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GUIDELINES FOR CHARITY

DOING JUSTICE, LIVING JUSTLY

Chapter Overview

CHAPTER GOALS

In this chapter, you will help the students:

- ★ examine the relationship between charity and justice.
- ★ discover mercy and social action as ways of addressing problems in today's world.
- ★ analyze the effects that social structures have on society in promoting or hindering justice.
- ★ learn how compassion is the attitude that mirrors Jesus in working for charity and justice.

KEY WORDS

personal causes	sinful social structures
underlying causes	social sin
works of mercy	decision-making power
long-term solutions	life choices
social action	communities of resistance
graced social structures	

STUDENT EDITION

SPECIAL FEATURES

What's Your Opinion	p. 96
Two Ways to Help—A Fable	p. 97
Mother Teresa: A Model of Mercy	p. 100
Illiteracy	p. 105
A Model of Social Action	p. 107



TEACHER MANUAL

CHAPTER HANDOUTS

- Handout 4:1 Living the Works of Mercy
Handout 4:2 Doing Social Analysis

- Handout 4:3 Prayer and Justice
Chapter 4 Assessment

Resource Spotlight

A TIME TO PRAY



A Time to Pray: For Justice and Peace
Guidelines for Charity: Doing Justice, Living Justly, Disc One
They Who Do Justice, Track 12
May We Not Conform, Track 13

ACTING FOR JUSTICE, VOLUME 1: ISSUE 4



Learning Together
Multiplying the Loaves and Fishes p. 6
Giving Jar p. 5

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BACKGROUND

Doing justice and living justly are the focal points of this chapter. It is important for students to realize that working for justice is a Christian mandate because people are hurting due to injustice. Sometimes this pivotal point gets lost in a discussion about justice. The purpose of a justice course, therefore, is to identify ways that people are suffering and to consider ways to diminish or eliminate their suffering.

As it has evolved over the past century, modern Catholic Social Teaching has come to recognize more and more that helping people who are hurting entails more than individual people helping other individual people. In other words, the work of justice is no longer seen as simply a matter of individual behaviors, but also as involving a critique of society and its institutions. This second dimension of social justice is more complex and more difficult to grasp than the individual-behavior dimension, but if students do not understand this way of viewing problems, they will not appreciate modern Catholic Social Teaching or the approach to justice issues that runs throughout this text.

The chapter explains and differentiates between these two approaches to justice using the terms mercy (or charity) and social action. Alert students

that they should keep these two approaches in mind as they examine the various issues of justice and peace treated in the remainder of the course.

The chapter then links justice with the spirit of compassion. Jesus is a model of compassion and the Church is made up of communities of compassion. In this chapter, compassion is identified with a spirituality that serves as a foundation inspiring and sustaining people in the work of justice. It is important for students to appreciate that Christian faith, a religion of compassion, has proven to be an effective foundation for long-term commitment to justice.

You may want to assign sections of text and Faith Activities for homework. Adjust any suggestions to fit your teaching style and time limitations, as well as students' reliability in doing outside reading and other homework. Suggest that students either highlight key ideas as they read or take notes of key ideas in their notebooks.

There are several ways to take class notes: the board, chart paper, overhead, or computer projection. This Teacher Manual will usually use the word *board*, but keep the other options in mind and use whatever is best in your situation.

CHURCH WISDOM

"Service to those in need must take the form of direct action to relieve their anxieties and to remove their burdens, at the same time lead them to the dignity of self-reliance...Service to the poor also involves speaking up for them and trying to reform structures which cause or perpetuate their oppression. In the final analysis, however, we must realize that social injustice and unjust social structures exist only because individuals and groups of individuals deliberately maintain or tolerate them. It is these personal choices, operating through structures, that breed and propagate situations of poverty, oppression, and misery."

(Pope John Paul II, "Address to Catholic Charities," San Antonio, TX, September 13, 1987, nos. 5 and 6, *Origins* 17:17 (October 8, 1987): 287)



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Lesson Plan Strategies

CHAPTER OPENER

Page 95 >



Celebrate God's Justice
See page 102 for music
track suggestions.

Begin with prayer.

- Invite students to gather in a circle.
- Have a volunteer read aloud the scripture passages from Isaiah 58:6-11 and Luke 9:1-6 as background information for the chapter.
- As an option, you may want to use the suggested prayer for this chapter from A Time to Pray.

Preview the Chapter Goals.

- Have four volunteers each read aloud one of the chapter goals. After each goal has been read aloud, ask students what questions they may have about the topic and/or what they think they will learn.
- Record responses on the board or in a place where they can remain for the duration of the chapter.
- Refer to the questions when applicable during the course of the chapter.

TOPIC 1

Charity and Justice

Pages 96-99 >

Page 96 >

FYI

This section is an opportunity for students to get in touch with their attitudes related to the topics of the chapter. The statements are available electronically as well as in the text.



Ask students to respond to What's Your Opinion? Ask for a show of hands for *agree*, *disagree*, or *uncertain* on each statement. Then briefly discuss the items in the list.

Use the following exercise to make the most of What's Your Opinion? It includes a number of steps requiring an extended amount of time, and therefore may need to be completed over more than one class period. Since some of the concepts (underlying causes, long-term solutions) are explained in the first half of this chapter, you might delay this activity until students have read the material or else simply alert them that the chapter may be used as a guide to help them complete the exercise.

Ask students to refer to their list of three ways that people are hurting in our world today (#1 in What's Your Opinion?). Then divide the class into groups of four or five. Instruct the groups to compare their lists and then, as best they can, to synthesize these hurts into the one way that people are hurting most in the world today.

Give each group a sheet of newsprint on which they are to make two columns. At the top center of the paper, a group member should write the hurt the group decided upon and under that, the word Causes and a line going down the middle of the page. Then, in the left column they should list causes of this hurt due to individual actions. In the right column they should list societal causes, making both lists as complete as possible. (Using the board, diagram an example. For instance, if violent crime is listed as the greatest way people are hurting today, then persons who with little hesitation injure or even kill others is an individual cause, whereas easy

availability of guns or excessive violence on TV might be societal causes.) Then, on another sheet (or if space is available, under the causes) have students write the word Solutions, again making two columns. In the left column they should list Actions individuals can do to ease this hurt. In the right column list Changes in society or societal values that could ease this hurt. (Ask the groups to make their lists as complete as possible.)

Ask a representative of each group to post the newsprint on the wall. Then have another member of each group report to the class on its list. As each group representative finishes, invite other class members to ask questions about the group's lists. Finally, discuss the strengths and weaknesses of addressing problems individually and through societal change.

Direct students to read the text on *Charity and Justice*.

Emphasize the key points:

- Justice requires we give God and our neighbor what is their due.
- Charity moves us to imitate Christ in our response to the Father and to one another.
- Justice without charity is a burden.
- Justice requires action.

FAITH ACTIVITY

What Can I Do? This exercise could be used as a homework assignment.

The responses could be shared in class and prompt a class discussion of charitable activity available to teenagers.

Two Ways to Help—A Fable

Read or review the story, *Two Ways to Help—A Fable*.

Ask students to name possible causes for the problem of the drowning babies. The situation is, of course, far-fetched, but students may suggest inadequate food, evil rulers, and a complete disrespect for life. Ask: What would you do if you were faced with this situation? (First probe for immediate responses—saving the babies in the river, and then probe for ways to address the causes of the problem.)

GROUP TALK

Identify ways that this story could be applied to contemporary problems.

- 1 Are organizations that are addressing problems in society today doing so more in the style of the village elders or in that of the lone voice? Explain.
- 2 What circumstances would make one or the other approach more effective?
- 3 The fable implies that people often overlook “going upstream” to find root causes of problems. Do you believe that this is true in your community and in the world today?

Return to the problems students named in What’s Your Opinion? Have students return to their small groups, if they had been in groups, and use the problem they discussed for this activity. If students worked in the large group for What’s Your Opinion? choose one to three of the problems discussed. (Answers will vary.)

Pages 98–99 >

Direct Aid

Invite two student volunteers to read *Direct Aid*. Take note of the key words personal causes and underlying causes and their definitions.

Pages 98–99 >

Works of Mercy

Have students read *Works of Mercy*, reminding students that works of mercy are one way Christians can provide direct aid to those in need. Take note of the key word works of mercy and its definition. Then ask students for other examples similar to the examples on page 98—people they have heard about or read about. They will discuss their personal experiences later.

Chart: Works of Mercy

Use the color banded chart on page 98 to provide a visual of the Works of Mercy. Discuss with students ways that teenagers their age can practice each of the Works of Mercy.

Handout 4:1



Distribute Handout 4:1, “Living the Works of Mercy;” after students have finished discussing the Works of Mercy chart. The Handout will help them consider specific personal applications. Suggest that in a number of ways, as their discussion proved, they already practice the works of mercy in their daily lives. Distribute the Handout and ask students to spend some time in silent reflection. Play reflective music while students work. When they finish, encourage them to follow through on some of their “Could Practice” options.

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GROUP TALK

Have you ever participated in a service project that involved a work of mercy?

- 1 Describe the experience. How did it feel?
- 2 What motivated you to participate in this work?
- 3 Did you feel as though you were helping another person or group?

The discussion of other people doing works of mercy and the Handout may have helped students surface some of their own experiences of doing works of mercy. Now is the time to discuss their experiences. Allow enough time for all who wish to contribute, but do not force anyone to share. (Answers will vary.)

Religious Life and Social Action

Mother Teresa: A Model of Mercy

Ask students what they know about Mother Teresa.

Direct students to read *Mother Teresa: A Model of Mercy*.

Ask students for their reactions to the life of Mother Teresa.

GROUP TALK

Mother Teresa's Missionaries of Charity have grown in great numbers worldwide since their humble beginnings a few decades ago.

- 1 Describe the type of work her religious order performs.
- 2 How do you account for the appeal of her order?
- 3 Why do you think members of her order seem so joy-filled?

Either before or after discussing these questions, students might be interested in researching more information on the Missionaries of Charity. (Answers will vary.)

Review

What is the relationship between charity and justice?

Justice requires we give God and our neighbor their due. Charity moves us to imitate Christ in our response to one another.

What are the two ways of helping people in need described in the text?

Works of mercy to meet others' physical and spiritual needs, and social action to change society's structures.

List the Corporal and Spiritual Works of Mercy.

Corporal Works: Feed the hungry. Give drink to the thirsty. Clothe the naked. Visit the sick. Shelter the homeless. Visit the imprisoned. Bury the dead. Spiritual Works: Counsel the doubtful. Instruct the ignorant. Admonish the sinner. Comfort the sorrowful. Forgive injuries. Bear wrongs patiently. Pray for the living and the dead.

< Pages 99-100

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TOPIC 2

Changing Social Structures

Social Action

Ask students for a key idea from each paragraph of Changing Social Structures and Social Action. Take note of the key words long-term solutions and social action and their definitions.

Expand on the text by setting the stage for discussion of social action with this information:

If we examine the urban landscape, we discover that many buildings that served as productive factories decades ago have been torn down to build stadiums and shopping malls or have been transformed into condominiums. When hotels or other establishments open, a variety of jobs are created, but usually wages are less than factory wages were. Without looking at underlying causes of a problem such as urban renewal, we get a distorted picture of the problem.

Ask students to do research in the news and respond to the following:

- Identify other social concerns that require examining underlying causes in order to be understood.
- Explain why deep-seated causes have a substantial impact on these problems.

Then have students share their findings in small groups.

FAITH ACTIVITY

Personal Action

Divide the class into small groups. Ask for suggestions or assign each group a world problem. Ask students to brainstorm ideas and then present them to the class.

GROUP TALK

- 1 Do you believe that performing works of mercy leads to social action? Explain. *Make sure that students understand that works of mercy provide immediate relief to problems and social action addresses the underlying causes of suffering.*
- 2 Describe one way in which social action could improve conditions in your school or community. *Brainstorm with students problem areas in their school that might be addressed by social action. (Answers will vary.)*

What Are Social Structures?

In reviewing What Are Social Structures? take note of the key words social sin, graced social structures, and sinful social structures and their definitions. In addition, make the following points (together expand on these), and discuss and add to the examples in the text.

- Written and unwritten rules of social structures
 - customs
 - laws and social policies
- Economic systems can function competitively or be directed toward the common good.
- Social structures
 - can promote or hinder justice
 - are affected by personal sin
 - can involve sin
- Attending to social structures is an essential part of respecting the God-given dignity of all people.
- Examples of social structures
 - accessibility for persons with a disability
 - sales tax and income tax
 - retail business and shopping patterns

FAITH ACTIVITY

Who Benefits? Direct students to choose one example and answer the questions. When students are finished, invite volunteers to share their examples and answers to the questions. This could prompt a discussion between students using the same example.

GROUP TALK

- Taxes are a necessary aspect of any society. What would you say is the American attitude toward taxes?
- If you believed strongly that an increase in taxes would benefit people at the lowest rung of the economic ladder, would you support the tax increase? Why or why not? Do you believe that you would have an obligation in justice to support such a tax increase?
- How are people who are poor affected by the creation, sales, and advertising of goods and services in the world?

Have students work in triads to deal with the questions. Then, in the large group, gather general reactions to the discussion. (Answers will vary.)

ADDITIONAL ACTIVITY

Religion and Politics Gather printed materials from various service and justice-related organizations. Your personal and departmental mail might provide a rich source of such materials. Over a period of a few months, you might receive a letter from the Red Cross requesting blood donations, a notice about smoking from the American Cancer Society, a brochure from MADD (Mothers Against Drunk Driving), a newsletter from Covenant House for runaway children, an advertisement from a magazine about helping children in other lands, an application for membership from Pax Christi, and an information packet from the Humane Society. Such resources could be used in the following activity. Have students work in small groups. Distribute the materials you've collected and ask the groups to:

- **Peruse** the materials and identify political positions or positions on justice issues that are stated in it.
- **Discuss:**
 - Should religious organizations be involved in political matters? Why?
 - Is this particular organization providing a service or a disservice to the Christian community? Why do you think so?

Pages 104-106 >

“Power Over” Versus “Power With”

GLOBAL PERSPECTIVE

Illiteracy Discuss the repercussions of illiteracy. Ask what social structures contribute to illiteracy? What social action could be taken to aid people who are illiterate?

Take note of the key word decision-making power and its definition. Then use these questions to review the text on “Power Over” Versus “Power With.” Discuss examples that help to explain the responses.

- What does it mean to “give till it hurts”?
- What does social action include that works of mercy do not include? (It transforms power over into power with.)
- How does a social action approach to justice increase the power of people who are in need? (It changes the distribution of power.)
- Why does a change in power threaten those who have the power? (It changes the relationship between haves and have-nots and often results in forcing out those who originally had the power.)

FAITH ACTIVITY

Equal Access Consider as many institutions as you can, given your time limitations. If students are resistant to some of the obvious conclusions, encourage them to evaluate the situation in terms of the Ten Commandments and Jesus' teachings.

A Model of Social Action

Most students will be familiar with the story of Rosa Parks (1913–2005), but they may not remember the relationship between Mrs. Parks' action and the role of Dr. Martin Luther King Jr. in the boycott that followed. There are many Web sites that provide further information on Rosa Parks and the boycott. You might come to class prepared to share some of that information or provide students with an opportunity to do their own research. If any of students wrote essays in grade school or in high school on Rosa Parks, they might enjoy sharing these essays with the class after the review of A Model of Social Action.

GROUP TALK

Read the quote from Martin Luther King Jr.'s, *The Preacher King* by Richard Lischer (New York: Oxford University Press, 1995), 87.

- 1 What was Martin Luther King's message in this passage?
- 2 What groups in our society today might be "tired" of being oppressed?

Small group discussions of these questions will give more students the opportunity to "walk in the shoes" of those who are oppressed. (Answers will vary.)

The Two Feet of Christian Justice

Use The Two Feet of Christian Justice chart on page 108 to focus students' attention on the differences between works of mercy and works of social action. Have students name at least five examples of works of mercy and five examples of social action, using the criteria in the two-feet chart to help them decide which column the example fits in. The examples in the text of The Two Feet of Christian Justice might help them get started.

Social action presumes social analysis. That is, social analysis is a process similar to diagnosing an illness leading to a prescription—social action. Actually, social analysis cannot be separated from social action; they must go hand in hand and continue together.

Distribute Handout 4:2, “Doing Social Analysis,” which offers students an opportunity to practice social analysis on an elementary basis. An important first step is to provide them with enough current information about an institution or an institutional decision so that they may analyze it. (For instance, nuclear weapons aimed at the former USSR continue to be maintained in the western United States, even though those parts of the world are no longer viewed as a major threat.) You or your students will need to do some research in order to find up-to-date descriptions of institutional decisions. Have the class form small groups and assign a particular institution, institutional policy, or institutional decision to each group. Direct them to apply the questions on the Handout to their topic, as best they can. Have group representatives report to the class on their findings, and invite class members to add to or critique the reports.

ADDITIONAL ACTIVITY

Models of Mercy, Models of Social Action The text uses Mother Teresa and Dr. Martin Luther King Jr. respectively as models of mercy and social action. You might have students write a report on others involved in justice and peace movements, describing whether they model to a greater degree mercy or social action.

GROUP TALK

- Describe a situation in which you or someone you know possessed power or lacked power. Was there evidence of “power with” or “power over” at work? Explain.
- What appeals to you about Dr. Martin Luther King Jr.’s approach to lessening hurtful conditions? What “power” did he possess? How did he use it?

(Answers will vary.)

Review

Define social structures.

Social structures are the commonly accepted ways of doing things that characterize social relationships.

What are the two categories of social structures?

Graced social structures and sinful social structures.

Define social sin.

Socially constructed situations and institutions contrary to God’s plan for human well-being.

How does social action go beyond giving people aid and teaching people skills?

Social action calls for reform on issues such as access, ownership, connections, and barriers with respect to ways of earning a living.

List the “two feet of Christian justice” and explain how they differ.

The two feet of Christian justice are works of mercy and social action. Works of Mercy tend to immediate needs. Social action attempts to change the source of the problems.

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Compassion, Charity, and Justice

Have students read the Gospel stories referred to in the text—Matthew 20:34 and John 11:32–36 after reviewing the reading on Compassion, Charity, and Justice. Then discuss:

- What does it mean to say that Jesus was “moved with compassion”?
- What other stories do you remember of Jesus being moved with compassion?

GROUP TALK

Have you ever been “moved with compassion”?

- 1 What were the circumstances?
- 2 Did it lead to any action or to your getting involved with others? Explain.
- 3 Did the event relate to justice in any way? If so, how?
- 4 Describe the relationship between compassion and justice.
- 5 Explain why compassion is an important component of Christian charity.

Consider using small groups to discuss these questions. Then have the groups choose one example from their discussion to share with the class. (Answers will vary.)

Living with Compassion

Direct students to read *Living with Compassion*. Ask students for examples of how they could be compassionate. List examples and discuss.

Compassion and Action

Discuss the following after students have read *Compassion and Action*:

- Give examples of action and compassion going hand in hand.
- The text says that works of mercy often start people off on the journey of doing justice. Whom do you know for whom this is true?
- In doing compassionate action, have you ever been pushed beyond your comfort level? Explain.

GROUP TALK

Instruct students to individually work on the Group Talk Questions on page 111 and then, in small groups, to compare their answers with others in the group. If there are disagreements among group members, they should make a case for a particular scenario exemplifying mercy or social action. In the large group, call on a few students to justify labeling a particular item either a work of mercy or a social action.

Most items listed are clearly either examples of works of mercy or of social action. Numbers 1, 4, 5, 8, and 11 are works of mercy. Numbers 2, 3, 6, 7, and 10 are social actions. Numbers 9 and 12, could be both, for they suggest both societal change and individual action.

Following this exercise, invite students to give their own examples of works of mercy and works of social action.

ADDITIONAL ACTIVITY

Justice Organizations—Advocates of Mercy or Social Action? Invite students to examine descriptions of organizations to determine whether they are engaged primarily in the works of mercy or social action.

Divide the class into groups of three or four, and give each group materials from selected organizations. Direct students to review the descriptions of works of mercy and social action presented on pages 98 and 102 of the text. Then have them examine the materials to determine the kind of work—mercy or social action—that each organization advocates. Caution students that some organizations employ both approaches. Set a time limit and remind students that when the time has expired, their group will be asked to report on the results of their research and to describe the work of the organizations they reviewed.

When time is up, invite each group to give its presentation. Discuss whether students in the group clearly described the work of the organizations and stated and defended their view of each as a mercy-oriented or a social action-oriented organization.

NOTE: An added benefit of this exercise is that students can become familiar with some of the organizations dedicated to working for justice. You might invite students to think about whether they would consider becoming involved in any of the organizations mentioned, or you might simply tell students that they are free to take the literature about any organization if they would like to learn more.

Speaking with Charity

Ask students for key ideas from the text reading.

Emphasize that compassion results when we listen to others and treat their stories with reverence.

FAITH ACTIVITY **Prayers of Compassion** Direct students to form groups of four to compose prayers or complete art work. Optional: Use these prayers and/or art work as part of the closing prayer service for this chapter.

Compassionate Prayer

Ask the following questions after students read Compassionate Prayer:

- How busy is your lifestyle?
- How do you “take a break”?
- What is prayer—(1) definitions you have learned previously, (2) according to this text?
- What is the relationship between prayer and compassion? (Prayer helps us see ourselves and our world with God’s eyes, with compassion.)
- How can prayer help you accept yourself?
- When should prayer not be self-affirming? (when we need to change in order to act justly)
- What did Jesus ask of his followers that might have challenged them? (Possible answers: leave their homes to follow him, go out and preach his message, associate with those on the margin of society, turn the other cheek, love their enemies, avoid putting themselves first.)
- What is compassionate prayer? (Possible answer: Compassionate prayer is prayer that asks God to fill us with the hope, strength, and courage to know compassion and to act compassionately and justly.)

ADDITIONAL ACTIVITY

Compassionate Lifestyle The word lifestyle refers to a typical way of life for individuals, groups, or societies. Ask the students to work in small groups to design a compassionate lifestyle for:

- teenagers like themselves
- their local community
- their country

Remind them to consider everyday behavior, speech, and prayer as mentioned in the text.

Call on each small group to share their design for one of the three groups discussed, either their choice or your choice of which group to report on. Invite feedback from the other small groups.

Distribute Handout 4:3, “Prayer and Justice,” which provides students with a vehicle with which to reflect on the relationship between prayer and living justly and compassionately. Direct them to read over thoughtfully the quotes on the sheet and then to spend some time answering the accompanying questions.

FAITH ACTIVITY **Eucharist and Prayer** Students should attend mass in order to renew hope in their hearts for charity.

Choosing to Live Charitably

Direct students to read *Choosing to Live Charitably*. Make note of the key word life choices and its definition.

GROUP TALK

Explain in your own words the following statements. Do you agree or disagree with them? Use concrete examples to illustrate your position.

- 1 The least compassionate response is not speaking up.
- 2 Our own experiences of hurting help us be charitable.
- 3 The way we speak about people is a matter of justice.
- 4 Our liberation and salvation are bound up with those in our midst who are suffering.
- 5 We are all “wounded healers.”

Before discussing the statements, have students take a stand (literally) for or against each statement: those who agree completely should move to one side of the room and those who disagree or have some reservations to the other side. Then discuss each statement with concrete examples. (Answers will vary.)

Building Communities of Compassion and Charity

Ask students for their reactions to the story of Le Chambon in *Building Communities of Compassion and Charity*. Then take note of the key word communities of resistance and its definition. Finally, discuss the questions in the last paragraph.

FAITH ACTIVITY **Service to Others** Be ready to suggest service-related job titles to students if needed for this activity. Assign this for homework and discuss after the assignments are complete.

Avoiding “Compassion Fatigue”

Ask students if they had previously heard of chronic fatigue syndrome. If any students know of someone suffering from the syndrome, invite observations. Then discuss these questions on the content of *Avoiding “Compassion Fatigue”*:

- What is compassion fatigue? (Compassion fatigue refers to the combination of feelings that drains our energy and lessens our dedication, keeping us from giving ourselves to works of justice in any form.)
- Do you know of anyone who has been taken advantage of in terms of time, treasure, or talent while doing acts of mercy? How do you think such a person could best handle the situation?
- What would you do if you became discouraged with your works of mercy or social action?
- What did Jesus do when things didn't go well?
- How might prayer and the sacraments, particularly Holy Communion, be a remedy for compassion fatigue?

The ART of Catholic Social Teaching

Use the following summary to talk through the three points in The ART of Catholic Social Teaching.

ART Do something to help alleviate an immediate need.

ACT Explore the underlying causes of injustice.

Come face to face with those in need.

Gather information, listen to the victims.

Strive to do more. Leads to REFLECT. Look to Scripture and Catholic Social Teaching.

Prepares us for TRANSFORMATION.

TRANSFORM

Take action aimed at changing the social structures responsible for bringing about suffering and injustice.

Take action to eliminate the causes of injustice.

This leads to ACTION.

FAITH ACTIVITY **ART Process** Decide as a group on an unjust situation and have students form small groups to discuss the situation. Allow at least 15 minutes for small group discussion; then have each group share its responses to the situation and ART list. Comment as needed.

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GROUP TALK

- 1 What do you do to counteract the rat-race pace of modern society?
- 2 What people or groups do you like to keep at a distance? Why?
- 3 How do you think citizens of Le Chambon felt after World War II about the choice they had made to help so many Jews?

(Answers will vary.)

Review

What does the Gospel term for *compassion* literally mean?

Being moved toward action from the depth of our being for people who are hurting.

Why is charitable action challenging?

Charity pushes us beyond our usual comfort level toward involvement with people with whom we may not initially feel comfortable.

To what does choosing to live charitably lead?

Charity can lead us to look at people, problems, or parts of a city we might prefer not to look at.

What are the two forms of compassionate prayer named in the text?

It is self-affirming toward ourselves, and gives us hope, strength, courage, and compassion to act toward others.

Give an example of how life choices affect the way we live.

If we spend a great deal of money on things like cars and clothes, that limits the amount we will have for things like textbooks and charitable giving.

What does it mean to say that communities of compassion and charity must also be communities of resistance?

Such communities resist movements, trends, and cultural practices and values that are harmful to people's well-being.

To what experience does the term compassion fatigue syndrome refer? How can this be countered?

The combination of feelings that drains our energy and lessens our dedication, keeping us from giving ourselves to works of justice at any time. We can move past the fatigue by recognizing the many sources of grace that strengthen us so that we may respond to Jesus' Gospel call.

Avoiding "Compassion Fatigue"

Ask students if they had previously heard of chronic fatigue syndrome. If any students have or witness someone suffering from the syndrome, let the observations. Then discuss these symptoms in the context of Avoiding "Compassion Fatigue."

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presentation of these
Review Questions.

