

## Social Justice Week 2019 Secondary Liturgy – Teacher Notes

This liturgy is suitable for use in RE classes or assemblies during Social Justice Week. It should take about 15-30 minutes depending on the reflection time.

The PowerPoint is made up of six parts:

- 1) Introduction
- 2) Reading
- 3) Reading reflection
- 4) Reflection questions
- 5) Prayers of the Faithful
- 6) Final blessing/whakataukī

### **Part One: Slides 1 – 5**

S1: This year in Social Justice Week, we are looking at situations in our lives that are not always fair and how we can recognise these acts of unfairness and begin to make a change.

S2: The whakataukī/scripture chosen for this year's theme has been taken from Matthew 7:12:

‘Na, ko ngā mea katoa e pai ai koutou  
kia meatia e ngā tāngata ki a koutou,  
meatia hoki e koutou ki a rātou.’

‘Do to others what you would have them do to you.’

This is to remind us that we need to think about how we treat those around us and through us we have the power to make a difference especially when we display fairness to others.

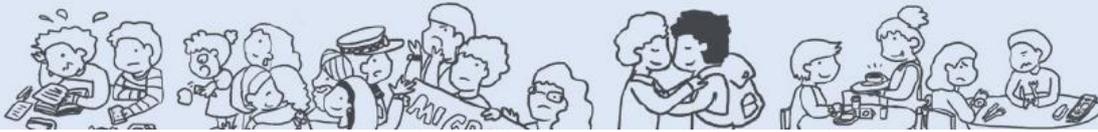
S3: Jesus challenged people to see, judge, and act. The three-part methodology known as See-Judge-Act was popularised by a young Belgian priest, Joseph Cardijn, in the first half of the twentieth century. This way of looking at the world challenges people to SEE and watch the world around them, JUDGE what they see in the light of Gospel values and to ACT to make their world a better place.

S4-5: Say the prayer together. This prayer is to remind us to pray for those who are facing injustices on a regular basis.

### **Part Two: Slides 6 – 11**

Note about slide animation: Some slides are automatically set up to bring in either text or images. It is recommended that you view this liturgy before presenting it to a group.





**Reading:** The Rich Man and Lazarus - Te Tangata Whai Rawa rāua ko Raharuhi

In the story of the Rich Man and Lazarus, the rich man never gave Lazarus anything, not even a crumb from his leftover food. BUT Jesus wants us to show compassion, fairness and love to all our neighbours. In the parable, Jesus puts an emphasis on listening to his teachings and warnings, which the rich man didn't listen to.

As it was written: 'There was once a rich man who dressed in the most expensive clothes and lived in great luxury every day. There was also a poor man named Lazarus, covered with sores, who used to be brought to the rich man's door, hoping to eat the bits of food that fell from the rich man's table. Even the dogs would come and lick his sores.'

The parable also shows how the rich man didn't listen to the message Jesus was telling him about what will happen to him and his crucifixion. This message is to help people understand that we must always have our eyes open and our ears listening for the words of Jesus to help live our lives as he wants us to.

As it was written: 'So, he called out, "Father Abraham! Take pity on me, and send Lazarus to dip his finger in some water and cool off my tongue, because I am in great pain in the fire!' But Abraham said, 'Remember, my son, that in your lifetime you were given all the good things, while Lazarus got all the bad things. But now he is enjoying himself here, while you are in pain. Besides all that, there is a deep pit lying between us, so that those who want to cross over from here to you cannot do so, nor can anyone cross over to us from where you are.'

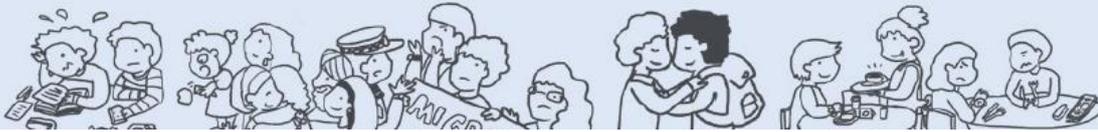
**Part Three: Slides 12 – 16**

This section focuses on a reflection written by Joy Cowley based on the reading.

Oh God, let me not forget  
these moments.  
On those days when my  
own table is rich,  
may I always remember to  
set extra places and chairs  
of loving kindness for the  
stranger outside the gate.

*Joy Cowley, Psalms Down Under*





#### **Part Four: Slides 17 – 24**

This section may take as long as you wish. Each slide could be teacher directed or have students lead each question.

Slides 22 - 24: *(extracts from Year 12 Justice and Peace)*

Further questions to unpack 'SEE – Tirohia'

Explore and probe an experience or situation to discover its positive and negative values:

- What exactly is happening?
- What is this doing to people? (the consequences)
- Why is this happening? (the causes)

Further questions to unpack 'JUDGE – Wānangatia'

Reflect on the issues in the light of Scripture, Catholic teachings, the experience of the Church, and your own prayer:

- What do you think should be happening?
- What does your faith say?

Further questions to unpack 'ACT – Mahia'

Action can take many forms. It may be a personal or group action:

- What exactly is it that you want to change? (long-term goal)
- What action are you going to take now? (short-term goal)
- Who can you involve in your action?

#### **Part Five: Slides 25 - 31**

This section contains the Prayers of the Faithful.

Call to respond: E te Atua o te Rangimārie, whakarongo mai

Response: Whakarongo ki tā mātou inoi

#### **Part Six: Slides 32 - 33**

A concluding prayer is followed by a whakataukī that could be unpacked with students and linked to the theme of fairness.

It is recommended that you finish the liturgy with the sign of the cross.

