Social Justice Week 2015

Secondary School Teachers’ Booklet
The title of our resource this year is *Family Ups and Downs*, focusing on the issue of family poverty in New Zealand. 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, aunties, 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.

This resource provides an opportunity for students to analyse some of the reasons for family hardship and poverty. The lessons are in line with the parish poster themes:

- From low income to enough to thrive
- From poor housing to a good house
- From provincial poverty to flourishing regions
- From transience to stability
- From isolation to community.

Students will examine the impacts that factors such as low incomes, poor housing and transience have on families and they will also be asked to consider ways in which these issues could be addressed.

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*
Y9-10 ACTIVITY IDEAS

YEAR 9 & 10 ACTIVITY IDEAS

CURRICULUM LINKS

Year 9
Learning Strand: Human experience – My story
Achievement Objective 2: Appreciate that they are unique persons, created in God's image, living in God's grace and with the mana (spiritual power) to develop their goodness.
Key words: identity, values, mana

Year 10
Learning strand: Human experience – Discovering our Identity
Achievement Objective 4: Understand that life is a journey during which Christians accept responsibility for one another.
Key words: whānaungatanga, journey, responsibility

IDEAS FOR MAKING A DIFFERENCE

The following is a list of suggested actions that students may choose to undertake during Social Justice Week and beyond...

v Give of your time:
Offer to babysit the children of a family in need for free so the parents can have a night to themselves.

v Make a donation:
Donate to an organisation that helps families in need such as St Vincent de Paul.

v Become more informed:
Learn more about poverty in New Zealand. Go to closertogether.org.nz and click on 'Want to get into more depth about inequality in New Zealand?' (on home page)

v Write a letter to a politician:
There may be a politician who you feel can do something to help struggling families. Go to closertogether.org.nz and click on the link 'How to write to politicians'.

FORM TIME PRAYERS

ONLINE WORKSHEETS

Worksheet 1
How I feel (Emoticycle Y1-2)

Worksheet 2
Escape to Egypt (Y1-2)

Worksheet 3
Te Wa - 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)

BOARD GAME

ONLINE LITURGIES

Sololution to Community

Kiwi Families: It's our story

Liturgy for Y9-13

DOCUMENTARY AND POSTER

FROM ISOLATION TO COMMUNITY

A feeling of loneliness or isolation is often a part of a person's experience of poverty.
When we reflect that those in poverty include a significant number who don't have jobs, then this makes sense. Many of us get our sense of social connectedness from being part of the workforce. Those in poverty in New Zealand include a number of pensioners. They too may lack the financial ability to go out and connect with others.

Poverty can't be measured just by one's income. For those who are barely surviving financially, poverty is a multidimensional concept, characterised by factors such as lack of education, health, housing, empowerment, employment, personal security and often a loss of social connectedness.

There is a need to recognise the role that social isolation can play in keeping people in poverty.

Use this background material to help you lead a lesson with your class based on the themes in the poster.
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

SOLIDARITY

The principle of solidarity is something which can be learned in families. This principle is about walking alongside each other and supporting each other through difficult times.

Families can also stand in solidarity with other families who need support. Many parishes and church agencies, such as St Vincent de Paul, are based on families helping families: families giving away goods they no longer need so that other families can have enough, families donating food items to a foodbank so that other families can be fed.

New migrant and refugee families may need support, often from families who live in their neighbourhoods. Families are often best suited to provide a support network for other families.

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/whānau, 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.
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 9 & 10 ACTIVITY IDEAS

CURRICULUM LINKS
Year 9
Learning Strand: Human experience – My story
Achievement Objective 2: Appreciate that they are unique persons, created in God’s image, living in God’s grace and with the mana (spiritual power) to develop their goodness.
Key words: identity, values, mana

Year 10
Learning strand: Human experience – Discovering our Identity
Achievement Objective 4: Understand that life is a journey during which Christians accept responsibility for one another.
Key words: whanaungatanga, journey, responsibility

DISCUSSION
It is important for the teacher to facilitate a discussion following the game. Students can be invited to share ‘events’ that have occurred in their own families that may have been difficult. Please see Advice for leading discussions on page 5 for some ideas on how to do this in a way that protects more vulnerable students.

REFLECTION AND WORKSHEETS
Students can complete Worksheet 5 to reflect on the emotional consequences of the struggles and celebrations they encountered in the game.
Use this reflection to lead in to a discussion on the difficulties that some families are encountering in New Zealand today (see page 20 for Material to accompany poster – background reading for teachers).
There are five online worksheets based on the five themes found on the Social Justice Week poster:
Worksheet 7 From low income to enough to thrive
Worksheet 8 From poor housing to a good home
Worksheet 9 From provincial poverty to flourishing regions
Worksheet 10 From transience to stability
Worksheet 11 From isolation to community
You might choose to have different groups work on different worksheets and then have students report back on what they learn.

GAME – FAMILY UPS AND DOWNS
In small groups students play the ‘Family Ups and Downs’ game using the boards provided. Students need to place the events on the board before commencing the game by following the instructions.
The game focuses on the good and bad things that can happen to families, particularly to those families that are struggling financially. For some students the everyday ups and downs may be familiar. For others they may be an eye-opener.
Students can track the events they experience in the game by using Worksheet 3.
CLASS ACTIVITIES

▶ Students create a ‘documentary role play’ that shows one of the struggles faced by a low-income family. This might include ‘interviews’ with members of the family.

▶ In small groups, students can create an infomercial about a government or community organisation that is helping families under financial stress. Explain how they are helping and what impact their work is having on low income families.

▶ Ask students what they think of the following statement: If one person is disadvantaged or left behind, we are all diminished.

PUZZLES

Worksheets B and C 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 B is an easier version designed for Year 7-9 students and Worksheet C is a bit more challenging for Year 9-13 students.

STUDENT ACTION

Ask students what they can do to make New Zealand a more ‘equal’ society.

Challenge them to commit to an action that they can do in the coming weeks or months that will benefit families.

On page 10 there is a list of suggested actions that students may choose to do.

PRAYER/LITURGY

A reflection and prayer is provided for each day of the week (see Form Time Prayers on page 12). You may decide to let students lead these prayers in class and allow some time afterwards for students to reflect on the themes and issues raised.

Online liturgies are available for classes and groups (see page 14 for more details).

FURTHER DISCUSSION

▶ Whose responsibility is it to help families who are struggling financially?

▶ What is the government doing to help?

▶ What are community groups doing to help?

▶ What is the Christian response to families who need help?
YEAR 11 - 13
ACTIVITY IDEAS

CURRICULUM LINKS:

Year 11
Learning Strand:
Social Justice – Reverence for life

Achievement Objective 1: Develop an understanding of the Christian perspective that human life, in all its dimensions, possesses its own innate dignity.

Year 12
Learning Strand:
Theology – Conscience, Morality and Values

Achievement Objective 5: Understand the nature of pono (integrity), freedom and moral responsibility.

Year 13
Learning Strand:
Social Justice – Justice and Peace

Achievement Objective 1: Develop an understanding of the Christian vision of tika (justice).

Achievement Objective 2: Recognise the sources of the Church’s teaching on justice in Scripture and the on-going Catholic tradition.

Achievement Objective 3: Identify and explore key principles and concepts – including human dignity, freedom and responsibility – underlying the Church’s teaching on particular issues of social justice.

DISCUSSION

It is important for the teacher to facilitate a discussion following the game. Students can be invited to share ‘events’ that have occurred in their own families that may have been difficult. Please see Advice for leading discussions on page 5 for some ideas on how to do this in a way that protects more vulnerable students.

REFLECTION AND WORKSHEETS

Students can complete Worksheet 5 to reflect on the emotional consequences of the struggles and celebrations they encountered in the game.

Use this reflection to lead in to a discussion on the difficulties that some families are encountering in New Zealand today (see page 20 for Material to accompany poster – background reading for teachers).

There are five online worksheets based on the five themes found on the Social Justice Week poster:

Worksheet 7
From low income to enough to thrive

Worksheet 8
From poor housing to a good home

Worksheet 9
From provincial poverty to flourishing regions

Worksheet 10
From transience to stability

Worksheet 11
From isolation to community

You might choose to have different groups work on different worksheets and then have students report back on what they learn.
STUDENT ACTION
Ask students what they can do to make New Zealand a more ‘equal’ society.

Challenge them to commit to an action that they can do in the coming weeks or months that will benefit families. On page 10 there is a list of suggested actions that students may choose to do.

PUZZLES
Worksheet C is available online for students to attempt a super puzzle challenge involving relevant terms associated with family poverty. It involves a crossword, wordsearch, and code cracker all-in-one.

GAME – FAMILY UPS AND DOWNS
In small groups students play the ‘Family Ups and Downs’ game using the boards provided. Students need to place the events on the board before commencing the game by following the instructions.

The game focuses on the good and bad things that can happen to families, particularly to those families that are struggling financially. For some students the everyday ups and downs may be familiar. For others they may be an eye-opener.

Students can track the events they experience in the game by using Worksheet 3.

PRAYER/LITURGY
Rather than teaching lessons on the Social Justice Week theme, you may prefer to highlight the needs of families in New Zealand during form time prayers. A reflection and prayer is provided for each day of the week (see Form Time Prayers on page 12). You may decide to let students lead these prayers in class and allow some time afterwards for students to reflect on the themes and issues raised.

Online liturgies are available for classes and groups (see page 14 for more details).
MAKE A DIFFERENCE!

The following is a list of suggested actions that students may choose to undertake during Social Justice Week and beyond...

→ **Give your time**: Offer to babysit the children of a family in need for free, so the parents can have a night to themselves.

→ **Make a donation**: Donate to an organisation that helps families in need, such as St Vincent de Paul.

→ **Become more informed**: Learn more about poverty in New Zealand. Go to closertogether.org.nz and click on ‘Want to get into more depth about inequality in New Zealand?’ (on home page)

→ **Write a letter to a politician**: There may be a politician who you feel can do something to help struggling families. Go to closertogether.org.nz and click on the link ‘How to write to politicians’.

→ **Volunteer**: Volunteer to help out in an op shop that raises money for families in need.

→ **Live simply**: Try to cut down the amount of consumerism in your life. Don’t buy new things if you don’t need them. Learn to live with less.

→ **Donate to a foodbank**: Find a foodbank near you and donate a non-perishable food item.

→ **Write a letter to support increasing the minimum wage**: See www.livingwage.org.nz to find out about the Living Wage movement. You might like to write to your Member of Parliament supporting this campaign.

→ **Reflect on Jesus’ teaching about the poor**: Read Matthew 25:31-40. Reflect on times where you have seen someone hungry and given them food, thirsty and given them drink, etc. Perhaps you have given someone spiritual sustenance rather than physical food. Allow God to speak to you about how you might be more open to helping others.
MONDAY

From low income to enough to thrive

CST principle – HUMAN DIGNITY

1 Corinthians 12:26

If one member suffers, all suffer together: if one member is honoured, all rejoice together.

Every person and every group in society must be able to meet their material needs and realise their potential in a social, economic and spiritual sense. We are called to realise that, just as it is in family life and among friends, so it is in the life of our community: if one person is disadvantaged or left behind, we are all diminished. We cannot survive without others and can only grow and achieve our potential in relationship with others.

Australian Catholic Bishops, Social Justice Sunday, 2008

Prayer

Dear Lord,

We share a common humanity. Every person who lives on the planet is connected to me because we are all created in the image of God.

May I be more aware of those around me who are in financial need, and consider what I can do to help. I may not have much money to share, but help me to know how to use my gifts and abilities to assist other people who are struggling.

E te Ariki
Whakarongo mai ki a mātou.

Action suggestions

- Babysit for free for a couple who may like a night out but don’t have much money.
- Donate money to an organisation that helps families in need, such as the St Vincent de Paul Society.

TUESDAY

The widening Gap

CST principle – COMMON GOOD

In New Zealand, disparities between rich and poor have become entrenched in a society that once regarded itself as egalitarian. Struggling families with empty cupboards sometimes live only a few streets away from others for whom the provision of food and other basics is no problem. It is particularly concerning when people live in ignorance, and even indifference, to how their neighbours are faring.

Election 2014: A statement by the Catholic Bishops of New Zealand

[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.

Pope St. John Paul II, Sollicitudo Rei Socialis, #38

Prayer

Compassionate God,

You know that our country, New Zealand, is not as perfect as we would sometimes like to think. Some people are becoming very wealthy while others struggle from week to week. Help our leaders be more aware that a society where some prosper and others live in poverty is ultimately destructive for everyone.

Help those of us who have more, to be prepared to have a little less so that others may flourish.

E te Ariki
Whakarongo mai ki a mātou

Action suggestions

- Learn the names of your neighbours.
- Join a neighbourhood group.
WEDNESDAY
From poor housing to a good home

CST Principle - PREFERENCE OPTION FOR THE POOR AND VULNERABLE

James 2: 14-17

What good is it, my brothers and sisters, if you say you have faith but do not have works? Can faith save you? If a brother or sister is naked and lacks daily food, and one of you says to them, “Go in peace; keep warm and eat your fill,” and yet you do not supply their bodily needs, what is the good of that? So faith by itself, if it has no works, is dead.

Reflection
Today we think of low income families in New Zealand; those who work hard but find it difficult to make ends meet. Maybe your family is struggling financially at the moment. Many families earning low incomes live in older houses which can be susceptible to mould and damp. These conditions contribute to illness. According to the Children's Commissioner’s Expert Advisory Group, the best and simplest way to prevent illness among children is to improve the quality of our housing.

Prayer
Loving God,

We pray for more help and more support for families in New Zealand. We pray that those who employ others will think of ways to improve the pay and conditions of their staff.

Guide our Government to make compassionate decisions around providing adequate housing for those on low incomes.

E te Ariki
Whakarongo mai ki a mātou.

Action suggestions
→ Give away something you value to someone else.
→ Organise a working bee to help improve a neighbour’s house or garden.

THURSDAY
From isolation to community

CST principle - PARTICIPATION

Pope Francis describes our global economy as an economy of exclusion. He says …

How can it be that it is not a news item when an elderly homeless person dies of exposure, but it is news when the stock market loses two points? This is a case of exclusion. Can we continue to stand by when food is thrown away while people are starving? This is a case of inequality. Today everything comes under the laws of competition and the survival of the fittest, where the powerful feed upon the powerless. As a consequence, masses of people find themselves excluded and marginalized: without work, without possibilities, without any means of escape.

Pope Francis, Evangelii Gaudium, #53

Reflection
Pope Francis describes our global economy as one in which many people are excluded. They simply don’t have the money to participate
in cultural events, educational opportunities, entertainment or community groups. Often low income families find themselves excluded in this way. Perhaps there are some events which you have been unable to attend because of the cost. In a society where some can participate and others can’t, a ‘money-empathy gap’ can emerge. This means that the wealthy lose compassion for the less well-off. They may even feel more deserving and self-interested.

Prayer

God of compassion,

In our school community we are not always good at including everyone. We exclude people from our friendship group and from our social events.

God, make us more compassionate towards other people at school. Help us to make steps towards making our school a more welcoming place for all.

E te Ariki
Whakarongo mai ki a mâtou.

Action suggestions:

→ Organise a party or an event that is open to everyone in your class.

→ Sit with a different group of students at lunchtime.

FRIDAY

The Globalisation of Indifference

CST principle – SOLIDARITY

As long as I am relatively healthy and comfortable, I don’t think about those less well off. Today, this selfish attitude of indifference has taken on global proportions, to the extent that we can speak of a globalisation of indifference. It is a problem which we, as Christians, need to confront.

Pope Francis, Lenten message, 2015

The rich young man – Mark 10:17-22

And as he was setting out on his journey, a man ran up and knelt before him, and asked him, “Good Teacher, what must I do to inherit eternal life?” And Jesus said to him, “Why do you call me good? No one is good but God alone. You know the commandments: ‘Do not kill, do not commit adultery, do not steal, do not bear false witness, do not defraud, honour your father and mother.’”

And he said to him, “Teacher, all these I have observed from my youth.” And Jesus looking upon him, loved him, and said to him, “You lack one thing; go, sell what you have, and give to the poor, and you will have treasure in heaven; and come, follow me.” At that saying his countenance fell, and he went away sorrowful; for he had great possessions.

Reflection

Are we like the rich young man? Are we very attached to our possessions? Could we imagine living without our cellphones, iPods and PlayStation? God might be challenging us to put less emphasis on our ‘things’ and more emphasis on people.

Solidarity is about ‘being with’ others. Sometimes we have to get rid of distractions and entertainment in order to ‘see’ other people and to see their needs.
Prayer

Christ, who cares for the poor,
Help us to put down all our technological devices long enough to see what is really going on in the world. Transform our indifference into concern for those in need in our own families and communities.
Help us not to be so comfortable being comfortable.

E te Ariki
Whakarongo mai ki a mātou.

Action suggestions

» Volunteer at a soup kitchen or a St Vincent de Paul shop.
» Have one day a week where you don’t play games on your phone or PlayStation. Watch the news and find out what is happening in the world instead.

You will find three online liturgies in PowerPoint format to use during Social Justice Week. These are suitable for use at assemblies or in RE classes. It is recommended that students can be involved in reading selected prayers or slides. Printing off the outline of the slides will be useful.

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

**LITURGY A: A CALL TO SERVE (Y9-10)**

Based on the words of Oscar Romero, “Aspire not to have more, but to be more”, this liturgy challenges students to reflect on the situation in New Zealand and to think of ways in which they can serve others.
LITURGY B: THE POOR AT MY GATE (Y9-13)
Based on the parable of the rich man and Lazarus, this liturgy challenges students to consider the poor who they encounter in their lives. Poverty comes in many forms and may present itself in the form of a lonely neighbour, or a vulnerable child.

Prayer for the common good
“Usually when we are healthy and comfortable, we forget about others...

What are the injustices that I could confront?

LITURGY C: PRAYER FOR THE COMMON GOOD (Y11-13)
This is a reflection on the words of St Basil the Great. The liturgy emphasises the need to share all that we have, especially with those who have very little.
FAMILIES HAVE UPS & DOWNS, BUT WE CAN ALL DO OUR BIT TO HELP.

FAMILY FACTS

Families/whānau are very important. They are the building blocks of our society. They 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. Children develop best when they feel secure and loved. Security might come from their own family or from another family that offers to care for them.

Caritas helps New Zealand families by speaking with the government about things that families need such as good housing, adequate wages and job security.

What you are... an intimate community of life & love.”

POPE ST JOHN PAUL II, 1981

DESIGN: EMMA BEVERNAGE • ILLUSTRATION: FRAN DENTON
BOARD GAME INSTRUCTIONS

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.

HOW TO WIN

The first player to reach the FINISH wins the game.

EQUIPMENT NEEDED

- Playing board x 1 (provided)
- Events cards x 42 (provided)
- Dice x 1
- Counters (for each player)
- Blu-tack (if desired)

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).
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.

**FAMILY EVENT CARDS**

There are two types of family event cards:

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

**OUTDOOR BOARD GAME TIPS**

You are excited as some friends give your mum some toys for you and your sister.

You made someone feel better ...

**MOVE OR SWAP UP TO 4 EVENTS CARDS**

You are very hungry because you had no food for breakfast.

Dad gets some extra work and brings home extra goodies for Christmas. Yum yum!

**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.
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.
Worksheet Overview

All relevant worksheets can be found at www.caritas.org.nz/schools/social-justice-schools

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

Worksheet 5
Cycle of emotions (Emoticycle Y9-10)

Worksheet 7
From low income to enough to thrive

Worksheet 8
From poor housing to a good home

Worksheet 9
From provincial poverty to flourishing regions

Worksheet 10
From transience to stability

Worksheet 11
From isolation to community

Worksheet B
Super puzzle (Standard Y7-9)

Worksheet C
Super puzzle (Advanced Y9-13)

Kiwi Families: It’s Our Story

‘What does it take for families to flourish?’

Our students are growing up in a society that is rapidly being divided into two categories; the ‘haves’ and the ‘have-nots’. By senior secondary school they are probably already identifying with one of these groups and are relating solely within one of these groups.

This dichotomy does not bode well for a stable, egalitarian future.

In this resource we hope that secondary school students will be able to reflect on some of the issues facing low income families. We hope
that they will be able to ‘see’ the issues without pre-conceived prejudice, and make sound judgements about the Christian response to family poverty. These judgements will then lead them to just actions.

The poster for this year’s Social Justice Week focuses on five themes which are outlined here. See also the DVD discussion guide for more information.

FROM LOW INCOME TO ENOUGH TO THRIVE

In just thirty years New Zealand has changed from being one of the most equal societies in the developed world, to being one of the most unequal. While incomes of the richest 10 per cent of New Zealanders have doubled in this time, the incomes of the ‘poorest’ 50 per cent have barely changed.

Those living on the minimum wage are struggling to afford even the basic necessities of life.

“Take for instance, a typical two-parent family, with two children, living on one minimum wage income. Using 2012 figures, a full-time minimum wage salary of $540 a week becomes $460 after tax. Working for Families and the accommodation supplement might increase that to $790. An average house in eastern Porirua, one of New Zealand’s cheapest suburbs, costs $255 to rent, leaving around $540. Other weekly costs soon eat up the rest. Feeding a two-child family well – by meeting nutritional guidelines in the cheapest way possible – costs about $260... That leaves about $280 per week for everything else. Running a car .... typically costs $85. Power costs can often be $50. So once bare survival is taken care of, just $145 a week may be left for everything else: $5 a day per person to cover clothing, a phone, replacing or repairing appliances, healthcare costs and so on...”

Max Rashbrooke
Why Inequality Matters, p6
From Inequality: A New Zealand Crisis

Max Rashbrooke, writing on behalf of the New Zealand Council of Christian Social Services, reflects on some of the consequences for society when there are huge inequalities in incomes. He says that highly unequal countries have a ‘money-empathy gap’ where the wealthy lose compassion for the less well-off, and even feel more deserving than others.

Very unequal societies are not stable societies. The ‘money-empathy gap’ creates an ‘us and them’ mentality.

And what of those on social welfare benefits? Can the income of a beneficiary stretch to cover all of his/her living costs?

“A case study from the Suzanne Aubert Compassion Centre illustrates how a beneficiary, ‘Mike’, gets $280 a week including the accommodation supplement, but pays $160 a week rent even in a subsidised council flat. After his other fixed costs, including power, he has just $48 a week, or $7 a day. This $48 has to cover food, transport, clothing and any other costs...”

Mike O’Brien
A Better Welfare System, p217
From Inequality: A New Zealand Crisis

And what of families whose income source is a benefit? According to the Child Poverty Monitor: 2014 Technical Report, 59 per cent of these families experienced material hardship.

Low income families often have to live with the constant worry of whether or not they can pay their bills. An extra expense, such as unexpected car repairs, may mean that they can’t afford nutritious food every night. Sports fees or school trip fees may be completely unaffordable, particularly if they have several children.
FROM POOR HOUSING TO A GOOD HOME

In New Zealand, 35 per cent of people do not own their own home.

“Those most likely to suffer greatest housing stress continue to be households with a single parent (usually female), a single income, beneficiaries and aged pensioners.”

Philippa Howden-Chapman, Sarah Bierre and Chris Cunningham
Building Inequality, p112
From Inequality: A New Zealand Crisis

It goes without saying that the houses people live in are important. A house is our ‘home’ - the place where our family is meant to grow and flourish. Unfortunately, the quality of New Zealand housing stock is generally poor. Pre-1977 houses were not built with insulation. They can be damp and cold.

A house is regarded as affordable if households spend no more than 30 per cent of their disposable income on rent. Many renters in New Zealand spend considerably more than this.

Poor housing is linked to poor health. In 2006, 1 in 100 children in New Zealand were described as being severely housing deprived. They and their families were living without a home of their own, usually living with extended family in overcrowded conditions.

The Children’s Commissioner’s Expert Advisory Group Report on tackling child poverty states that ‘improving the quality of our housing is one of the best and simplest ways to prevent disease, especially among children’.

Families looking for affordable and suitable accommodation often find themselves moving from place to place. A 2001 survey conducted by the New Zealand Federation of Principals found that 47 per cent of transient students in decile 1 schools moved because of housing issues compared to only 9 per cent in decile 10 schools.

FROM PROVINCIAL POVERTY TO FLOURISHING REGIONS

We are aware that while some urban areas are flourishing, rural areas are struggling. They are experiencing high unemployment, low economic growth and a lack of opportunities, especially for young people.

Rural workers are more likely to be on the minimum wage than urban workers.

The areas of New Zealand experiencing the highest levels of poverty are rural areas, including Northland, Manawatu-Whanganui and Gisborne.

A young Northland woman talked to Caritas about her experiences growing up in Northland and then needing to move away from her small community for work:

“Employment, jobs is one thing that we need, that we’d love to see. A lot of people would come home, it would mean a lot of families don’t have to go elsewhere, travel overseas, move into cities. Because at the end of the day, the kids miss out on being brought up around tikanga, being brought up the way that my parents were, my grandparents were.”

Sherry Pomare
Recent graduate from Te Kura Taumata o Panguru

How can rural communities be supported to ‘grow’ new economic opportunities so that young families can flourish in them? According to economist, Shamubeel Eaqub, we as
New Zealanders need to think differently about the regions. Identifying the strengths of individual communities is important and probably holds the key to building new business enterprises. He also recommends valuing and utilising traditional skills and knowledge, particularly to benefit Māori rangatahi (youth) and their families.

Suggestions for improving the experience of both transient students and their teachers, include providing better induction programmes that help students to find their place in the school, and a shift to more ‘personalised’ learning strategies in the classroom.

In a 2014 report by the Child Poverty Action Group, the authors suggest that student transience is not an issue that can be tackled by the education sector alone. Rather, it needs to be dealt with by addressing the problems of uncertain employment and lack of secure affordable housing.

FROM ISOLATION TO COMMUNITY

A feeling of loneliness or isolation is often a part of a person’s experience of poverty.

When we reflect that those in poverty include a significant number who don’t have jobs, then this makes sense. Many of us get our sense of social connectedness from being part of the workforce. Those in poverty in New Zealand include a number of pensioners. They too may lack the financial ability to go out and connect with others.

Poverty can’t be measured just by one’s income. For those who are barely surviving financially, poverty is a multidimensional concept, characterised by factors such as lack of education, health, housing, empowerment, employment, personal security and often a loss of social connectedness.

There is a need to recognise the role that social isolation can play in keeping people in poverty.

Use this background material to help you lead a lesson with your class based on the themes in the poster.
DISCUSSION AFTER WATCHING KIWI FAMILIES: IT’S OUR STORY DOCUMENTARY

After watching the *Kiwi Families: It’s Our Story* documentary, the following tasks and questions are encouraged to promote discussion:

- Share words, or a sentence, to summarise what you saw in the documentary.
- As a group, identify the four places/stories that were featured in the documentary.
- Discuss the difficulties faced by the community in Panguru.
- What are the families who come to De Paul House looking for?
- What does the Catholic Community Centre provide for families in South Dunedin?
- What is the Living Wage group trying to provide for families? What do you think is meant by ‘living wage’?
- Looking at the five themes displayed on the poster, what images or messages from the documentary come to mind for each theme? Share these in your group.
- What issues that were highlighted in the documentary does your community experience?
- How can we, as a school community, support families facing hardship?
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