**Service Learning – Community Engagement – Better World for all.**

***Ideas that work.***

There are many different types of activity that one can engage in with students that will help facilitate social justice learning. **Some** of these types of activity are;

**Brainstorming, case studies, Immersion experiences, creative expression, discussion, debates, personal profiles, field trips and community visits, simulation games, interviews, research projects, cause – effect matrices, role plays, visual aids, drama, guest speakers ….**

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|  | **Idea** | **Year**  **Level** | **Comment** |
| **01** | **Clumps**; the facilitator invites the students to mingle around and when a number is called – to quickly form clumps with that number of students in it. Anyone who misses out is ‘rejected’ and moves to the side of the room. The winners continue to mingle and form clumps while the ‘losers’ form a ring around the outside. When only about 4 students remain the facilitator stops the game and invites a reflection on the experience. A good game to help students get in touch with the feeling of an outsider / an ‘in’ person etc. Students may be invited to ‘name’ the various types of groups / clumps in our society and how people can be excluded. |  | **Exclusion / inclusion** |
| **02** | Play the **LABEL GAME**. Invite 8 volunteers from the group / class. Give each a sticky label to be placed on their forehead in such a way that they cannot see what is written on the label [nerd, lazy, leader, nice, caring, fragile, stupid, sly, stud ….]. Invite the participants to discuss a topic – treating each other as if the label was completely true. Eg They speak to the ‘leader’ as if they are in total control and to ‘stupid’ as if they had no idea etc. Once the game has gone on for about 15 minutes and the labels are becoming clearer through the way the others speak to them the facilitator stops the game and invites the participants to reflect on how it ‘felt’ to be labelled. After this, invite the group / class to identify the many labels we put on to people. [Refugee, cue-jumper, illegal, terrorist, fundamentalist, trouble maker, right wing, left wing etc] The aim of the activity is to bring the participants to an insight that behind all ‘labels’ is a real person and a story. LABELS LIMIT. |  | **Labels – story**. |
| **03** | **Label Game 2**: Give each participant a sticky label to put on their forehead. The group are invited to engage with the activity in silence. The participants are then invited to walk around the space and meet each person. When they meet them they are to perform an ‘action’ [a hug, a gentle push away, a handshake, a smile, a thumbs up, turning your back, a scowl / frown, a shake of the head etc]. The participant can obviously see the label the other person has but do not know what their label is. After ten to fifteen encounters – the person is then invited to reflect on the reactions and see if they have any idea what their ‘label’ is. For some suggestions re labels see Appendix A. Labels will change according to the theme. |  | **Labels, dualism**. |
| **04** | Plan ahead. Invite students to bring along a second pair of shoes on a particular day. Form a large circle. Invite each student to put on their second pair of shoes. Then invite students to take off one shoe and throw it into the middle of the room. The facilitator then shares a story or shows a short film – about a person whose story is very different to their own. Then invite the students to come out and claim someone else’s shoe and then walk for a few minutes ‘gently’ in that shoe. Respect the choice of a student not to participate. After they have ‘walked in another’s shoes’ for a short time stop the activity. The facilitator points out that no matter how much we may wish to we cannot truly ‘walk in another’s shoes’. End the activity by standing in silence – in solidarity with someone / or some group in the world experiencing injustice. |  | **You cannot walk in another’s shoes. Empathy, solidarity.** |
| **05** | Invite students to name and collect ‘songs’ that have a social justice message. These songs may be from the past – ‘blowing in the wind’ or more contempory – Paul Kelly etc. Invite the students to ‘break open’ the song and its message and link it to issues of our day. |  |  |
| **06** | Teach students the nature of – difference between – Social Justice Responses; action – solidarity – awareness and advocacy. |  |  |
| **07** | Students study ‘We are the World’ – Bob Geldof, Quincy Jones and the other 20 artists involved. Have students do an historical search and analysis of the situation that led to this song being made. |  | **Cause and effect – using one’s gifts.** |
| **08** | **Paper Throw**: Each student is given a piece of Green A4 paper, a yellow and a red piece of A4 paper. Students are then invited to tear the piece of paper up into about 20 small pieces crunched into a ball. Students form a circle facing outward. Each student has a blind-fold. The teacher names a question: and gives each colour a value in relation to that question. Eg.”I do not feel accepted in this school.” [Green I feel accepted, yellow I sometimes do not feel accepted and red I often do not feel accepted] OR “It is their own fault that people are homeless in Australia.” [Green it is not their fault, yellow it is some of their own fault, red it is their own fault]. The facilitator comes up with the questions that they wish linked to the topic. Students put the blindfold down, choose a ball of the colour that represents their view and on the count of three throw it over their head into the centre. The students are then invited to face inward and the facilitator leads a discussion about what they see. |  | **Trust, different views, differences of opinion, injustice right in our own sphere.** |
| **09** | Have students write a **letter to the editor** on an issue they have felt strongly about, have researched and can put forward a clear argument for. The key focus here is being objective and looking at fact V’s opinion. The ‘best’ letter to the editor as voted by the class could then become the topic for a class debate – with the two sides. This truly teaches critical thinking. |  | **Critical Thinking, being objective.** |
| **10** | Look up the ***ERAforChange*** website. Could your school or class use some of their ideas. |  |  |

***One cannot ‘do’ service learning at every year level all the time. The ultimate aim is to create a ‘culture’ of service and justice within the community and for this culture to be ‘educational’ – leading to true ‘learning’ – true ‘educare’; liberation of the individual.***

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|  | **Idea** | **Year**  **Level** | **Comment** |
| **11** | **Detention for detention**: Invite students to research the issue of ‘children in detention’. What rights of the child as outlined by the UN does this practice not honour. Once the facilitator feels that the issue has been deeply researched those students who wish to may wish to do a silent ‘detention’ at a lunch time – with their mouths taped over and / or hands tied gently behind their backs. An excellent example of solidarity. This can be a powerful activity for the whole school – but as with all Social Justice issues will ‘hook’ controversy. |  | **Solidarity** |
| **12** | Build a relationship with a sporting club or group / school that has a larger group of refugee / minority group children. Organise a Friday afternoon game of mixed Netball or Soccer followed by a BBQ. An extension of this would be to invite the parents of both groups along to the BBQ. |  | **Understanding through relationship and sharing of story**. |
| **13** | Celebrate **‘White Ribbon Day’** each year but build up to it with class activities and research so it is not ‘dumped’ on the community. |  |  |
| **14** | Invite the community – whether a class or the whole staff / school to identify an issue they feel strongly about. Then have some simple symbol [ribbon, wrist band etc] to represent the community’s support of the issue. Call it your **RED Ribbon day** or whatever. |  | **Awareness, solidarity.** |
| **15** | **The River**: Using the story of a small village on the banks of a river that flows down from the mountains. A body floats down the river and the village people pull it out and give the person a solemn burial. Another body floats down and they repeat the response – then another, and another. After some time the process and associated rituals of pulling the bodies from the river for burial become part of the daily village life and sense of mission. One day, a small boy asks, “Where do the bodies come from? Why are they killed and how did this happen?” A good discussion starter. |  | **Asking why!** |
| **16** | A **driver’s license test** in Mandarin is given to each student to complete in silence. All the students know is that it is a form to be completed before they can get their licence – they have no idea of what the form says. They are instructed to complete it. After ten minutes each student brings up the ‘guessed at’ form to the facilitator who stamps them ‘failed’. The object of the activity is to help students understand what it might be like for a newly arrived refugee. Empathy. |  | **Empathy, awareness** |
| **17** | To assist students come to an awareness of **Human Rights**:  Classroom Rules: Classroom rules can be created in a number of ways: as a brainstorm (paring down the results in subsequent discussion); in small groups that then present their findings to a plenary session of the whole class; or an individual assignments that the teacher collates for class consideration. A good way to begin is by asking children what they “want” (the list may become quite long). Then ask them to choose from this list the items they think are really needed. They should end up with something shorter and much more essential. List these on a chart labelled “Our Classroom Needs”. Finally, ask them to choose from their ‘needs’ what they think they have as a ‘right’ to expect as a member of society. List these on a chart labelled “Our Classroom Rights”. Ask why they have chosen as they have. |  |  |
|  | **Classroom Needs 2**: Emphasize the essential connection between rights and responsibilities. After students have created the list of classroom rights, ask them to rephrase each right in terms of responsibilities and list these in a separate chart labelled “Our Classroom Responsibilities” (eg “Everyone should feel safe in this room” might be revised as “Everyone has the responsibility not to insult anybody or hurt anyone’s feelings.”) |  |  |
| **18** | **Tourist – Pilgrim Bingo**: In preparation for an Immersion or community engagement program a list of student actions is written up. Eg You wear your expensive shoes while visiting a slum school OR you take photos of the orphan children at the side of the road OR you invite some of the small children at the school to teach you some of their language. As each is read out the students call out ‘Tourist’ or “Pilgrim” [or fill in a bingo type form] and the first to get ten right wins. The same type of activity can be done with other key justice words; solidarity, advocacy etc. |  | **Immersions** |
| **19** | Teach the **Pastoral Cycle** / Theological reflection. Pastoral situation – reflection upon it / what is happening – put this through the lens of the Gospel – rephrase it / reinterpret it – some pastoral changes in your action – back into the field. SEE – JUDGE – ACT. |  | **Reflection** |
| **20** | Select some key passages of Holy Scripture that can be the ‘lens’ through which students view the world; the Good Samaritan, the Prodigal son, the Samaritan Woman at the well, the woman caught in adultery, the Beatitudes, the burning bush etc. Invite the students to link the character in the Scripture / or the action – with the reality of the social situation they are looking at. |  | **Theological reflection** |

***Some of what we do will be strictly speaking ‘Service Learning’ or Community Engagement. Some of our activities will have students actively engaging in service and reflecting on the experience. Other activity will be growing awareness in students while other curriculum responses will be teaching critical thinking. All of this and more will lead to an education that is truly liberating and will result in a ‘better world for all’.***

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|  | **Idea** | **Year**  **Level** | **Comment** |
| **21** | View the movie, ‘**Saint Vincent’** – invite students to research their real life saint or a ‘saint’ in their local community. |  | **Action local** |
| **22** | Write a **letter to a child** in an unjust situation; a child soldier, child in a UN refugee camp, child on Christmas Island, child in a sweat shop in Asia; ensure the letter is in the context of the ‘rights of the child’. Have the class come up with a prayer ritual to honour what has been written; ritual burning, placing of votive candles, flower petals etc. |  | **Awareness solidarity, advocacy** |
| **23** | Have students make their own **Crossword** with the questions referring to key Social Justice concepts and language OR a Crossword that reflects a key Social Justice issue or person. |  | **Awareness** |
| **24** | **Rights Education**: Explain that a new land has been discovered that has everything needed to sustain human life. No one has ever lived there before. There are no laws and no history. The whole class will be settling there. A small group has been appointed to draw up a list of rights for this all-new country. You do not know what position you will have in the new country. Working in small groups, students in each group give this country a name and list ten rights the whole group can agree upon. Each group presents its list and the whole class makes a “Class List” that includes all the rights mentioned. Discuss the class list (eg what would happen if some rights were excluded? Have any important rights been left out? How is this list different from your classroom rules?) At the end of the exercise introduce the UN Declaration of Human Rights and the Rights of the child. Compare the two lists. |  | **Rights of the child** |
| **25** | **Wants and Needs**: Ask children working in small groups to create ten cards that illustrate things that children need to be happy. They can cut pictures from old magazines or draw these things. Help them label the cards. Each group explains and posts its cards under the heading ‘Needs’. Next announce that the new Government has found that it can only provide some of the items on the list, so the group must eliminate ten items from the list of needs. Remove the cards selected and post them under the heading ‘Wants’. Then announce that still further cuts are required and the group must eliminate another ten items and follow the same procedure.  Discussion:  What items were eliminated first – why? What is the difference between wants and needs? Do wants and needs differ for different people? What would happen if the class had to go on eliminating needs?  Conclude by explaining that children’s rights are based on what all children need to live a healthy, happy life and grow up to be responsible citizens. Introduce the Convention on the rights of the child as an effort to make sure that all children have these rights. |  |  |
| **26** | **Summit**: Role-play a summit discussion between the leaders of all countries about a critical issue, for example reduction in the use of land mines or the protection of children from dangerous work. Stage a classroom debate on the topic, with groups working together as the countries involved: some groups trying to ban these practices, some groups refusing to ban. Compare, when feasible, the discussions that led to the Convention on the Prohibiting of Anti-Personnel Mines (1997) or the Convention concerning the Prohibition of the Worst Forms of Child Labour. |  | **Critical thinking** |
| **27** | **Map of the World**: Have the students draw a large map of the world on the wall of the classroom. Students then come up with a five colour scheme where green = human rights are respected to red = human rights are almost totally ignored – and then invite the students to research which country should be painted which colour and why? |  | **Awareness** |
| **28** | In art class students make small papier-Mache models of animals that are under sever threat of extinction. Hang the models from the roof of the classroom. |  | **Awareness** |
| **28b** | Invite students to do a cause – effect matrix around extinction of species. |  | **Critical thinking** |
| **29** | Invite students to volunteer one afternoon a week to make the sandwiches for a homeless van to take out onto the streets. |  | **Action solidarity** |
| **30** | Each class in the school invited to join a roster to bring in ‘sausages’ / eggs / coffee for a homeless van. |  | **Action solidarity** |
| **30b** | Invite someone from the local soup van organisation to visit the class and share some ‘case studies’ of why and how people are homeless and why their support and solidarity is so important. |  |  |

***There are many different modes of justice response. Four key justice responses are; solidarity, awareness, action and advocacy. Many initiatives will be a combination of more than one of these. The danger is that we always go to ‘action’ while another danger can be that we never go to ‘action’! The gold coin day to raise money for a flooding disaster in the Philippines can be of great value but that mode of response must not be the only one we engage in. For students to become ‘pen-pals’ [in its many modern day forms] with students they have become friends with in a majority world country through an Immersion experience may be a form of solidarity – as well as an action.***

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|  | **Idea** | **Year**  **Level** | **Comment** |
| **31** | Invite each student, each class in the school, each year, to have a local, a national and a global ‘justice’ hero. The process of coming to the choice is the key to learning. |  | **Critical thinking** |
| **32** | Identify and celebrate key people from history who have been people of justice and especially people of justice and faith; Martin Luther King, Martin Luther, Teresa of Kolkata, Francis of Assisi, Gandhi ..! Mark these days in the school calendar. |  |  |
| **33** | Invite students to come up with their ten best interview questions if they were to interview their favourite justice person from history. |  |  |
| **34** | Nominate and calendar particular **weeks of the year** to have a justice focus; NAIDOC week, clean up Australia week, Environmental week, Refugee week etc. The processes, activities, rituals etc around these weeks will be important and for best effect they must be mirrored in the day to day curriculum. |  | **Awareness – beyond dualism** |
| **35** | Have older students put up a large **Christmas tree** in the school and invite classes to bring along toys for the Christmas toy appeal; Salvation Army or St Vincent de Paul etc. |  |  |
| **35a** | Students **make a simple toy** in class that is then given to a charity to be put inside a Christmas stocking for the disadvantaged. |  |  |
| **36** | Children from refugee families **teach and share games / songs / rituals** from their homeland with our students and our students with them. |  |  |
| **37** | Students come up with a **dictionary of Social Justice terms** / language with their meaning; guest, presence, tourist, pilgrim, acceptance, story, cause – effect etc. |  |  |
| **38** | Students prepare / set up a small **class garden** and learn to grow vegetables. If successful the produce can be donated to a soup kitchen. |  | **Environment, awareness** |
| **38a** | Particular classes have responsibility for particular gardens / flower gardens / green spaces around the school. |  |  |
| **39** | Students learn a **traditional song** from a country that is in the news and experiencing great hardship. |  | **Solidarity** |
| **40** | Invite **Josh Arnold** to come to the school for Social Justice week and write songs with the students in class groups around justice issues. |  | **Empowerment** |

***It is so important that we teach critical reflection. We are not wanting – jug – mug learning or indoctrination. We are not wanting our students to simply repeat back what we have said or believe or to mimic our stances on core issues. We seek to engage students in learning processes where they gain the skills to gather relevant information, judge / weigh its worth, apply skills of analysis – all leading to their own conclusions based upon solid information and relationship. Our hope would be that students would naturally ask ‘why’ as regards all issues and instances of social injustice and then engage in learning approaches that empower them to answer their own questions. We seek to grow their moral and civic identities.***

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|  | **Idea** | **Year**  **Level** | **Comment** |
| **41** | Put together a mini **concert** for nursing home residents. |  |  |
| **42** | Work with the local nursing home to do a **‘this is your life’** with nursing home residents. Students ‘interview’ residents and where possible some family members and produce a project that is given to the resident upon completion. |  |  |
| **43** | Students could interview nursing home residents and produce a class newspaper with the results of their interviews being **feature articles**. |  |  |
| **44** | Selected classes could be invited to prepare and take care of selected flower **garden beds** at a nursing home. |  |  |
| **45** | Teach **computer skills** to nursing home residents. |  |  |
| **46** | Students host a **special morning tea** for nursing home residents. This is especially of benefit when the students have prepared the cakes etc in their own classes. |  |  |
| **47** | Students bring along a bouquet of flowers in the week leading up to **Mother’s day** and present them to female nursing home residents they have got to know over a period of time of visiting. A similar project could take place close to Father’s day with a chocolate bar or something. |  |  |
| **48** | Students conduct **special event ceremonies** at the nursing home with the residents [poems, readings, songs, rituals etc] – Anzac Day, Queens’ Birthday, Armistice Day etc. |  |  |
| **49** | Classes could ‘adopt a nursing home’ and over time build a relationship with staff and residents. Student art work could be put on the walls of the residents’ rooms / hung from the ceiling. |  |  |
| **50** | Nursing home visits – the students assigned a ‘buddy’ at the nursing home – short, sharp, focussed with a goal. |  |  |

All ‘Service Learning’ requires the building over time, of a respectful, reciprocal relationship. Each type of relationship will have key concepts in common but also different ones.

Some key concepts linked to the aged;

*Come as guest, choose to be deeply present, present to the innate dignity of the other despite the other’s ability to respond, presence to mental illness, the nature of mental illness, silence, being with, everyone has a ‘story’, not needing money or material things for happiness, deep listening, the person and the presenting behaviour as different, choosing to put the other first ….!*

***In Service Learning the development of holistic, reciprocal, respect-filled relationship with the community that you are engaging with is vital. It will ultimately be the relationship that is the heart changing factor.***

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|  | **Idea** | **Year**  **Level** | **Comment** |
| **51** | Make up a list of **full length movies** with a Social Justice theme. In staff discussions work out at which level of the curriculum that film is best and most effectively used. That film is then tagged for ‘Year 5 only’ etc and not to be taken out of the film library by other classes. Films like ‘Romero’ ‘Roses in December’ ‘Amistad’ ‘Cry Freedom’ etc. |  |  |
| **52** | Contact ***Digital Black*** and get copies of their short Social Justice films; especially for upper primary and secondary. |  |  |
| **53** | Several times a year – in class or the whole school assembly – introduce the concept of **‘standing in silence’** – in solidarity with someone or some group that is hurting. This teaches that one does not have to use words. |  | **Solidarity** |
| **54** | Have a **‘can drive’** for the homeless. \*\* All the following ideas are ideally linked to a relationship that the school has with a homeless shelter or van and the people involved with it. |  |  |
| **55** | Have a **Winter Blanket appeal** for the homeless. [Students either bring in spare blankets from home or the class fund raises the cost of a blanket etc]. |  |  |
| **56** | **100 Club**: Invite each class to see if they can gather 100 pairs of thick socks to be given to a homeless shelter or van OR a beanie for each student. |  |  |
| **56a** | **Home bake week:** Have a week when students in class – their cooking / home ec classes – make cakes, biscuits for the homeless. |  |  |
| **57** | Interview a person from history. The class works in pairs. Both research a particular Social Justice person from history. Then they present their findings to the class in the form of an interview where one comes up with key questions and the other answers them. Works best when they have shared the research but NOT the questions. |  |  |
| **58** | Invite Physical Education classes to work with students from a **special school** in areas of sport; touch footy competition, outdoor education etc. |  |  |
| **59** | **Tree planting week**. Work with the local City Council / Shire Council etc to identify a particular area for res-forestation. The Council may donate the trees. Can be a fun day – like a ‘walkathon’ – students can be involved in the choosing of types of trees etc. This is especially effective when there is some follow up activity over the following months. |  |  |
| **60** | **Big Brother – Big Sister** programs – older students with younger students. |  |  |

***Regardless of what issue or activity one chooses to engage with make sure it is not isolated from the curriculum and or culture of the school. One of the key things behind many areas of injustice is the false dualism that puts people and issues into us – them, in – out, right – wrong …..! We need to witness to a whole of life approach and the intimate interconnectedness and interdependence of all of life and issues of life. Learning takes place best when the issue and associated activities are linked to the curriculum – the day to day learning that goes on in the classroom and in the classroom of life.***

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|  | **Idea** | **Year**  **Level** | **Comment** |
| **61** | Invite students to **express in art form** the results of a Social Justice project they have been working on. These art forms could be a mobile, painting, sculpture …..! eg Students made papier-Mache models / puppets of famous justice people from history. |  |  |
| **62** | Have a **Justice Wall** somewhere in the school which is a blank wall that is regularly painted over and then re-painted with a classes’ social justice reflections / murals. |  |  |
| **63** | Invite students to research FACTS about a particular Social Justice issue and then these facts become the **Computer log-on screen saver** in the school Library and the students on classroom for the following month. Eg “Only 14% of girls under the age of 12 receive a primary education in Africa.” |  | **Awareness Critical thinking** |
| **64** | Come up with a **cause – effect matrix** on a particular issue such as homelessness. After the students have completed this and discussed it – invite the students to name the many factors involved in another social justice issue. When this is completed they swap it with another student for them to do the cause and effect matrix. This leads to great class discussion. |  | **Critical thinking** |
| **65** | Pour out the pieces of a large [1000 piece] **jigsaw** puzzle on to a central table. Give the class five minutes to complete as much of the puzzle as they can. Do NOT show them the master picture. At the end of five minutes see how much of the puzzle they have completed. Use this activity to develop – break open – the concept that while we may get to know an issue or a community – we will never truly know more than ‘some’ of the pieces in what is a complex story. This activity is very effective when linked to visits to a service site such as a homeless kitchen etc. |  | **Critical thinking Immersion experiences Complexity of story** |
| **66** | Set up a **homework class / club** **within the school** to teach basic literacy to students within the school for whom English is a second [or third / fourth] language. One hour on a Friday afternoon. Parents can be invited to be involved as well. |  |  |
| **67** | Set up a **homework class / club** with a **nearby school** to teach basic literacy to students within the school for whom English is a second [or third / fourth] language. |  |  |
| **68** | Organise a **‘World Cup Soccer’** competition in the school where each team is made up of students whose heritage is somewhere linked to a particular culture. In the seven aside or five aside competition students are encouraged to dress in some form of national costume / sing National Anthems etc. Students who don’t form one of the more common national teams can band together to form a team from an unusual country not represented in the community. All about celebrating difference and our global family. |  | **Celebrate difference** |
| **69** | Invite an elder from a refugee background to visit the class to **share their story** of coming to Australia. |  | **Empathy story** |
| **70** | Develop a simple **simulation game** linked to a Social Justice issue. After the game is played and debriefed – invite the students in groups to come up with their own game. Play these games in class over a week and reflect upon them. |  |  |

For simulation games to be effective you need a simple movement coat-hanger [a circle, moving in and out, a queue ….]. Identify characters that would appear in the game. Identify simple events in the character’s experience of injustice. Bring them together to form a game.

***“We live in a global village”.***

***Marshall McLuhan***

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|  | **Idea** | **Year**  **Level** | **Comment** |
| **71** | Link up with a school that has Immersion experiences to either a **majority world country** [PNG, the Philippines, East Timor etc] or an Indigenous community and build a relationship with a school in that country. From this relationship the possibilities are endless; |  |  |
| **72** | Begin a **‘teacher exchange’** or fund-raise for teacher visits linked to pedagogy and curriculum / teaching method. |  |  |
| **73** | Teach students the basics of ‘teaching a language’ to another – and then through skype and video links – have the **students teach English** to their partner school and the partner school students teach Tetum [East Timor] or Pigeon [PNG] to your students. |  |  |
| **74** | Have an **‘East Timor’ day OR a Philippines week** – where culture, language, customs, foods etc are noted and celebrated – all aimed to building a culture and understanding that ‘difference’ is not bad but something to be engaged with a celebrated for the benefit of all. |  |  |
| **75** | **SKYPE interviews** – Video exchange possibilities – sharing story and insights into life. |  |  |
| **76** | Invite your partner school to make some simple **handicraft** [like a wrist-band] and where necessary explain its meaning. Have that school send the handicraft to your school or bring them back after an Immersion to be sold here. The monies could then go to a simple project back in the home school – the process of identifying this project could also be shared. |  |  |
| **77** | **Pen-pals** with students from the majority world school [practical difficulties like post and the ability of the partner school to be in respectful and reciprocal relationship need to be considered]. The curriculum challenge is WHY one would engage with this and HOW. |  |  |
| **78** | Hang the **flags of every nation** represented in your school community around the walls of the school assembly hall. Each time a new student arrives from a new culture that flag is added in a simple ritual celebrating that culture. |  | **Awareness and celebration of diversity** |
| **79** | **Prayers** at the beginning of a class or school assembly could sometimes be prayed in a foreign language represented within the community. |  |  |
| **80** | Look up the **Tony Blair Foundation** and apply to be a partner school with a majority world school / community. |  |  |

***The core learning process will focus on reflection upon experience. This interplay will identify key concepts that we hope the student will engage with and then break open the interplay between what is held in the Semantic memory and what is held in their Episodic memory. It will be in this interplay that the learning will occur. This learning will need to honour individual learning styles, the influence of the home and key adult mentors, life experience and each unique personality.***

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|  | **Idea** | **Year**  **Level** | **Comment** |
| **81** | Identify as many **critical analysis questions** that you can and have the students produce art work with them on and place them around the walls of the classroom. Eg “Who is voiceless in this situation?” For more examples of Critical Analysis Questions see Appendix B. |  |  |
| **82** | Have older students run a **welcoming afternoon** or class for new students to the school – plan and run the GTKY activities / games. This can be a great activity when linked to issues of racism and exclusion and ‘out groups’. |  |  |
| **83** | If some staff and parents are very generous – the school could host short **‘holiday’ play days / camps for children from refugee families**. Can be great when the students run the games etc with the adults doing over-sight and duty of care responsibilities. |  |  |
| **83a** | Partner with Edmund Rice Camps or some other community organisation who runs holiday camps for children from disadvantaged background. Plan for your students to work for a day – a **fun day** of games etc – as ‘Junior Buddies’. |  |  |
|  | Service meals at a homeless shelter. |  |  |
| **84** | The school community to consider hosting a once or twice a year **refugee family camp** where three or four refugee families share a simple holiday at a camp site hosted by school families. |  |  |
| **85** | Build up a collection of short **Youtube films** on key Social Justice issues OR Have the students suggest popular songs / film clips that are about justice and why. |  |  |
| **86** | Invite students to begin classes by putting their heads on the desk with their eyes closed. The teacher or student then slowly recites the names of people who have been affected by social injustice or prays a prayer that the class has made up on a particular issue. |  | **Reflection skills solidarity** |
| **87** | Invite the school community to enter into a process of **writing a school prayer** with the core values of the school present in it. Keep the prayer short and simple. In the last minute of the school day the whole community stops and recites the prayer [prays] led by a student on the school PA. “Oh Jesus, make our hearts so human …” |  |  |
| **88** | Research the **‘Nine is Mine’ campaign** from India and see how your students can get involved. Can they come up with their own version of the Nine is mine campaign. |  |  |
| **89** | Have a unit of work in the curriculum linked to **Indigenous welcome** to and acknowledgement of country. Invite an elder to the community to talk about what they mean and the protocols around them. |  |  |
| **90** | Begin each school week and the school assembly with an **acknowledgment of country**. To prevent this from losing its effectiveness change its format occasionally and remind the community why we are doing it. |  |  |

***Reflection upon experience must always be ‘user friendly’. Especially in Service Learning activities many students just want to ‘do it’ and not think too much about it. Reflection upon experience may be as simple as sharing a ‘word’ from the experience about how they felt to working with paint / clay / group sculpture and more. The important thing is to engage with the experience – identify the participant’s response – and then engage with it.***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Idea** | **Year**  **Level** | **Comment** |
| **91** | Invite each class to have a **sacred space** where the names of Social Justice people and or issues are placed. At particular times a candle is lit to honour this people or issues. |  |  |
| **92** | Each year invite each class to create a new **poster outlining the Earth Charter and the UN Declaration of Human Rights**. As the years go out – the poster can take on more advanced formats – screen savers, a banner, a sculpture etc. |  |  |
| **93** | Invite a **drama** teacher to run a workshop with staff about ways to use action / drama / role play in the classroom linked to issues of justice. Drama can be a great way to connect students with the FEELINGS experienced by victims of injustice. |  |  |
| **94** | Each student makes a family of puppets that include one of him or herself. These can be very simple, like cardboard cut-outs coloured and fixed to sticks or clay or mud figures. The figures are named and their relationships described and explained. Each student then devises a **ceremony** [a wedding for example] or a **festival**, which is shown to the others in the class. The puppet family can be extended to include other people who live nearby. Children can dramatise something they do regularly with those people in order to bring them together. Extend the activity to include individuals from anywhere in the world. |  |  |
| **95** | Set up a letter or electronic mail exchange with another class in another school or even another country. Initiate this exchange by sending poems or stories from the class. This may lead to a visit later if the distance allows, and a chance to meet the children of the other community. Investigate the twin school; how big is it, what games are played there, what are the differences and similarities? Before you begin an activity like this – really plan it through – especially hoped for longer term effects. |  |  |
| **96** | **Biscuit bake**: Invite the class to engage in the cooking of biscuits or cup-cakes. The homeless rarely get ‘home cooked food’. Invite someone from a homeless van to come and speak with the students about what is like for a homeless person and at the end of the presentation – the students present the person with the fruits of their labour. |  |  |
| **97** | Introduce the key Social Justice responses; action, advocacy, awareness and solidarity. Invite the students to come up with the **best ‘symbol’ and the best action** that represents each one of these. These symbols and actions are then used whenever the class is discussing how it / they could respond to a situation of injustice. Eg a ‘looking through binoculars’ type of action might represent awareness or standing next to someone with your arm around their shoulder could be solidarity. |  |  |
| **98** | **Blind-fold – trust walk**. In pairs students lead each other around some sort of maze – each taking it in turn to be blind-folded. Invite the participants to reflect on ‘trust’ and where it is linked into justice. |  |  |
| **99** | **Blind-fold 2**: Another form of this – a little risqué – is to do the same activity with some tacks spread around the floor. This would need good class discipline [in reality it is not that dangerous] – and invite the class to identify what the tacks could represent for someone in a particular unjust situation eg – someone seeking asylum. |  |  |
| **100** | Volunteer to serve meals at a soup-kitchen or sit in the dining room with staff adults close by and chat.. |  |  |
| **101** | Assist with odd jobs for the poor, the elderly – and at home. |  |  |
| **102** | Creation of a meaning journal linked to service. |  |  |
| **103** | Sports events with younger student or children from a minority group [Muslim children, refugee children, Asylum Seeker children] |  |  |

**Your ideas and sharing of ideas.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Idea** | **Year**  **Level** | **Comment** |
| **104** |  |  |  |
| **105** |  |  |  |
| **106** |  |  |  |
| **107** |  |  |  |
| **108** |  |  |  |
| **109** |  |  |  |
| **110** |  |  |  |
| **111** |  |  |  |
| **112** |  |  |  |
| **113** |  |  |  |

**Practical activities/strategies which can be used to prepare and debrief students.**

*Br. Damien Price cfc*

Comment:

The following practical activities should be seen in the light of the Theory of Service Learning and especially in the interplay between what is held in the **Semantic Memory** and what is experienced in the **episodic memory**; this is where true learning occurs.

Practical pre-brief and de-brief activities in the context of Service Learning should;

1. Provide language and concepts for participants to engage with and ‘hang’ their experience on – engage with.
2. Provide a vehicle to express an experienced feeling response.
3. Provide a vehicle to identify an experienced feeling response.
4. Provide coat hangers for meaning.
5. Allow cause and effect modalities to be engaged with.
6. Provide creative ways for different personalities to get in touch with their meaning making.
7. Playing Cards – watch the fingers – observation

The facilitator places six cards on the floor with the participants gathered around. The participants are invited to name the number that they display. Meanwhile the facilitator – after placing the six cards face up on the ground sits on their knees with their fingers of their two hands displaying a particular number of fingers. That number is the “number they display”. A simple exercise that invites participants to ‘think outside of the square’ and look more broadly – be more observant.

1. DVD’s

It is often good to use short films linked to the core values / concepts you are attempting to frame the experience in. There are many good films on You Tube under themes. You may choose a theme like ‘guest’ to centre the movie on. Choose short films – play the film once – invite a response – then play the movie a second time. The second showing will have informed the Semantic memory – the participant will now go ‘looking’ for certain behaviours etc.

1. Jig-saw puzzle

Purchase a large, cheap second hand jig-saw puzzle from an op shop. Gather the participants around a large table. Scatter the pieces of the puzzle all over the table but do NOT show the participants the cover of the box / the image the puzzle will form. Invite the participants to do as much of the puzzle that they can in five minutes. In the debrief of this – link their doing of the puzzle to what it will be like in a foreign / strange culture [whether overseas or within their own city – a sub culture like the homeless]. During an Immersion / Service Learning experience – they may pick up 20 pieces of a 500 piece puzzle – they may link five pieces together to form a seat or a boat etc. This analogy will help them see that while they may spend ten days in – let’s say, Kenya, they cannot truly know what like is really like for the people there after only a short period of time. They must come as guest to the people, their lives and their culture.

1. Cartoons

Google – Cartoons + the concept or topic you are engaged with. Many cartoons will come up. Reflection upon the cartoon will help students creatively engage with the core concepts. Often the cartoonist will amplify are particular element of the situation.

1. Cause – Effect matrix

Give participants a cause and effect matrix linked to a different topic to that which they will experience. Eg If they are going to travel to East Timor – you may give the students a cause – effect matrix linked to homelessness in Australia. The students – alone or in pairs – draw links between elements of the matrix [physical abuse in the home – leading to – running away from home – leading to – not finishing school – leading to – unable to get a job – leading to ………….!] After the students have done this – break open the concept that every effect [situation] has a cause – often complex. After several days on the Immersion or after several visits to the Service Site – invite the students to come up with their own cause – effect matrix linked to that situation. Share them across groups.

1. They come up with THEIR cause and effect matrix – or analogy of jig-saw pieces.

Similar to the ideas expressed above – sometimes it is good to invite students to come up with their own analogy / image for their experience [eg. The blind man touching the side of an elephant ….not sure what it is as they can only feel the leg or trunk etc] OR “Today, I think I got another piece of the jigsaw – it is the use of substances by the children in the slums – their sniffing of glue gives them a high and a relief from their poverty but it also means they drop out of school …..”].

1. T-Light Candle – innate dignity of the person.

Early in the program give each participant a T-light candle – perhaps placed inside a cup-cake. Remind the participants that all we do is based on the innate dignity of the person as a child of God, a temple of God’s Holy Spirit. After several experiences you might re-visit this activity – but inviting them the name someone they have met during the experience and light the candle – naming that person. Sometimes it is good to play a song with them; eg Isaiah 49 – I will never forget you or Eva Cassidy’s ‘You take my breath away’ or ‘You lift me up’ etc. This can be a good end to a debrief session.

1. Wool throw – interconnectedness, interdependence

Have a couple of balls of wool [perhaps in the school’s colours]. Invite participants to throw the ball of wool to another participant and name a gift that they have while holding on to the other end of the wool. That person then holds the wool and throws the rest of the ball to another person while naming that person’s gift etc. After all have had the ball thrown to them and their gift named the facilitator then uses the ‘web’ to bring out the interconnectedness and interdependence of all of life. This activity can be extended by inviting the participants to make a small wrist band or ankle band with the wool as a sign of their community.

1. Wool tie – the poverty / elements etc that take away freedom

If one of the key concepts in the Service Learning is poverty / that which takes away freedom then invite someone to come out and sit in the middle of the group on a chair. Invite the volunteer to close their eyes. That person now represents all of humanity in this situation. The facilitator then cuts off four or five 50 cm lengths of wool and then ties one of them around the person [perhaps their arms] and the chair while naming the element that ‘binds’ people. “Racism takes away your dignity.” The facilitator may give another example or two – while reminding the group that because this activity is so different there may be a tendency to laugh. This is OK but after an initial laugh – challenge the group to a level of seriousness. Then invite the participants to come forward one at a time and ‘tie up’ the person naming an element that binds. “Homelessness takes away your dignity.” Etc. After the person has been bound up and the facilitator feel that the energy has concluded – they then pick up a pair of scissors and affirms the person / thanks them OR names something that frees someone. The facilitator then holds up the scissors and invites others to come forward to ‘free’ the person. Conclude the session with a debrief – linking this activity to the experience they are having.

1. Get virtually any party game and ‘twist’ it into your theme.

It is so difficult to use some other person’s ideas and make them your own. So – ***think if any party game you know – then identify the CONCEPT you want the group to grapple / engage with – then twist the game to suit it****.* Eg. Clumps is an easy game – the facilitator shouts out a number and the group run and form groups of that number – each time someone is rejected or eliminated. Play it again and again until only three or four are left – then link the dynamics of the game to exclusion or rejection or poverty. Lack of education, poor parenting, drug use etc may be things that ‘exclude’.

1. Identify the key language and concepts for YOUR experience [eg Nursing home – home, story, guest etc or Rock climbing; challenge, fear, comfort zone etc]

It is vital to form the Semantic memory. The facilitator identifies the concepts they want the students to engage with and so lead to deeper, more transformational thinking. If you were working with homeless people concepts like guest, presence, home, wasting time, priorities, mental illness etc may be important. But working with people at a nursing home – while it may have some of the same concepts – may also include loneliness, senility, touch, silence, story sharing etc.

1. Wave – Reef model – asking ‘why’?

The Wave – Reef model is a simple drawing of a hill with the sea on one side. On the sea side there is a ship marooned on a reef off the coast with people in distress. There are

1. A group of people on the other side of the hill who cannot see any issue – just cannot see the boat. These are those people who are totally unaware that an issue even exists.
2. There are a group of people standing on the top of the hill. They can see that there is an issue but it totally does not affect them.
3. There are a group of people standing on the shoreline. They can see what is happening, are concerned for the people but feel helpless to do anything about it.

The facilitator after explaining their invites the participants to brainstorm possible responses. This will hopefully lead to deeper discussion – often linked to the key Social Justice responses of solidarity, awareness, advocacy and action.

Some way swim out to the reef and the boat, others throw in life jackets, others may build a light house to tell future ships that there is a reef there etc.

1. Card Game – winners and losers

There are many rude names for this game; ‘bullshit’ or ‘arsehole’ are two frequently used names. I call it ‘loser’. The deck of cards is dealt.

1. The winner is the person who gets rid of their cards first.
2. The dealer begins.
3. The highest value card is the Joker, followed by Ace, King, Queen …..down to the 2.
4. You put out a card and the next person must put out a higher card [suite has not value]. If they cannot put out a higher card they must say ‘pass’.
5. A person may put out more than one card if they have more of that card. Eg If you have three 5’s you may put out all three cards. The next person must then put out a card higher than a five.
6. Once someone has won – ie no one can put out a higher card – those cards are put to the side and that person begins the new hand.
7. Once someone wins – they are King and the rest of the group continue playing until a second person wins – they are called Queen [or some term of power]. The game continues until everyone is out and then the group sits in the order of 1 to 5 [the game is normally played with five people].
8. The cards are dealt again.
9. At this point the Biggest Loser gives the King their best two cards and the King gives the Biggest Loser their worst two cards. The Loser [number 4] gives the Queen their best one card and the Queen gives the Loser their worst one card. The middle person – number 3 – retains their cards as they are.
10. The game is played again and again.

The core element in this game – is HOW the people feel. How does power feel? How does powerlessness feel? How does it feel when the game is blatantly unjust etc. The facilitator may invite the King to add in another rule during the game – hopefully one that supports their position. Ultimately slight variations on the rules do not matter provided the end is achieved; a blatantly unjust situation.

1. Shoe throw – come as guest

Invite each person to take off one of their shoes and throw it into the middle of the room. After talking about the innate dignity of the person, breaking open the concept of ‘story’ – that each person has a unique and sacred story - invite the participants to gently come out and to pick up someone else’s shoe and walk around in it for a short period of time. This is meant to be a bit of fun – but that ultimately one cannot walk in another’s shoes.

1. Table and balloons; each has a gift to bring, a contribution to make.

This activity is linked to the gifts of the group and the importance of using those gifts to the full to create the best community we can. While more of a leadership camp activity – it can be linked to Service. Turn a trestle table on its back with legs into the air. Give the participants a packet of balloons and invite them to blow them up – about volleyball size – and then to see how many they can get to stand on the table before all of the balloons break – or the table touches the ground.

Who felt the balloons would burst when they stood on the table? If we had not all contributed our balloon / balloons the activity would not have worked; all our gifts are needed etc.

1. Chocolates and layers of wrapping; labels limit

Get a box of Roses Chocolates and wrap it in four layers of paper; one ordinary newspaper and the other three various coloured – garish wrapping from wedding paper to baby paper etc. Invite the participants to imagine the layered box as a ‘person’; what label would we put to them? “Childish, tom-boy, stupid etc” Then take off the first layer of paper – revealing the next layer – ask the questions again? Then take off the layers one at a time until you are down to the actual box of chocolates. Point out that so often we engage with the layer, with the wrapping etc. The old poem ‘Persons are Gifts’ can be used alongside this activity. Sometimes it can be a bit of fun to then take out a chocolate – walk over to a dominating personality in the group – thank them for what they are contributing to the group – unwrap the chocolate and then give them the wrapping while you eat the chocolate! It is a bit of fun – and then remind them – that in their Service Experience we focus on the ‘gift within’ or the innate dignity of the other – not on the wrapping.

1. Label game

Choose six to eight words. Good words to use are ‘nerd’ ‘stupid’ ‘leader’ ‘fragile’ ‘caring’ ‘nice’ ‘sly’ ‘stud’ ‘crawler’ etc. Put the words onto labels and without the volunteers seeing the label place the label on to their foreheads. Then invite the group to discuss / plan a topic, “You are the Formal Committee and we would like you to plan the school Formal” and to treat one another [verbally] as if the label were true. Again, a bit of fun. When the energy has gone out of the activity – invite the group to reflect how it felt to be spoken to as if you were ‘stupid’ etc. Again – link back to the innate dignity of the person and that our labels limit the gift of the other.

1. Photo language – to tap into feeling response

Photo language spread out on the floor can be a great way to engage with a feeling response. Alternatively – photos taken during the Immersion or other symbols. “Allow the photo / the symbol to choose you …”

1. Feeling faces – to help with feelings

We cannot assume that participants are highly emotionally aware. Often it helps if you have a card with a lot of feeling words or feeling faces on them. You can get those cards which have heads on them that are happy or anxious or curious or scared or lazy etc. This can be a way of helping students identify the feeling they are experiencing past mad, sad, glad!

1. One word response

De-brief must be user friendly. Sometimes all that is needed can be as simple as “think back on today, what is one word or phrase that comes to mind?” I now invite you to say that word and after you have shared it to come out and light a candle honouring your day and the people you have met etc. Debrief does NOT have to be long but it is essential that it happens in some way. Sometimes even to sit in silence – ‘holding’ the image of someone from your day – can be powerful.

1. Continuums – responding to statements

A good way to get the energy moving after a long day is to come up with a whole series of questions that allow a one to ten response where one is terrible or don’t agree to ten is great and or I agree. Then the facilitator makes the statement and the participants position themselves along a continuum to indicate their response. Every now and again the facilitator can invite anyone who wishes to state ‘why’ they are standing where they are.

*“The people we worked with today are in situations of their own making.”*

*“I felt really comfortable out there today.”*

*“If I had been born into this situation I would have made my way out of it by now.”*

1. Group Sculpture

A very effective way of debrief – but a little difficult – can be to invite the group to ‘sculpt’ the group into;

* What you saw at the Service site today?
* How you felt as you were at the Service site today?
* How you feel within our group?
* How you would position this ‘sub-culture’ / subgroup within the wider society etc.

Again, to debrief this is important or to invite other people to respond. Sometimes once the sculpture has been formed – other people can then make minor changes to it to link in with their feeling response.

1. Circle of light – ‘hold’ someone from your day

Sometimes at the end of the debrief it is good to give each participant a ‘pencil’ candle and invite them to form a large circle in the dark around a Christ candle. In silence they are then invited to ‘hold someone’ – represented by the candle – in their hearts. The circle of light can be a powerful symbol and can also in a positive light represent the Kingdom of Love / the Kingdom of God alive in our world etc. Sometimes this can be accompanied by a song.

1. Simulation games; Games such as clumps – shows rejection / outsider

Other games such as fruit-salad, imitator, wink murder, slave trade can be good. Another good way to debrief is to invite participants to make up a simple simulation game. Simulation games are often based upon a simple modality; a straight line from power to powerlessness OR circles from belonging to alienation etc – then you wrap ‘stories’ around them and invite movement along the modality – according to your key concept or question.

**A Prayer for the journey.**

**O Jesus, make our hearts so human,**

**that others may feel at home with us.**

**So like yours, that others may feel**

**at home with you.**

**So forgetful of self,**

**that we might simply become the place,**

**where you and they meet,**

**in the power of your love**

**and the joy of your friendship.**

***Amen*.**

**What is YOUR key concept? What are your goals?**

**Concept Pool**:

Agency, powerlessness, power, empower, guest, presence, everyone has a story, cause – effect, innate dignity, home, homelessness, rights, freedom, difference is gift, reciprocity, charity, change, forgiveness, person – behaviour, gifts and personal talents, essence, worth / value, poverty, illness, mental illness ……

**Appendix A**:

Terrorist, rainforest, environmentalist, Multi-national, asylum seeker, refugee, arms trader, Banker, subsistence farmer, corrupt politician, poor peasant, disabled, sweat shop worker, illiterate child, illiterate worker, prison officer, Aboriginal, Muslim, coral reef, Whaling fleet, Uranium mine, drug pusher, orphan, pastor, trade union, gang member, unemployed mother, unemployed father, social worker, military officer …

**Appendix B**

**Key Questions and statements + ‘why?’**

Who is voiceless? Who’s needs are ignored? Who makes decisions? At what level are decisions made? Who is unseen? Who is ‘out of sight’ and ‘out of mind’? Who has the power? Who influences the media? Is there a gap between the truth and what the media portrays? Where is the individual in all of this? Whose voice counts? Who is impacted directly by this decision? Who pays? Who really pays? Who sets the agenda? Who wins? Who loses? If it does not work – why do we do it? “Anyone ‘convinced’ against his will – is not convinced!” Does ‘punitive’ punishment work? Rehabilitation or punishment? Who is excluded? Who is included? Who has a seat at the table? Power or empowerment? Economic rationalism? User pays? Survival of the fittest! I win – you lose! The power of perception.

“We are called to a deep humility, by which we remember that God has not left himself without a witness in any nation at any time. When we approach the man or woman of another faith than our own it will be in a spirit of expectancy to find how God has been speaking to them and what new understandings of the grace and love of God we may ourselves discover in this encounter. Our first task in approaching another people, another culture, another religion, is to take off our shoes, for the place we are approaching is holy. Else we may find ourselves treading on people’s dreams. More serious still, we may forget that God was here before our arrival.” (The Primal Vision: Christian Presence amid African Religion, by John V. Taylor.)

**Pilgrim or Tourist.**

**Yes – No – Don’t know.**

**Statements**

** **

1. “I went to India to make a difference!”
2. “I learnt more from them then they did from me!”
3. “I could not believe the amount of corruption – we would never act like that in Australia!”
4. “Some of them are so lazy!”
5. “I can’t believe parents would allow their children to grow up in conditions like that!”
6. “Indian people are so beautiful, they are so generous and kind and no one judges another one else!”
7. “All I did was spend time in a Year 2 classroom – singing and playing games and helping them with their classwork – the teacher Alice was so caring.”
8. “The reasons for the poverty seem so complex – all I could do was be as positive a part of their lives as I could for the short time I was there!”
9. “I got some great photos of the Kolkata Slums – you should see them – pigs and dogs everywhere – no power or sewerage – and yet they come out of their shacks looking immaculate!”
10. “In the midst of great poverty I saw so much joy and hope and courage to not give up!”

**Actions**

1. You hang out in the yard each morning tea – and over the course of the week the children teach you a local song.
2. The teachers laugh at your pronunciation when you try to learn a Hindi word.
3. On the bus from the airport you are taking photos of the slums as you drive by.
4. You take a photo of someone you have got to know outside their shanty shack to show people how poor they are.
5. You wear your Senior jersey everywhere you go.
6. You whinge to the others in your group that you got “ripped off” when you paid $4AU for a small statue when some of them only paid $3AU.



1. You find yourself on the internet each night – face booking back home to catch up on the local gossip **OR** you want to talk about some of the people you have meant in India but after a polite ‘oh that’s nice – the people want to gossip about what has been happening at a recent party!
2. You can’t eat the food put out at a special ‘welcome’ morning tea and are looking forward to McDonalds in the City later.
3. The others are raving about their day but you initially felt stuck in a Year 2 classroom with a child who can barely read and write – but after some time you felt you really connected – but don’t want to talk too much about it – just want to enjoy that sense of connection.
4. You have related so well with your teacher at the primary school that they are showing you photos of their children on the last day.

What is your criteria?

 

**Solidarity, Awareness, Advocacy or Action?**

1. You research causes of poverty in East Timor on the internet
2. You make a screen saver with core facts about poverty in the majority world and change the screen saver each week
3. You write a letter to the Government challenging mandatory detention for Asylum Seekers
4. You attend a refugee march in the city during Refugee Week
5. You sign a petition asking for more Government support for mental illness within the community
6. You volunteer at a soup kitchen once a week for six months
7. You organise a lunch time debate at your school on the issues of mandatory detention of Asylum Seekers
8. You stay in E-mail contact with a fellow teacher you met while on an Immersion to South Africa
9. You invite a past student who has worked with homeless people / or in a majority world nation back to the school to address the assembly.
10. You hold a fund raiser to raise money for a majority world community.
11. You put a bumper sticker on your family car about refugee rights.
12. You volunteer at a drop in centre for Asylum Seekers.
13. You get your family to use Fair Trade products.
14. You hold a silent candle vigil outside the Department of Immigration for Asylum Seekers in mandatory detention.
15. To talk to your family about the reasons people risk death to come to Australia on small boats.
16. You organise for a small / short fact about a Social Justice issue to be put into the school newsletter each week.
17. You go out of your way to welcome students from majority world countries that come to your school.
18. You encourage your students to volunteer at a homework club for refugee students.
19. You encourage the Year 12’s to plan a gap year after they finish school and choose to volunteer in a majority world community.
20. You choose to live more simple in your family and with the money saved support a family in need.
21. You befriend a local refugee family and your children volunteer to do child minding for them.
22. You plant Australian native plants that are more water friendly in your family garden.
23. You engage with the school admin about introducing Fair Trade coffee for the staff room.
24. You initiate a Public Speaking competition in the school called the Oscar Romero competition with topics to do with Justice and Peace.