



1. Marist Asia Pacific projects and a reading adapted from Matthew 25:35ff

Taking the reading from the Solidarity Campaign liturgy, ask students to check the website www.maristoz.edu.au/maps for projects which reflect each line of the prayer.

Some links might be made to actual projects your school community has focused on in this year's Marist Schools' campaign or campaigns of previous years.

*For I was hungry and you gave me something to eat,
I was not concentrating at school and you supplied rice for my lunch break;*

*I was thirsty and you gave me something to drink,
I was young and without access to fresh water and you sunk my village a well;*

*I was a stranger and you invited me in,
I was the child of a refugee in Australia and you helped with my homework;*

*I was naked and you clothed me,
I was a young parent but your surplus clothes dropped at Vinnies clothed my kids;*

*I was sick and you took care of me,
I was infected with HIV at birth but your solidarity money provided anti-viral medicines;*

*I was in prison and you came to visit me,
I was imprisoned by my illiteracy in a small Pacific Island school and you furnished its library.*

2. NYC graffiti.

*I was hungry
And you formed a debating Society to discuss it.*

*I was imprisoned
And you just complained about the crime rate.*

*I was naked,
And you debated the morality of my appearance.*

*I was sick
And you thanked God for your health.*

*I was homeless,
And you preached to me about the shelter of Gods love.*

*You seem so holy and so close to God,
But I'm still hungry, lonely, cold and in pain.*

Does it matter?

This Graffiti seen on a wall in New York City...

- What are the dominant feelings of the writer of this graffiti?
- Why would a person write such graffiti in NYC?
- Is absolute poverty just a Developing Countries phenomenon? What is Australia's experience of poverty and why does it occur?
- What are the Christian origins of this text and how does it differ in sentiment?
- Search the web and compile a list of Australian Christian organisations that respond to people who are on the margins of life.
- Re-write the graffiti from the perspective of a 15 year old student in a Developing Country in the Asia-Pacific Region.

3. CREATION IN REVERSE

In the end, people destroyed the heaven that had been called earth. For the earth had been moulded in a beautiful form until the destructive spirit of humanity moved upon it. This was the seventh day before the end.

For humanity said " Let us have power in the earth and over those who are vulnerable' and they saw that power seemed good, and they called those who sought power 'great leaders' and 'valuable corporations'. Those who sought only to serve others and bring reconciliation they named 'weaklings' and 'opposers' of economic progress. This was the sixth day before the end

And the powerful said. 'Let there be division among all people and divide the nations into those which will produce and those which will consume'. And they created organisations that would control spending and lending, keeping poor countries locked into debt. And this was the fifth day before the end.

And the powerful said, "Let us use the resources of others to make more for ourselves, so that we may live a life which is rich and full of all the worlds gifts." And they competed for the lowest wages in countries around the world, forcing suppliers to cut overheads, benefits and a liveable wage. This was the fourth day before the end

And the powerful said "Let us use the resources of the earth for God gave the earth for our use'. And they mined, and cut and burnt and flooded in order to fuel their cars, air conditioners, factories and to earn more export revenue. And this was the third day before the end.

And the powerful said "Let there be censorship and legal instruments of power to protect ourselves and our exploitation, in order that we may control resources securely." And they developed diversions to stop people from asking questions about the products they bought, the food they ate and the energy they used. And this was the second day before the end.

And they said "Let us make God in our own image. Let us say God does what we do, thinks as we think, wills as we will, destroys as we destroy." And so humanity found ways to legislate and embed the exploitation that would soon become normal for everyone. And they ALL said "this is necessary. There is no alternative. This is God's will"

And on the last day, there was a great noise upon the face of the earth and humanity and all things were no more, and the ravished earth rested on the seventh day...

Amen

(Adapted from an anonymous text found in an American synagogue paper)



CREATION IN REVERSE (Cont'd)

ACTIVITY: Ask students to reflect on the reverse story of creation and consider the role they personally play, we all play, modern business plays and the church plays in the story.

Ask students to discuss:

- what is the significance of the title?
- why is their concern for creation in the church's teaching on justice today?
- which 'Reverse Creation' day is overstated and they disagree with most?
- which 'Reverse Creation' day is closest to their life today?
- how would you rewrite one of the 'reverse Creation' days given your experience?

4. MILLENIUM DEVELOPMENT GOAL #2 AND MARIST ASIA PACIFIC PROJECTS

The MGG #2 is at the heart of many of the projects in this year's Marist School's Solidarity Campaign materials.

It states: *Ensure that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary education.*

Ask students to check the website www.maristoz.edu.au/maps and compile a list of Marist projects which contribute to the achievement of universal primary education.

These projects in the region might be added to a large display map. Making available the kit materials from 2004 and 2005 will also enable students to locate other projects not on this site currently.

5. LINKING THE MILLENIUM DEVELOPMENT GOALS (MDGs)

Check the website www.oxfam.org.uk and take the principal goal of this year's Marist Schools' Solidarity campaign (MDG# 2 universal primary education) and see how it is linked to MDG#3 (promote gender equality and empower women).

Explore through this website, and others such as www.cafod.org.uk, why of the 100 million in the world who do not receive education at present over two thirds of these are girls.

List the reasons for this lack of equality in order of importance.

6. WALK THE WORLD – FIGHT HUNGER CAMPAIGN

Each year in May and June more people throughout the world are gathering to participate in the Walk the World campaign. It is a new advocacy initiative undertaken by the United Nations World Food Program (WFP) to end child hunger by 2015. It is in accord with the MDG #1 to halve world hunger by 2015.

An interactive website has been developed www.fighthunger.org and each new visitor to the site triggers a donation of 19 US cents (24 cents AUD) to the program (the average cost of a meal for a child in a Developing Country).

This initiative is yet to take shape as an actual walk in Australian cities but is scheduled to develop in 2007 and beyond. The website will inform you of developments.

7. THE MICAH CHALLENGE CD

The Micah Challenge is a inter-church initiative to work towards the achievement of the MDG Goal #1: to halve global poverty by 2015. A CD of resources useful for class preparation is available free and for more details check: www.micahchallenge.org.au

8. WORLD REFUGEE DAY

Each year in June the United Nations High Commissioner for Refugees (UNHCR) helps 19 million refugees, displaced persons, asylum seekers and stateless people around the world. The website www.unhcr.org will have details including learning materials.