2**
Escape to Egypt (Y1-2)

**Worksheet 3**
Te Wā - the journey of life (Timeline)

**Worksheet 4**
Cycle of emotions (Emoticycle Y3-6)

**Worksheet 5**
Cycle of emotions (Emoticycle Y7-8)

**Worksheet 6**
Hope and resurrection (Y7-8)

**Worksheet A**
Super puzzle (Basic Y3-5)

**Worksheet B**
Super puzzle (Standard Y6-8)
How can I make a positive contribution to my home family or my school family?

→ **Be friendly** -  
  → Make new students welcome in my class.

→ **Be helpful** -  
  → Ask Mum and Dad how I can help out at home.
  → Maybe clean the lounge or my room or help to clean up the garage.
  → Offer to help my teacher when I can see she/he is struggling to carry things.

→ **Be encouraging** -  
  → Encourage others when they are having a hard time.
  → Encourage my brother or sister or friend when they are doing something well. Tell them, ‘You’re really good at that’.
  → Make a card for Mum, Dad or a caregiver to say thank you for the things they do for me.

→ **Be supportive** -  
  → Offer to help look after younger children when you can see an adult needs a rest.
  → Give Mum or Dad a hug when they need it.

→ **Be involved** in creating happy events. Help to organise a birthday party for someone in your family.

→ **Be faithful** –  
  → Pray about important things with your family.

→ **Be positive** –  
  → Prepare a nice surprise for someone who is a bit down. Maybe bake a cake or pick some flowers.

→ **Be generous** –  
  → If I have more toys than I need, I could check with my parents and give some away to be donated to other children who need them more than I do.

On June 3, 2015 Pope Francis said,

‘... we must always look for ways to strengthen and support families, especially poorer ones...

...Let us pray for the grace of conversion so that Christian families everywhere will be truly committed to helping their poorer brothers and sisters.’
LINKS TO OTHER RELEVANT WEBSITES

Auckland City Mission: www.aucklandcitymission.org.nz
Christians Against Poverty: www.capnz.org
Child Poverty Monitor: www.childpoverty.co.nz
Closer Together | Whakatata Mai: closertogether.org.nz
Living Wage Movement Aotearoa New Zealand: www.livingwage.org.nz
New Zealand Catholic Bishops Conference: www.catholic.org.nz/social-action
New Zealand Council of Christian Social Services NZ: nzccss.org.nz
Sisters of Compassion | Ngā Whaea O Pūaroa: www.compassion.org.nz
Society of Saint Vincent de Paul New Zealand: www.svdp.org.nz
The Salvation Army: www.salvationarmy.org.nz
Wellington City Mission: www.wellingtoncitymission.org.nz/

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