



**Catholic Education Week**

**May 4 - May 9, 2014**

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# SERVING IN THE LOVE OF CHRIST

**PRAYERS AND ACTIVITIES FOR  
CATHOLIC EDUCATION WEEK**

**SECONDARY SCHOOLS**

**Adapted for use in  
Renfrew County Catholic Schools**



**RENFREW COUNTY  
CATHOLIC DISTRICT SCHOOL BOARD**

## **Catholic Education: *Serving in the Love of Christ***

Each year, the Catholic community of Ontario celebrates Catholic education week: a week-long celebration of Catholic education's unique identity and distinctive contributions to society. This year's celebration entitled, '*Catholic Education: Serving in the Love of Christ*' runs from Sunday May 4<sup>th</sup> to Friday May 9<sup>th</sup>. Our scriptural source of inspiration, comes from the words of Jesus, taken from the Gospel of Luke: '*I am among you as one who serves*' (Luke 22:27e).

The five sub-themes for **Catholic Education: *Serving in the Love of Christ*** are:

**Monday: *Serve with faithfulness***  
**Tuesday: *Serve with humility***  
**Wednesday: *Serve with compassion***  
**Thursday: *Serve with justice***  
**Friday: *Serve with joy***

This Secondary School Resource Kit provides meaningful activities and reflection opportunities to help students deepen their understanding of Catholic education as both gift and responsibility. The Resource Kit contains:

- Daily prayers
- Daily inquiry activities
- A suggested Eucharistic/prayer celebration for large assembly
- An outline for a one day secondary school retreat
- Scripture readings and quotes, organized by sub-themes

Feel free to adapt any materials to suit your particular needs. Materials may be found on the Ontario Catholic School Trustees' Association (OCSTA) website. We also encourage all of our partners in Catholic education to reference past issues of the Catholic Education Week Resource package for prayers and activities, as many may be appropriate for this year's theme.

Furthermore, the retreat outline offered for use with students, may be used at any time during the year. It can be easily modified in whole or in part for use with adults (staff retreats, parent meetings, board office meetings). This, or other retreats from past Catholic Education Week Resource packages can be kept for use in future years.



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**CATHOLIC EDUCATION: *SERVING IN THE LOVE OF CHRIST***  
**SECONDARY SCHOOL RESOURCE KIT**

**Table of Contents**

1. Introductory Materials	...p. 4
2. Morning prayers	...p. 6
3. Daily inquiry activities	...p. 16
4. An outline for secondary school retreat	...p. 21
5. Scripture readings and quotes for student use related to the five sub-themes of Catholic Education Week 2014	...p. 42



## Morning Prayers and Daily Inquiry Activities

### *Students*

*You are a most significant educational influence on each other.*

*We invite you to become active participants in the process of Catholic education. We urge you to bring your energy, enthusiasm and generosity to the task of building a Catholic community within your school and to shaping the vision of Catholic education. Your strengths and your weaknesses, your joys and your fears, your struggles and your searchings, will be welcomed in this community. Whatever your age, you are not too young to assume responsibility with and for your fellow students. You are a most significant educational influence on each other. You can help each other become disciples of Jesus Christ or you can hinder each other from becoming everything you are called to be. How you are with one another now, will significantly influence how you will be with others as adults. The future of the church and its mission of service in the world will be yours. For this, you will need courage, self-discipline and all the love you are able to give. Take up the challenge of growing into a sense of who you are as Christians so that you can develop the talents you have been given and bring the best of yourself to the society in which you will be living.*

*(Assembly of Catholic Bishops of Ontario, This Moment of Promise)*

Depending on your school's practice, these prayers can be used in a variety of ways. Some schools have daily prayer over the school intercom, while others invite prayer in the classroom community. Each day, schools are invited to offer their own prayers and special intentions, specific to the needs of their community of faith.

Each daily prayer emphasizes a sub-theme of Catholic Education Week. Following the daily prayers are suggested inquiry activities/questions. These are intended to lead students and staff to a deeper understanding of the theme by looking at the life and work of the individual Christian witness highlighted in the daily prayer. Individual classes may choose to expand upon the daily prayer by delving deeper into each witness' life. Inquiry questions have been provided for personal student reflection and/or to facilitate further classroom discussion.

You may wish to select one or two individuals per homeroom class, prior to Catholic Education Week, to serve as prayer leaders each day. These students could be trained by the school's Chaplaincy Leader to facilitate a prayer experience within the classroom. The prayer leaders can help deepen student understanding of the sub-themes, by continuing the prayer begun in the morning and leading a deeper reflection, as suggested by the inquiry questions provided.

However you choose to use these prayers and inquiry activities, there is plenty of room to help students more deeply experience the gift of Catholic education. In each corner of this province, there are young people being shaped by their Catholic educational experience, and learning to serve in the love of Christ!

## A Note about the Structure of the Daily Prayers



The *opening quotation* for each day finds personal expression in one member of the Communion of Saints, whose life and witness personify the particular virtue of that subtheme, especially through the quote that comes from them or is about them.

Each day the *Call to Prayer* reminds us of those who are in need of our prayers, for whom we are thankful and whose work we would like to remember in a special way on this particular day of Catholic Education Week.

The *Opening Prayer*, addressed to Jesus, speaks with the voice of the individual student, asking for a particular grace or growth. These prayers lead into the Scripture Passage and are mindful of the group for which we are praying.

The *Scripture Passages* are those used in the Advance Kit. Each was chosen to illustrate the sub-theme for that month in the Advance Kit and for each day of Catholic Education Week.

The *Closing Prayers*, addressed to God, the Father of Jesus and Our Father, are more expressive of the faith we share as a Catholic community. They give thanks for the contribution of the particular group for whom we pray on this day and ask for the gifts we need in Catholic education to make those sub-themes more fully operative in our schools.

The *closing quotation* is a statement from the Catholic Magisterium (the Church's teaching office, our bishops), chosen to remind us how each sub-theme is rooted in the evangelizing work of the Church.

These prayer liturgies are offered in the hope that they might strengthen our own faith during this special week as we celebrate **Catholic Education: *Serving in the Love of Christ***.

## MONDAY – SERVE WITH FAITHFULNESS



*‘God does not require that we be successful; only that we be faithful.’*  
(Blessed Teresa of Calcutta)

### CALL TO PRAYER

As we begin the celebration of Catholic Education Week, let us remember all those who commit their lives in service to the community of faith we call the Church as bishops in our dioceses, pastors and pastoral workers in our parishes; as priests, brothers and sisters in religious communities throughout the world. They share in a special way in the Church’s mission to spread the Gospel to all peoples. We too have been called to share in the New Evangelization throughout the Church by sharing Good News with those who have not heard it, or with those who no longer find meaning in the message of Jesus. May we continue to be blessed with witnesses like Blessed Teresa of Calcutta, whose example of faithful service nurtured spiritual growth in so many who hunger for a life-giving encounter with Jesus.

### CONTEMPORARY MUSIC SUGGESTION

London Grammar, *Strong*

Let us begin with the Sign of the Cross: In the name of the Father, and of the Son and of the Holy Spirit. **Amen.** +

### OPENING PRAYER

Jesus, Son of Mary, your mother’s entire life was marked by faithfulness to God’s plan. She cooperated wholeheartedly with God’s desire to make human his saving love for all people. Please help me to be open to your coming into my life, so that through your goodness at work in me, others may come to know your Father’s love for them. May I too praise God’s faithfulness as your mother Mary did, in her prayer of praise, the Magnificat. I make this prayer in your name. **Amen.** +

**SCRIPTURE:** Luke 1:46-55

A reading from the Gospel according to Luke. **Glory to you, O Lord.**

And Mary said,

“My soul magnifies the Lord  
and my spirit rejoices in God my Saviour,  
for he has looked with favour on the lowliness of his servant.

Surely, from now on, all generations will call me blessed;  
for the Mighty One has done great things for me and Holy is his name.

His mercy is for those who fear him from generation to generation.  
He has shown strength with his arm;  
he has scattered the proud in the thoughts of their hearts.

He has brought down the powerful from their thrones  
and lifted up the lowly;  
he has filled the hungry with good things and sent the rich away empty.

He has helped his servant Israel  
in remembrance of his mercy  
according to the promise he made to our ancestors,  
to Abraham and to his descendants forever.”

The Gospel of the Lord. **Praise to you, Lord Jesus Christ.**

<b>Prayer of the Faithful Reflecting the Needs of Your School</b>
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**CLOSING PRAYER**

Ever-faithful God, who glorified Mary in allowing her to be the mother of your only Son, help us to be rooted in fidelity to you as she was. Lead us in upholding and strengthening the tradition of Catholic education, so that our learning and teaching might be an integral part of the Church’s call to the New Evangelization, through which the Good News of Jesus is made known and experienced throughout the world. We make our prayer through your Son Jesus Christ, in union with the Holy Spirit. **Amen**

**And may Almighty God bless us: Father, Son and Holy Spirit. Amen.**

*‘It is therefore primarily by Mary’s conduct and by her life that the Church will evangelize the world, in other words, by her living witness of fidelity to the Lord Jesus, by her witness of poverty and detachment and by her witness of freedom in the face of the powers of this world, in short the witness of sanctity.’ (Pope Paul VI, Evangelium Nuntiandi, 1975)*

## TUESDAY – SERVE WITH HUMILITY



*‘Those who will exclude any of God's creatures from the shelter of compassion and pity will deal likewise with humanity.’  
(St. Francis of Assisi)*

### CALL TO PRAYER

Let us be mindful today of the wonder of Creation, God’s first gift to us. We are an integral part of God’s handiwork: masterpieces among the creatures in this wonderful garden. Let us pray for all of God’s creatures, for the particular role they have in the earthly ecology and especially for those people whose specific vocation is to care for the earth: scientists, engineers, religious and political leaders and environmental stewards of all kinds. May their work to preserve creation for the good of all generations of peoples reflect Francis of Assisi’s call to ‘Preach the Gospel at all times and when necessary, use words.’ May we find in Francis’s example of simple poverty and love of all God’s creatures a model of humble service that is as inspiring and relevant today as it was in his time.

### CONTEMPORARY MUSIC SUGGESTION

*Prayer of St. Francis*, (Sarah McLachlan); *Make me a Channel of Your Peace* (Sebastian Temple)

Let us begin with the Sign of our Faith: **In the name of the Father, and of the Son and of the Holy Spirit. Amen.**

### OPENING PRAYER

Lord Jesus, you who travelled on foot and who closely observed the birds and flowers, teach me how to walk gently upon the earth of this time and place. Help me to find fulfillment, in your simplicity of life; help me to know the freedom of the Gospel in your willingness to serve others, and in your readiness to take the road to Jerusalem; help me to realize my rightful place in the Kingdom, as a fellow pilgrim on the road with you. I make this prayer in your most holy name.  
**Amen. +**

**SCRIPTURE:** Luke 12:22-31

A reading from the Gospel according to Luke. **Glory to you, O Lord.**

He said to his disciples, “Therefore I tell you, do not worry about your life, what you will eat, or about your body, what you will wear. For life is more than food and the body more than clothing.

Consider the ravens; they neither sow nor reap, they have neither storehouse nor barn and yet, God feeds them. Of how much more value are you than the birds? And can any of you by worrying, add a single hour to your span of life? If then, you are not able to do small a thing as that, why do you worry about the rest?

Consider the lilies, how they grow; they neither toil nor spin; yet I tell you, even Solomon in all his glory was not clothed like one of these. But if God so clothes the grass of the field which is alive today and tomorrow is thrown into the oven, how much more will he clothe you – you of little faith.

And do not keep striving for what you are to eat and what you are to drink and do not keep worrying. For it is the nations of the world that strive after all these things and your Father knows that you need them. Instead, strive for his kingdom and these things will be given to you as well.”

The Gospel of the Lord. **Praise to you, Lord Jesus Christ.**

<b>Prayer of the Faithful Reflecting the Needs of Your School</b>
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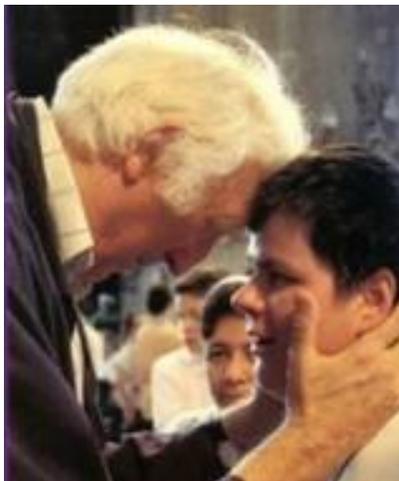
### **CLOSING PRAYER**

God our Creator, you call us to serve with humility. We give you thanks for our Holy Father Pope Francis, whose authentic gestures of service have been a hopeful witness to so many people throughout the world. In his personal simplicity, may we be encouraged to embrace conservation rather than consumption and in his exercise of authority, may we be inspired to practice the kind of servant-leadership that will help us to be more like Jesus who washed the feet of his disciples. We make our prayer in his name, in union with the Holy Spirit. **Amen**  
**And may Almighty God bless us: Father, Son and Holy Spirit. Amen**

*‘Human beings are part of the natural world, yet simultaneously transcend it. There are two key elements here: (1) Human beings are creatures, i.e. we are not God. We are therefore not to act with God-like domination over the rest of creation, but rather to recognize that creation comes to us as a gift from our Creator. (2) Unique among creatures, we are created in God’s image and therefore bear an inestimable dignity.’*

(Episcopal Commission for Justice and Peace of the Canadian Conference of Catholic Bishops, *Building a New Culture: Central Themes in Recent Church Teaching on the Environment*, 2013)

## WEDNESDAY – SERVE WITH COMPASSION



*‘Every child, every person needs to know that they are a source of joy; every child, every person, needs to be celebrated. Only when all of our weaknesses are accepted as part of our humanity can our negative, broken self-images be transformed.’*

(Jean Vanier)

### CALL TO PRAYER

Let us be mindful today of the people in our own community who are wounded, whether physically, by accident, illness, or, violence, or those who are wounded emotionally, by abuse, exclusion or unjust discrimination. Let us pray as well for all those whose ministry of healing brings hope and comfort to them: doctors and nurses, therapists and social workers, counsellors and chaplaincy leaders. May Jean Vanier’s model of community at L’Arche, where the visibly wounded are treasured as the ones who teach the rest of us what it means to be most fully and authentically human, be a sign of hope to us in our struggle to allow the perceived brokenness of others to challenge our own hidden vulnerabilities.

### CONTEMPORARY MUSIC SUGGESTION

Daniel Lanois, *The Maker*

Let us begin our prayer with the Sign of the Cross. **In the name of the Father, and of the Son, and of the Holy Spirit. Amen.**

### OPENING PRAYER

Lord Jesus, you experienced firsthand what it was like to be ridiculed, spat upon and beaten. Yet in your stories, it is the people like you who are the first to respond to others in need. Teach me the virtue of charity, so that I might be willing to respond to those in my community who are left

out, talked about, bullied or humiliated. Help me to be willing to bind their wounds, whether they are visible or hidden and to see my own vulnerability in their pain and embarrassment, so that I can learn to be more accepting and less judgmental. Just as you listened to, forgave and healed those you encountered who were wounded in body and spirit, help me to be a life-affirming presence in my family and my school. I make this prayer in your name. **Amen.**

**SCRIPTURE:** Luke 10:29-37

A reading from the Gospel according to Luke. **Glory to you, O Lord.**

But wanting to justify himself, he asked Jesus, “And who is my neighbour?”

Jesus replied, “A man was going down from Jerusalem to Jericho and fell into the hands of robbers who stripped him, beat him and went away leaving him half dead.

Now by chance, a priest was going down that road and when he saw him, passed by on the other side.

So likewise, a Levite, when he came to the place and saw him, passed by on the other side.

But a Samaritan, while travelling, came near him and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn and took care of him.

The next day he took out two denarii, gave them to the innkeeper and said, “Take care of him and when I come back, I will repay you whatever more you spend.”

Which of these three do you think was a neighbour to the man who fell into the hands of the robbers? He said, “The one who showed him mercy.”

Jesus said to him, “Go and do likewise.”

The Gospel of the Lord. **Praise to you, Lord Jesus Christ.**

<b>Prayer of the Faithful Reflecting the Needs of Your School</b>
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### **CLOSING PRAYER**

God of Compassion, teach us how to create an educational system where all people are accepted, no matter what their differences. Help us to understand your will more deeply, so that we are able to shape communities of learning where the newcomer feels welcomed, the person with a disability feels empowered, the person of a different faith tradition feels revered, the person who is mentally ill feels safe, and all persons suffering from unjust discrimination feel embraced. We make our prayer through your son Jesus Christ, in union with the Holy Spirit. **Amen +**

**And may Almighty God bless us: Father, Son and Holy Spirit. Amen**

*‘... the right of each student to be free of harassment, violence or malice in speech or action is unequivocal and schools carry the clear obligation to provide a positive school environment for all students and staff.’*

(Ontario Conference of Catholic Bishops, *Pastoral Guidelines to Assist Students of Same-Sex Orientation*, 2004)

## THURSDAY – SERVE WITH JUSTICE



*'The main goal of divine Providence in allowing the discovery of these tribes and lands ... is ... the conversion and well-being of souls and to this goal everything temporal must necessarily be subordinated and directed.'*

(Fray Bartolomé de Las Casas, 1474 - 1566)

### CALL TO PRAYER

Let us be willing to recognize today that there are systemic forces in the world which work against the poor and the oppressed. Let us pray for all those teachers, lawyers, advocates and community leaders whose vocation is to challenge these unjust structures and who fight for those who are most victimized by them. Let us walk in the footsteps of Bishop Bartolomé de Las Casas, who defended the rights of the aboriginal peoples of the Americas during the sixteenth century, not just by speaking and writing about them, but also by living and working among them. Let his example of solidarity with the people of the New World victimized by colonization inspire us to learn more about the First Nations, Métis and Inuit peoples of our own country. May it help us better understand the struggles of the poor throughout the Developing South, who labour against unjust systems which condemn them to lives of hardship and oppression.

### CONTEMPORARY MUSIC SUGGESTION

Jesse Manibusan, *Open my Eyes*; John Foley, *Peace Prayer*; Bruce Cockburn, *A Dream Like Mine*

Let us begin with the Sign of our Faith: In the name of the Father, and of the Son, and of the Holy Spirit. Amen

### OPENING PRAYER

Lord Jesus, you railed against those who exploited others in the courtyard of the Temple and challenged practices that mistreated people deemed unclean, public sinners and outsiders. Open my eyes to see the ways people are imprisoned by oppressive structures and attitudes. Give me the courage to challenge them, so that all people may have the chance to live in a way that

honours their dignity as human persons and children of God. I make this prayer in your holy name. **Amen.** +

**SCRIPTURE: Matthew 25:34-40**

A reading from the Gospel according to Matthew. **Glory to you, O Lord.**

Then the king will say to those at his right hand, “Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.”

Then the righteous will answer him, “Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?”

And the king will answer them, “Truly, I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.”

The Gospel of the Lord. **Praise to you, Lord Jesus Christ.**

<b>Prayer of the Faithful Reflecting the Needs of Your School</b>
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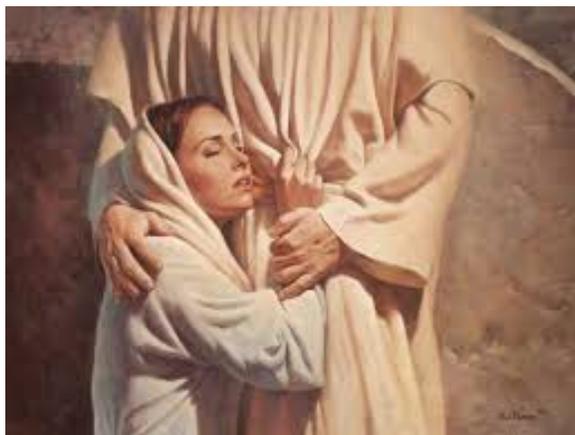
**CLOSING PRAYER**

God of Justice, in the oppressive structures of our world we see human sinfulness, not just on an individual, but on a social scale. And these structures are not necessarily outside of us; we are born and enculturated into them. They become a part of us so we accept discrimination, poverty and inequity as normal. Help us to recognize the many ways in which people are treated unjustly. Help us to welcome the Kingdom of God into our hearts, and to proclaim its Good News. May the Kingdom open every human heart so that all your children have enough to eat and to drink, clothes to wear and people to look after them. May our faith help form us into a people who stand for justice in our community and world. We make our prayer through your Son Jesus Christ, in union with the Holy Spirit. **Amen.**

**And may Almighty God bless us: Father, Son and Holy Spirit. Amen.**

*‘The virtue of social justice obliges each of us to work with others to change unjust systems and practices and create structures which work for the common good, the good of each and all.’*  
(Assembly of Catholic Bishops of Ontario, *Fundamental Principles of Catholic Social Teaching*, 2013)

## FRIDAY – SERVE WITH JOY



*‘And the disciples were filled with joy and the Holy Spirit.’  
(Acts 13:52)*

### CALL TO PRAYER

As we conclude our celebration of Catholic Education Week today, let us look forward to the future, recognizing that we have more reason to hope than to fear. Like Mary of Madgala, we are witnesses to the Risen Jesus, called to live with firm trust in the unfailing love of God. As his follower and friend, Mary was blessed to be the first to see Jesus and to be entrusted with the Good News of his resurrection. In this regard, she was the first evangelist. Let us continue the mission of sharing the Good News with all people.

### CONTEMPORARY MUSIC SUGGESTION

Phish, *Joy*

Let us begin our prayer with the sign of our faith: In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

### OPENING PRAYER

Risen Jesus, you greeted your followers with the encouraging message, “Don’t be afraid.” I rejoice that you have called me to serve you. Help me to be a witness to your resurrection by the way I live your call on this road to the fullness of life. Let my active participation in the life of my family, my school and my community bring hope and joy to all who have sacrificed to create this healthy and loving environment for me to grow in. Help me to be a good example to those who look to me as a role model for true happiness. I make this prayer in the power of your holy name. **Amen.**

**SCRIPTURE:** Philippians 4:4-9

A reading from the Letter of Paul to the Philippians.

Rejoice in the Lord always; again I will say, rejoice! Let your gentleness be known to everyone.

The Lord is near. Do not worry about anything, but in everything by prayer and supplication with thanksgiving, let your requests be made known to God.

And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus.

Finally, beloved, whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things.

Keep on doing the things that you have learned and received and heard and seen in me and the God of peace will be with you.

The Word of the Lord. **Thanks be to God.**

<b>Prayers of the Faithful Reflecting the Needs of Your School</b>
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**CLOSING PRAYER**

God, Author of Life, we give you thanks for the great promise you have given us in the resurrection of Jesus, your Son. During this Easter Season, may we rejoice in the sure and certain hope that life is stronger than death and that love can overcome hate. Help us to see the face of Christ in all those whom you call us to serve, especially the students in our Catholic schools, who are the ongoing promise of new life in our faith community. May our achievements as a resurrection people enable our Catholic schools to reflect your glory always. We make our prayer through your Son Jesus Christ, in union with the Holy Spirit. **Amen.**

**And may Almighty God bless us: Father, Son and Holy Spirit. Amen.**

*'We must also establish ties, in advance, with future generations ... Because we love our children, what environment, what society do we wish to bequeath to them? The Guatemalan poet Otto René Castillo wrote, "It is beautiful to love the world through the eyes of those that are yet to be born."' (Commission for Social Affairs, Canadian Conference of Catholic Bishops, *Our Relationship with the Environment: The Need for Conversion*, 2008)*

## MONDAY – MOTHER TERESA: SERVE WITH FAITHFULNESS

Mother Teresa is a model to the whole world of selfless love and service to others. Culturally, she was a sign of hope to thousands in Calcutta and throughout India. Her accomplishments seem heroic and far beyond the reach of most of us and yet, her influence will live on forever.

### **For further inquiry:**

What does the life of an individual like Mother Teresa say to us today?

What aspects of Mother Teresa's legacy continue to influence people around the world?

How can faithfulness be a call to working for the oppressed?

Search out some of the history of the life of Mother Teresa. What do you already know about the life of this world figure?

What would you like to know about her ministry?

### Quotes of Mother Teresa

Not all of us can do great things. But we can do small things with great love.

Peace begins with a smile.

Every time you smile at someone, it is an action of love, a gift to that person, a beautiful thing.

What can you do to promote world peace? Go home and love your family.

God doesn't require us to succeed, he only requires that you try.

The hunger for love is much more difficult to remove than the hunger for bread.

## **TUESDAY – ST. FRANCIS OF ASSISI: SERVE WITH HUMILITY**

St. Francis was born in Assisi, Italy in 1182. He was the son of a wealthy textile merchant. He became a soldier and joined the war effort against the neighbouring kingdom of Perugia. He was imprisoned. When he was released, he then became gravely ill. In all of these hardships, Francis had a change of heart. He heard the Lord's call. Francis decided to reject the privilege of his upbringing and dedicate his life to the Church and the poor.

Pope Francis is the first pope to take the name of St. Francis of Assisi. The media has covered many stories of Pope Francis and his new approach to leadership in the Catholic Church.

### **For further inquiry:**

Why do you think Pope Francis wished to give the world the example of St. Francis of Assisi at this time in history?

Look into the life of St. Francis of Assisi. How do you see this saint as a model of Christian service?

What do you know about the religious orders modelled after St. Francis (Franciscans)?

Look closely at the Prayer of St. Francis (right-hand column). This wonderful prayer has been an inspiration to generations. How does this prayer speak to your own journey as a Christian and as a global citizen?

### **The Prayer of St. Francis**

Lord, make me an  
instrument of your peace.  
Where there is hatred,  
let me sow love;  
where there is injury,  
pardon;  
where there is doubt,  
faith;  
where there is despair,  
hope;  
where there is darkness,  
light;  
and where there is  
sadness, joy.

O Divine Master, grant  
that I may not so much  
seek to be consoled as to  
console;  
to be understood as to  
understand;  
to be loved as to love.

For it is in giving that we  
receive;  
it is in pardoning that we  
are pardoned;  
and it is in dying that we  
are born to eternal life.

### **Quotes of St. Francis**

The deeds you do may be  
the only sermon someone  
will hear today.

What man is in the sight  
of God, so much he is and  
no more.

## WEDNESDAY – JEAN VANIER: SERVE WITH COMPASSION

Jean Vanier is a very famous Canadian and an influential Christian thinker and writer. He is respected as a theologian, a philosopher and a humanitarian. Jean Vanier models a form of service that is about the human spirit and the dignity of the human person. Jean Vanier's life and vocation led him to establish the L'Arche community.

### For further inquiry:

What do you know about L'Arche? Investigate L'Arche communities in your area or province (see [www.larche.ca](http://www.larche.ca)).

Why do you think a community like L'Arche has a place in society?

Circle the areas of Catholic Social Teaching that you think are expressed through the work of L'Arche and the influence of Jean Vanier?

e.g.,

- Dignity of the Human Person
- The Common Good
- Solidarity
- Stewardship
- Distribution of the World's Goods
- The Dignity of the Worker
- Fundamental Option for the Poor
- Justice
- Right to Private Property
- Peace

Consider the Ontario Catholic School Graduate Expectations. Why do you think learning about L'Arche and Jean Vanier is important for a Catholic student?

### *Vision of the Learner*

*The graduate is expected to be:*

1. *A discerning believer ...*
2. *An effective communicator ...*
3. *A reflective, creative and holistic thinker ...*
4. *A self-directed, responsible lifelong learner ...*
5. *A collaborative contributor ...*
6. *A caring family member ...*
7. *A responsible citizen...*

### Quotes of Jean Vanier

To be lonely is to feel unwanted and unloved and therefore unlovable. Loneliness is a taste of death. No wonder some people who are desperately lonely lose themselves in mental illness or violence to forget the inner pain.

I am struck by how sharing our weakness and difficulties is more nourishing to others than sharing our qualities and successes.

Community is a sign that love is possible in a materialistic world where people so often either ignore or fight each other. It is a sign that we don't need a lot of money to be happy – in fact, the opposite.

# THURSDAY – BARTOLOMÉ de LAS CASAS: SERVE WITH JUSTICE

Fray Bartolomé de las Casas was a Spanish missionary priest and Bishop who had a change of heart after seeing the brutal way the Spanish conquerors treated the indigenous peoples of the Caribbean and Latin America. He spent 50 years opposing the enslavement of indigenous peoples and Africans in Mexico and Latin America. He resigned his post as Bishop of Chiapas and spent the last years of his life advocating in the Spanish royal court for the rights of Latin America's native peoples.

*'The cause by which the Christians have been driven to kill and destroy so many – such as the infinite number of souls – has been simply to get the Indians' gold.'* (Fray Bartolomé de Las Casas)

**Indigenous: 1.** Originating and living or occurring naturally in an area or environment.

Our bishops in Canada have worked hard to respond to the needs of our indigenous people.

## **For further inquiry:**

Investigate the history of Bartolomé de Las Casas. What more do you want to know about this historic Catholic missionary? (See [https://en.wikipedia.org/wiki/Bartolom%C3%A9\\_de\\_las\\_Casas](https://en.wikipedia.org/wiki/Bartolom%C3%A9_de_las_Casas))

Investigate the writings of our Canadian bishops considering the rights of Canada's indigenous communities and the environment. (See [www.cccb.ca](http://www.cccb.ca))

What sorts of questions do you have about our history with indigenous communities here in Canada?

Why do you think we can learn from the wisdom of religious leaders such as Bartolomé de Las Casas?

Fray Bartolomé de las Casas defended the dignity of Latin America's indigenous peoples and slaves. Can you think of a Gospel story where Jesus upholds the dignity of the poor or outcast people of his time? Suggested reading: The Beatitudes (Matt 5:1-12 or Luke 6:20-26); Last Judgement (Matt 25:31-46)

**Catholic Social Teaching is the language of our church to guide how we live in community.**

How do you think Catholic Social Teaching relates to how we are called to live in community and reconciliation with Canada's indigenous people?

## **Catholic Social Teaching Main Areas:**

- Dignity of the Human Person
- The Common Good
- Solidarity
- Subsidiarity
- Stewardship
- Distribution of the World's Goods
- The Dignity of the Worker
- Fundamental Option for the Poor
- Justice
- Right to Private Property
- Peace

In the spirit of the influence of Bartolomé de Las Casas, if you were to write a letter to an indigenous community here today in Canada, what thoughts would you include in your letter?

## FRIDAY – MARY MAGDALENE: SERVE WITH JOY

Mary Magdalene has been called ‘the apostle to the apostles’ for, in each Gospel account, she was the first to see the risen Jesus and was instructed to go tell the disciples what she had experienced.

### **For further inquiry:**

Read the story of Mary Magdalen’s encounter with the risen Jesus in John’s Gospel (right column). What questions arise for you when you look deeper into the passage? Remember the roles of women in the ancient Jewish society in the time of Jesus. Why do you think the risen Jesus chose Mary to bring the joyful message of his resurrection to the Apostles?

Mary Magdalene is often a subject in literature, film and poetry. Search for some works about Mary Magdalen, and compare them to references to her in the Gospels. See if you can verify what is fictional and what is found in Scripture.

See if you can find some fine art depictions of Mary Magdalene in paintings or sculptures online. Try to discover what qualities of Mary Magdalen the artist is trying to portray. Consider the history of the artistic piece and the political implications of the image at the time it was created.

### **Mary Magdalene: Sent with Joy**

<sup>10</sup>Then Jesus said to Mary Magdalene and the other Mary, “Do not be afraid; go and tell my brothers to go to Galilee; there they will see me.” (Mt 28:10)

<sup>9</sup>Now after he rose early on the first day of the week, he appeared first to Mary Magdalene, from whom he had cast out seven demons. <sup>10</sup>She went out and told those who had been with him, while they were mourning and weeping. (Mk 16:9-10)

<sup>8</sup>Then they remembered his words <sup>9</sup>and returning from the tomb, they told all this to the eleven and to all the rest. <sup>10</sup>Now it was Mary Magdalene, Joanna, Mary the mother of James, and the other women with them who told this to the apostles. (Lk 24:8-10)

<sup>18</sup>Mary Magdalene went and announced to the disciples, “I have seen the Lord”; and she told them that he had said these things to her. (Jn 20:18)



## An Outline for a Secondary School Retreat

*'I am among you as one who serves.'* Luke 22:27e

These activities are designed to be delivered outside the regular school environment as a retreat. They also can be easily be adapted for use in the classroom. Some activities could be adapted for adult prayer time. Each of the activities should be timed to include moments of quiet reflection. Breaks should be scheduled as deemed appropriate. There are more activities here than needed for a full day retreat so you can tailor the day to meet the needs of your group.

*Time required: 4-5 hours or tailored for in class/group use*

### Opening Prayer

God of kindness and mercy,  
each day we desire to serve you with faithfulness.  
Help us to serve you with humility.  
Teach us to serve you with compassionate hearts and hands.  
We want to serve you with joy in building a world of justice for all.  
May your loving-kindness inspire us to serve in the love of Christ.  
We make this prayer to you in his name. **Amen.** +

### Community Building Activities

Choose an ice-breaker or community building activity that is suitable for your group. These websites have activities that can be used by teens.

<http://topten.org/content/tt.AU20.html>

<http://wilderdom.com/games/Icebreakers.html>

[http://humanresources.about.com/od/icebreakers/Ice Breakers Energizers and Activities.html](http://humanresources.about.com/od/icebreakers/Ice%20Breakers%20Energizers%20and%20Activities.html)

[http://www.jubed.com/youth\\_ministry/](http://www.jubed.com/youth_ministry/)

[http://www.teampedia.net/wiki/index.php?title=Main\\_Page](http://www.teampedia.net/wiki/index.php?title=Main_Page)

<http://www.CreativeYouthIdeas.com>

### Activity 1: Serve with Faithfulness

The **purpose** of this activity is to pray using a journal exercise.

**Materials needed:** paper and pencils/pens OR chart paper and markers

#### Outline of activity:

This exercise may be done individually, in pairs, in small groups. If you are doing small groups you may want to use chart paper and markers.

Put the word F – A – I – T – H – F – U – L – N – E – S – S down one side of the sheet of paper. Once the instrumental music has started to play, write an anagram prayer by describing the qualities of **faithfulness** beside each letter of the word.

i.e. F – Forgiving; A – Assisting; etc.

**OR**

Write the word down the sheet of paper and doodle actions that show serving with faithfulness. i.e. Show a mother/father holding a child close to her/him.

**OR**

For older students (grades 11-12), write a prayer asking Jesus to help you grow in faithfulness as you move from adolescence to adulthood.

Post the paper/chart paper around the room. Ask students for permission to use these prayers in morning prayer time over the P.A.

**Activity 2: Serve with Faithfulness**

The **purpose** of this activity is to invite participants to prayerful meditation.

**Materials needed:** chairs of varying sizes, timer, prayer chimes (if available)

**Outline of activity:**

Have chairs spaced apart so students can have their own comfort zones around them. If possible have smaller chairs for students with shorter legs (so they are able to have their feet flat on the floor). No instrumental music is played during a meditation. Silence is needed. Use the following instructions.

“We are going to experience a type of prayer called meditation. It is a very simple form of prayer. It requires a couple of things:

Feet flat on the floor. If you are not able to put your feet flat, sit on the front of the seat so your feet can touch flat.

Put your hands on your lap.

We are going to close our eyes gently when we begin. I will not be closing my eyes so I can be aware if something needs attention.

We are going to breathe deeply in and out and as we do so we will say silently a word that is Aramaic (the language that Jesus spoke). The word is ma ra na tha.

Say it with me aloud ma-ra-na-tha. Four separate syllables. Ma ra na tha.

Repeat the word to yourself as you breathe in and out.

It means Come Lord Jesus.

I will time our prayer for five minutes (twenty minutes for experienced meditators). When our prayer is completed, I will ask you to open your eyes.

Try to keep your body as still as you are able.

Let us begin. Ma ra na tha.”

Using the timer – allow students to pray for the allotted time.

When the time is completed, say, “Thank you, you may open your eyes.”

*If students are not able to sit still for five minutes, give them a chance to settle but end the meditation if there is too much noise. If they are only able to sit for a minute, that is fine. Do not scold the students. Prayer is intended to be a time of grace and not a time of grief.*

Do not analyse the prayer time. Simply let it be their quiet time with God.

### Activity 3: Serve with Faithfulness

The **purpose** of this activity is to provide students with a guided meditation on service.

**Materials needed:** meditation script (attached)

#### Structure:

- Participants need to be in a space where they can sit quietly without another participant being too close physically.
- The lighting could be dimmed, if it is possible or practical.
- Gentle subtle instrumental music can be played in the background.
- The space ought to be free of distracting noises.
- The leader may want to practice reading the script slowly before actually doing the guided meditation.
- The markers ... indicate when a pause is to occur and longer lines like ..... indicate significantly longer pauses.
- The longer pauses give the participants time to use their imagination to respond to the guidance of the meditation.
- Usually the leader will get a cue from the group about when the next line should be offered for reflection, i.e. movement in their bodies.
- The leader's voice should be calm, directive and lower in volume than a normal teaching voice.
- The initial instructions can be offered using a normal voice, then after the \*\*\*\*\* a prayerful voice can lead the meditation.

#### Meditation script:

We are going to experience a guided meditation. During this time I invite you to use your imagination to help you to pray. If the guided nature of this experience is not helping you ... just allow yourself to relax and be calm. Try to keep your body still. If you are able to enter into the experience do so.

Sit with your back and your legs completely supported by the chair you are on. Bend your knees so your feet are flat on the floor and your hands are resting on your lap in a relaxed fashion. Gently close your eyes and relax the muscles in your face. Breathe deeply in and out ..... doing so without making any sound.

Breathe in peace ..... and breathe out stress ...

Breathe in calm ..... and breathe out tension ...

Breathe in all that is good ..... and breathe out all that is not good ...

*Pause – allow everyone to focus on their breathing for a minute.*

Sense your heart rate slowing ... and your breathing becoming deeper and fuller. If a distracting thought comes to mind ...  
 allow it to pass through your consciousness ...  
 Do not react forcibly toward it ...  
 simply allow it to pass through ... as if on a river floating by.

Breathe in ... and out ...  
 in ... and ... out ...

Let the Spirit of God lead you ...  
 to a place of solitude ...  
 where you feel comfortable ...  
 A place of peace ...  
 A place where you can invite God to be with you ...

A place where you can be still ... with God ...

A place where you can be safe ... and free ... and still ...  
 A place where nothing can disturb you....

Where you can be quietly aware of God's presence ...  
 Aware of the silent breath of God ...  
 breathing life into your life ...  
 quietly ... in ... and ... out  
 Be still ... just slowly breathing with God ...  
 in and out ... peacefully ... calmly ...  
 Slowly breathing in rhythm with God ...  
 Slowly ...

Gently you realize that you are not alone ...  
 Not far from you ...  
 is Jesus ...  
 sitting with his head lowered ...  
 Jesus ... with his eyes closed and free from distractions ...  
 his hands folded in peacefulness ... praying ...

He hears you approach ... He smiles as though he has been waiting for you ...  
 He invites you to sit with him ...  
 Both of you sit comfortably with your legs stretched out in front of you

You feel peaceful simply by sitting beside him ...  
 Jesus looks at you with loving eyes ...  
 helping you to know that you are loved and accepted just as you are ...

He asks you ... How are you doing? ...

.....  
.....

What is making your heart peaceful? ...

.....  
.....

What do you say to Jesus? ...

.....  
.....

He asks you ... what are you working on these days? ...  
... How are you growing? ... What is the growing edge of your life at this time?

.....  
.....

What relationship in your life is most significant for you? .....

.....  
.....

What part of your day is most comfortable? .....

.....  
.....

Where are you struggling? .....

.....  
.....

Jesus smiles gently and again you feel loved and accepted ...  
Loved and accepted ...  
by the one who knows everything there is to know about you ...

Jesus says, "I have big plans for you ...  
Plans that will make you content ...  
... I love you and want you to be happy ... deeply happy ...  
... I want good things for you ... What do you want for yourself?" ...

Jesus says, "I want you to use your gifts.  
 When you use your gifts you will feel a sense of purpose in your life.  
 You will be able to help those around you.  
 When you help those around you, you will feel happy.  
 Service is a gift that I give you. When you serve, you can have a sense of accomplishment, a  
 sense of your own goodness. You are good! ... I love you ...  
 I truly love you."

He asks if you would like him to pray with you ...  
 He closes his eyes and bows his head ...  
 and your spirit is lifted ...  
 ... and you feel peaceful ...  
 ... and cared for ...

As you get ready to leave, the sun breaks through the clouds above you  
 and its rays warm you ... filling you with light, with promise, with energy ...  
 It is time to leave and you say goodbye for now.

When you are ready ... you may slowly become aware of your breathing ...  
 Aware of your sitting ...  
 Aware of where you are ...  
 Open your eyes ... remain quiet and still ...  
 Hold onto the peace and gentleness ... and love ...  
 Breathe ...

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**Debrief:** Sometimes people are not able to enter into the meditation ... and that is all right.  
 Simply taking time to breathe and relax is all we need to experience. It is one way to pray. It can  
 be helpful for some people. How do you feel? Are you more relaxed now than before we started?

In the style of the guided meditation found in *TIME WITH JESUS: Twenty Guided Meditations  
 for Youth* by Thomas F. Catucci, Ave Maria Press, Notre Dame, Indiana, ISBN 0-87793-499-1.  
 An excellent resource for high school teachers and chaplains.

#### Activity 4: Serve with Humility

The **purpose** of this activity is to have to do a small task repeatedly and in a group.

**Suggested time:** 40 minutes

**Group size:** This activity works best with five to twenty-five participants

**Materials needed:** masking tape, party balloons, one per student

#### Preparation:

Use masking tape to designate a starting line and a finish line. The lines should be a minimum of 25 feet apart, but can be as long as 40 feet apart. They should be long enough to accommodate five teams, if necessary.

Students need to be divided into **groups of four or five**. Give each person a balloon and let her/him practice blowing it up and letting the air out. Some younger students may need a little help getting their balloon started.

The following instructions need to be given orally:

In turn, each person is to blow up his/her balloon and let it go, aiming it in the direction of the finish line. If the person's balloon does not go over the line, he/she will move to where the balloon landed, plant their feet on either side of the balloon, pick it up and repeat blowing it up and letting it go until the balloon crosses the line. When that happens, the next person in line can begin blowing his/her balloon. Others on the team should encourage their teammates. The goal is to have all team members cross the finish line with their balloons. The team to do so first wins.

**Debrief:** Once the activity is completed, explain the following briefly in your own words: two concepts frequently found in the Scriptures are **community** and **perseverance**.

**Community** is about oneness in the Holy Spirit, and working together for the common good by supporting and encouraging one another as brothers and sisters in God's family. The Christian Scriptures, particularly the Acts of the Apostles and the letters to the early Church, are full of references to the experience of community.

**Perseverance** means keeping at something until it is finished. It means that we must keep on trying to reach our goals, despite setbacks, frustration, lack of progress and other obstacles. Humility helps us grow in perseverance. We may not always finish first or we may have to practice some action a lot so we can perform it more naturally. The Scriptures call people to perseverance in their prayer life, community life and their spiritual growth.

Ask participants:

When did you experience community? When did you experience perseverance? Did you feel like giving up? How can we practice community and perseverance in our daily life?

Adapted from *Hands-on Ideas for Ministry with Young Teens* by Maryann Hakowski and Joyce Schoettler Jennings, Saint Mary's Press, 2001

### Activity 5: Serve with Humility

The **purpose** of this activity is to reflect on the scripture passage of the Canaanite Woman's Faith.

**Materials needed:** Bible (with Matthew 15:21-28 or Mark 7:24-30)

#### Directions:

Read the passage of the Canaanite Woman's Faith (Mt. 15:21-28)

Give a few words of explanation before you begin with the reflection.

The Canaanite people worshipped and sacrificed to idols. Their practices were considered an abomination to the Hebrew people. The word "dogs" in this story is better translated as "house dogs", meaning that they were part of the household, but not worthy of being seated at the same table.

Ask the students the following questions to guide the reflection:

1. How would you feel if you were the mother in the story? How would you feel if your child was having seizures that you could not control? (frightened, frantic)
2. How would you feel if you were the disciples having this woman shouting at you? (embarrassed, hassled, angry, scared)
3. Why does Jesus not answer the woman at first? (is he testing her faith? )
4. What does Jesus mean, "It is not fair to take the children's food and throw it to the dogs"? (Jesus is stating that his mission is to the Jewish people only, not the Canaanites, but seems to still leave the door open to her persistence)
5. How do you think the woman feels when she is compared to the household dog? (Does she understand the Hebrew position on the Canaanites? Does she feel Jesus is perhaps recognizing her in some way as one of God's children and part of God's household? Do you think she might have been angry, humiliated, embarrassed, or perhaps hopeful?)
6. Why does she keep speaking to Jesus if she has been dismissed as an unworthy Canaanite? (she believes Jesus has the power to heal her daughter and she wants that more than anything else)
7. What changes Jesus' mind? (the woman's love for her daughter, the woman's perseverance, the Holy Spirit teaches Him that he can help her too)
8. If you had been treated like the woman, would you have persevered? Would your child have been healed? Or would you have left because of your humiliation?

**Humility** is a gift. It allows us to take up the right amount of space. We do not take up too little space (humiliated). We do not take up too much space (conceited). We know our place and we are comfortable in it. That is what humility is. This Canaanite woman has humility and faith in this story. She can teach us all a great life lesson.

**Debrief:** It would be good to explain to students that our faith invites us to use both our minds and our hearts in making decisions about how we want to live. That is what discernment is really

all about. If we live unreflective lives then we may be humiliated or conceited as we live. What we want is to be humble.

### **Activity 6: Serve with Humility**

The **purpose** of this activity is to reflect on those who serve us with humility.

**Materials needed:** *To Serve with Humility* handout, writing instruments, paper, envelopes

#### **Directions:**

It is easier to live as a person of faith when we have a community of individuals living virtuously around us so we can model our lives on others. If a person is faithful we will see evidence of the fruit of the Spirit in their lives. These people serve us with humility and they may not even know it.

Have students reflect on the list of characteristics of faithful, humble living (see attached handout).

Select a person from the school community that is a witness to some or all of these characteristics. Ask students to write a letter of appreciation to the person.

If students want to write their letter with a partner, both students will sign the bottom.

*It is not critical that spelling be correct. The message is the important piece. Students may want to write more than one letter. Students may want to fold letters in an origami style presentation instead of putting them formally into envelopes especially if it is to a younger witness.*

## To Serve with Humility

Below is a list of *characteristics of faithful, humble living*.

Take some time to reflect on each of the characteristics listed.

Select individuals from your life who give witness to these characteristics.

Characteristics of Faithful, Humble Living	A Witness to this Characteristic
Being loving	
Being kind	
Being filled with joy	
Being good	
Being filled with peace	
Having self-control	
Being patient	
Being gentle	
Being faithful	

Being humble means taking up the right amount of space. Not too little (embarrassed, humiliated) or not too much (self-absorbed, conceited). A person of humble service does the job with grace.

Write a letter of appreciation to one person that you identified in the chart above. Refer to the outline below to get you started.

### Outline of Letter of Appreciation

Dear \_\_\_\_\_,

I am writing to you to thank you for being a witness of faithful, humble service to me.

You show me how to live like a follower of Jesus in the way that you are loving (*name the characteristic that he/she gives witness to*). When I was sad, you noticed and tried to cheer me up (*explain when you experienced this person give witness to the characteristic. Try to fully explain your thinking here. Make this personal and meaningful*).

I hope that as I grow up, I can be a witness to our faith for younger students and family members (*describe how this person's faithful life will influence you in your future*).

Sincerely,

*Sign your name*

## Activity 7: Serve with Compassion

The **purpose** of this activity is to ask God to comfort and strengthen those who are sick or burdened.

**Materials needed:** scrap pieces of paper, pencils, basket

### Directions:

Ask students to write the names of people who are sick or burdened on scrap pieces of paper.

**Leader:** We can serve with **compassion** by praying for those who are sick and burdened. St. Paul challenges us to act like Christ by carrying the burdens of others. When we care for, console, or empathize with another, we help them to carry the burdens that weigh them down. By our prayer with others, Christ is present to them and will heal them.

### Reader:

Our response to each prayer is: **Lord, we ask you to heal us.**

For those suffering from physical sickness ... we pray: **R**

For those suffering from mental illness ... we pray: **R**

For those suffering from emotional sickness ... we pray: **R**

For those who are dying ... we pray: **R**

For the families of those who are sick ... we pray: **R**

For doctors, nurses, and caregivers of the sick ... we pray: **R**

For the acceptance of God's will in our lives ... we pray: **R**

**Leader:** We will pass the basket around. Place the names of the people who you have written on the slips of paper. As we pass the basket around we will pray slowly the words that Jesus taught us to pray. Our Father ...

When the basket returns to the beginning ... a student holds the basket out so everyone can hold a hand out over the basket's opening or toward the basket while another student prays a closing blessing.

### Blessing:

Healing and loving God,  
 watch over those who are suffering from sickness or illness.  
 Give them, their families and those who care for them  
 the strength they need to accept your healing in their lives.  
 May all we do in your name  
 serve our brothers and sisters  
 until we enjoy our eternal reward  
 in the kingdom you have prepared for us.  
 This we ask through Christ our Lord. **Amen.** +

Adapted from *Teenagers Come and Pray! Celebrating Milestones, Memorials & Holy Days* by Michael D. Ausperk, Twenty-third Publications, Mystic CT, 1995

### **Activity 8: Serve with Compassion**

The **purpose** of this activity is to reflect on those groups in our community that serve with compassion.

**Materials needed:** Information sheets about Red Cross; Habitat for Humanity; Development & Peace; Free the Children; Local Hospice; Soup Kitchens; Food Banks; St. Vincent de Paul Society; L'Arche; Big/Little Sisters/Brothers ... any other service agencies in your community, chart paper, markers, masking tape, *Serve with Compassion* question sheet

#### **Directions:**

Form groups and give each one an information sheet about one of the service agencies.

Ask the students to read the information sheet and make a summary using the attached question sheet as a guide.

Ask students to present their summary to the rest of the group so everyone will learn about these important groups who serve with **compassion**.

Post the summary sheets around the room so students can be positively influenced by these groups.

## Serve with Compassion

Name of the Service Group:

What is the logo of the group?

Whom do they serve?

Who belongs/serves? Is there an age limit?

How do they serve?

How do they fundraise in order to provide the services?

Are their services local or international?

### Activity 9: Serve with Justice

The **purpose** of this activity is to understand different types of power and how it can be used over others or with others.

**Materials needed:** water bottle, rubber chicken, mirror, gold star sticker, chair (one of each for each group or a display of the objects put where everyone can see them), *The Great Game of Power* handout

#### **Directions:**

Explain the difference between *power over others* and *power with others* when we serve others with **justice**.

**Self-Serving Power** involves domination and unjust distribution of resources. Power of this type usually involves oppression of one group by another.

**Power for Service** involves using one's power to influence the common good. Power of this type helps everyone to improve their lives.

Students will view each of the items and decide how each can be used for self-serving power and power for service with others.

Students share their ideas about how each item can be used in both ways.

Invite some discussion: Is there ever a time when each type of power can be used to serve with justice?

Source: *Harmony Education Series, Educator's Equity Workbook*, second ed., 2013, page 48

## THE GREAT GAME OF POWER

Observe the five objects: a water bottle, a rubber chicken, a mirror, a gold star sticker and a chair. How can each of these objects be used to demonstrate power? Think about how each of these objects could be used to demonstrate **self-serving power**, as well as how they could be used to demonstrate **power for service** or collaborative power. Please write your responses.

OBJECT	USED in Self-Serving Power	USED in Power for Service
<b>WATER BOTTLE</b>		
<b>RUBBER CHICKEN</b>		
<b>MIRROR</b>		
<b>GOLD STAR STICKER</b>		
<b>CHAIR</b>		

What power do you have in the classroom? Is it *self-serving power* or *power for service*?

**Activity 10: Serve with Justice**

The **purpose** of the activity is to appreciate what we have and how others in the world live.

**Materials needed:** story entitled *Noli's Dream House*,  
<http://www.huffingtonpost.ca/news/attawapiskat/> (for pictures of housing crisis)

**Directions:**

Read the story.

Invite students to discuss the story in terms of the blessings we enjoy in Ontario.

Is it right that others in the world live differently than we do?

Is it right that Noli's family lives in such a house?

Ask students:

Are there any people in Ontario who have poor living conditions similar to those described in the story?

If it is possible to connect to the internet, show the pictures from the website given above if students are not aware of the conditions on some Northern reserves in Ontario. Be sensitive to students who may have emigrated from countries where this was their lot. Students may discuss homelessness in Ontario.

Source: *Teaching Compassion and Justice through Stories and Activities*, Anne E. Neuberger, Twenty-third Publications, Mystic CT, page 59

## NOLI'S DREAM HOUSE – A story from South Africa

Introduction: In South Africa, people live in different kinds of houses, depending on what they can afford. Some houses are big and beautiful, some are nice and a good size, others are small and poor. In this story, you will learn about a child who has no house. You will see how the family creates a shelter to live in.

Hi! My name is Noli and I live in a shantytown. We cannot afford a house, so we build ours out of anything we can find. We use cardboard boxes, any length of boards and sheets of tin. You name it and we'll find a way to use it to build a house. That house over there has a wall made from a package that carried soda from the United States. Some people have found metal to make roofs. Mostly, though, we pull plastic sheets over the tops of our houses. That keeps the rain out pretty well. The wind can tear these off, of course, so we pile old tires on top to keep the roof in place. We use old tires to make fences too. What do you use old tires for?

I am always looking for things people throw away. The other day, I found a window in a dump! The glass wasn't even broken. The window was heavy, but I dragged it home. My mom was so happy! We moved some boards around and made room for the window. Our shanty is really tiny, but with more light coming in, it seems bigger. It's still very dark at night because we have no electricity.

We do have water, though. A pump is nearby, protected by two big tires. We take our bucket there, wait in line and then pump the water.

The whole shantytown is built on very sandy ground. Who else would live here but people too poor to own land? There are only a few trees. Mostly, it's sand and garbage. My mom dragged home a piece of carpet someone had thrown out. We laid it down on the ground that our shanty stands on. That rug makes it a lot warmer than just living on the ground.

I wish I lived in a real house. A lot of people are working here to build real houses that folks like us can afford. I've seen them: row after row of cement block houses. Each one has four strong walls, a couple of windows and a door that locks! There are even little yards where people plant flowers. They can also hang their clean clothes out to dry. My mom's hope is that someday we will get one of those houses. My hope is that it happens before I grow up.



### **Activity 11: Serve with Justice**

The **purpose** of this activity is to understand the difference between charity and justice.

**Materials needed:** four actors to perform the skit preferably from memory, chart paper and marker, small plastic fish (from dollar store), fishing rod

Prepare these following signs beforehand:

I KNOW HOW TO FISH

and

A BIG COMPANY FROM YOUR COUNTRY CAME AND  
POLLUTED OUR RIVER AND KILLED ALL OUR FISH!

#### **Directions:**

Provide the attached script to four students to prepare.  
Have the four students present the skit and then debrief.

#### **Debrief:**

What is the difference between charity and justice? Can you give me an example of charity from the skit? (giving the fish, trying to give fishing rod, boat)

Can you give me an example of justice from the skit? (listening to actors 2,3,4, agreeing to become partners to finding solutions to the problems)

Why is charity easier to do? (quick fix, bandaids solutions, makes us feel good to be able to give from our abundance)

Why is justice more challenging? (takes time, have to listen to the people involved and find out what they want to do, requires partnerships, may require tough decision making – stop source of pollution)

We are called to serve with justice. Does that mean we do not do charity? (we need to do both – help people have their basic human needs met)

**We need to stand on two feet – one foot of charity and one foot of justice.  
That way our response will be balanced.**

Source: “On Earth as it is in Heaven.” *Retreat Package for Secondary School Students from Schools for CCODP*, pages 36-37

## **SKIT SCRIPT: “I KNOW HOW TO FISH”**

**SETTING THE SCENE:** All the retreat participants are sitting in a large group for a presentation. Actor 1 is standing at the front of the group while Actors 2, 3 and 4 sit among the group as a participant. The rest of the group should not know that they are about to witness a skit.

**ACTOR 1:** (Puts a big piece of chart paper on the wall and starts to write, ‘Give someone a fish ...’)

**ACTORS 2, 3, and 4:** (Start to moan as soon as Actor 1 writes down ‘fish.’)

**ACTOR 1:** What’s wrong?

**ACTOR 2:** We have no fish!

**ACTOR 3:** How can we feed our children?

**ACTOR 4:** What will we sell at the market?

**ACTOR 1:** I just happen to have a fish in my pocket. Here, you can have it! (Produces a toy fish from pocket and throws it to Actor 2.)

**ACTOR 2:** Thanks! (Actors 3 and 4 join Actor 2 who then pretend to share the fish.)

**ACTOR 1:** (Finishes writing the sentence ‘... and they’ll eat for a day.’)

**ACTORS 2, 3, and 4:** (Start to moan with hunger again as soon as Actor 1 finishes writing the sentence.)

**ACTOR 1:** (Looks over toward the moaning actors. Thinks for a minute, then writes a new sentence underneath the first one: ‘Teach someone to fish and they’ll eat forever.’) Need more fish, eh? Look, I can’t keep giving you people fish every day. Instead I’m going to teach you how to fish.

**ACTOR 2:** (Quietly) We know how to fish.

**ACTOR 1:** (Does not appear to hear) We have very advanced ways of fishing in my country. I’m sure the people in your country could do much better by learning from us.

**ACTOR 3:** (A little louder) We **know** how to fish.

**ACTOR 1:** (Still does not hear. Starts to look for something to the side.) In fact, I think I even have an old fishing rod somewhere and lures I can give you. Even better, I bet I could call a

bunch of my friends to ask them to donate money to buy a brand new fishing rod for you! We could even get you a boat! Now, where did I put my phone? (Continues to look around.)

**ACTOR 4:** (Now frustrated, Actor 4 rises from where he/she is sitting and comes to the front of the room, while Actor 1 continues to look around. Actor 4 picks up the marker and writes on the chart paper in big capital letters: 'I KNOW HOW TO FISH!' Reads the sentence in a very loud voice, pointing at each word.)

**ACTOR 1:** (Stops looking around and looks at the other actors who are now all at the front. Actor 1 is a little embarrassed.) Oh, I, um, just thought ...

**ACTOR 3:** (Puts up another big piece of chart paper and writes in big letters, 'A BIG COMPANY FROM YOUR COUNTRY CAME AND POLLUTED OUR RIVERS AND KILLED ALL OUR FISH!' Reads the sentence out loud to Actor 1, pointing at each word again.)

**ACTOR 1:** Oh no. I'm really sorry. I guess, I'll just go then ... (Turns to go.)

**ACTOR 2:** No, don't go. We still need your help! We have a lot of ideas on how we can solve this problem and I'll bet you do too. We don't have a lot of money to find solutions, but maybe with your help our countries can work together? As partners? (Offers handshake.)

**ACTOR 1:** (Accepts handshake, then shakes the hands of Actors 3 and 4.) Partners.

**END OF SCENE**



### Activity 12: Serve with Joy

The **purpose** of this activity is to experience joy.

**Materials needed:** YouTube video by Pharrell Williams entitled *Happy*, finger paint and paper, large crayons, markers, graffiti wall – paper put up on wall to be used to record artistic expression, space to create dance

#### Directions:

Play video and ask students to express their feelings artistically.

Once students have listened and watched video, ask them to express their feelings by finger painting on paper, using crayons and/or markers. If they would like to create a dance, offer them the space to do that.

**Note for Leader:** Any song that would have a similar effect can be substituted. The song *Be God's* by Danielle Rose is available on YouTube and could be used for this activity as well. We are called to serve with **joy** but it is important to know what joy feels like. It can be challenging in our culture to know genuine joy. We may not experience joy easily or naturally once we grow up. Even a video of a baby laughing wholeheartedly could be used ... it makes us laugh too.

### Activity 13: Serve with Joy

The **purpose** of this activity is to play a fun game that will involve everyone and not becoming competitive.

**Materials needed:** many keys on a lanyard (when it hits the floor it makes a sound), chairs set up in a circle (as many as one less than the number of students participating)

#### Directions:

Everyone sits on a chair in the circle with the exception of one person who stands in the middle of the circle. Everyone sticks one of their arms out into the circle and the person in the middle begins by jogging around the circle and grabbing the hands of a person who joins the key carrier. Once the group gets large enough, the key carrier starts to form a spiral (a circle within a circle.) The last person joining the circle looks for someone else's hand to grab and that person joins the jogging line ... this continues until the key holder drops the keys. When the keys are heard to hit the floor everyone rushes to find a chair. The last one to find a chair becomes the key holder and the game continues.

### Closing Prayer for the Retreat Day

Loving God,

You desire that we serve our brothers and sisters with faithfulness and humility.

When we meet the needs of the poor and vulnerable  
we create a world of compassion and justice.

Joy is the gift we receive when we answer your call.

Thank you for the day to pray, learn and play together.  
We make this prayer in Jesus' name. **Amen.** +



## **Scripture Readings and Quotes Related to the Five Sub-Themes of Catholic Education Week 2014**

The leader is like one who serves. Luke 22:26

For who is greater, the one who is at the table or the one who serves? Luke 22:27

Whoever serves me must follow me and where I am, there will my servant be also. Whoever serves me, the Father will honour. John 12:26

The one who serves Christ is acceptable to God. Romans 14:18

Whoever serves must do so with the strength that God supplies, so that God may be glorified in all things through Jesus Christ. 1 Peter 4:11b

To serve the Lord your God with all your heart and with all your soul Deuteronomy. 10:12b

As for me and my household, we will serve the Lord. Joshua 14:15b

Therefore we will serve the Lord, for he is our God. Joshua 14:18b

Direct your heart to the Lord and serve him only. 1 Sam 7:4

Serve the Lord with all your heart. 1 Sam 12:20

The Son of Man came not to be served but to serve. Mark 10:45

Be ardent in spirit, serve the Lord. Romans 12:11

To serve a living and true God. 1 Thessalonians 1:9

Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received. 1 Peter 4:11

They have devoted themselves to the service of the saints; I urge you to put yourselves at the service of such people. 1 Corinthians 16:15

To be grateful is to recognize the Love of God in everything. Thomas Merton

One can live magnificently in this world if one knows how to work and how to love. Leo Tolstoy

Every act of love is a work of peace no matter how small. Blessed Mother Teresa

A life is not important, except in the impact it has on other lives. Jackie Robinson

Love many things, for therein lies the true strength and whosoever loves much performs much and can accomplish much and what is done in love is done well. Vincent van Gogh

## *Serve with faithfulness*

Serve him in sincerity and in faithfulness. Joshua 24:14

I know your works – your love, faith, service and patient endurance. Rev. 2:19

The Lord rewards everyone for his righteousness and his faithfulness . 1 Sam 26:23

All his work is done in faithfulness. Psalm 33:4

I have spoken of your faithfulness. Psalm 40:10

Steadfast love and faithfulness will meet, righteousness and peace will kiss each other. Psalm 85:10

The works of his hands are faithful and just. Psalm 111:7

I have chosen the way of faithfulness. Psalm 119:30

Serve him faithfully with all your heart. 1 Sam 12:24

May your God, whom you faithfully serve, deliver you. Dan 6:16

Beloved, you do faithfully whatever you do for the friends, even though they are strangers to you; they have testified to your love before the church. 3 John 1:5

To act faithfully is a matter of your own choice. Sir 15:15

I don't know who – or what – put the question, I don't know when it was put. I don't even remember answering. But at some moment I did answer 'Yes' to someone – or something – and from that hour I was certain that existence is meaningful and that, therefore, my life, in self-surrender, had a goal. Dag Hammarskjöld

## *Serve with humility*

Serving the Lord with all humility and with tears. Acts 20:19

With all humility and gentleness, with patience, bearing with one another in love. Ephesians 4:2

As God's chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness and patience. Colossians 3:12

My child, perform your tasks with humility. Sir 3:17

The gratitude that we encounter helps us believe in the goodness of the world and strengthens us thereby to do what's good. Dr. Albert Schweitzer

Hold on to what is good, even if it is a handful of earth. Hold on to what you believe, even if it is a tree which stands by itself. Hold on to what you must do, even if it is a long way from here. Hold on to life, even when it is easier letting go. Hold on to my hand, even when I have gone away from you. Pueblo Blessing

Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around. Leo Buscaglia

With swift pace, light step, unswerving feet, so that even your steps stir up no dust, go forward securely, joyfully and swiftly, on the path of prudent happiness. St. Clare of Assisi

It is a privilege to be alive in this time when we can choose to take part in the self-healing of our world. Joanna Macy

However much concerned I was at the problem of misery in the world, I never let myself get lost in broodings over it. I always held firmly to the thought that each one of us can do a little to bring some portion of it to an end. Dr. Albert Schweitzer

Something precious is lost if we rush headlong into the details of life without pausing for a moment to pay homage to the mystery of life and the gift of another day. Kent Nerburn

We ourselves feel that what we are doing is just a drop in the ocean. But the ocean would be less because of that missing drop. Blessed Mother Teresa

There is always some kid who may be seeing me for the first or last time. I owe him my best. Joe DiMaggio

## *Serve with compassion*

My compassion grows warm and tender. Hos. 11:8

Moved with compassion, Jesus touched their eyes. Matthew 20:34

Clothe yourselves with compassion, kindness. Colossians 3:12

The compassion of human beings is for their neighbours, but the compassion of the Lord is for every living thing. Sir 18:13

Have compassion for your youth. 4 Mc. 8:10

A friend is one to whom one may pour out all the contents of one's heart, chaff and grain together, knowing that the gentlest of hands will take and sift it, keep what is worth keeping and with a breath of kindness blow the rest away. George Eliot (Middlemarch)

People, even more than things, have to be restored, renewed, revived, reclaimed and redeemed; never throw out anyone. Audrey Hepburn

Everything you say should be true, but not everything true should be said. Voltaire

As we learn to have compassion for ourselves, the circle of compassion for others – what and whom we can work with and how – becomes wider. Pema Chödrön

Make a gift of your life and lift all ... by being kind, considerate, forgiving and compassionate at all times, in all places and under all conditions, with everyone as well as yourself. This is the greatest gift anyone can give. David R. Hawkins

True compassion is not just an emotional response, but a firm commitment founded on reason. Therefore, a truly compassionate attitude toward others does not change, even if they behave negatively. Through universal altruism, you develop a feeling of responsibility for others; the wish to help them actively overcome their problems. His Holiness the Dalai Lama

## *Serve with justice*

All his ways are just. Dt. 32:4

He loves righteousness and justice. Psalm 33:5

Works of his hands are faithful and just. Psalm 111:7

Happy are those who observe justice. Psalm 106:3

I have done what is just and right. Psalm 119:121

Seek justice, rescue the oppressed. Isaiah 1:17

I act with steadfast love, justice and righteousness. Jer. 9:24

Do what is just and right. Eze. 45:9

He who is faithful and just will forgive. 1 John 1:9

The arc of the moral universe is long, but it bends toward justice. Martin Luther King Jr.

Ultimately, we have just one moral duty: to reclaim large areas of peace in ourselves, more and more peace and to reflect it towards others. And the more peace there is in us, the more peace there will also be in our troubled world. Etty Hillesum

Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has. Margaret Mead

A harvest of justice is sown in peace by those who make peace. James 3:18

The best things in life are nearest: Breath in your nostrils, light in your eyes, flowers at your feet, duties at your hand, the path of right just before you. Then do not grasp at the stars, but do life's plain, common work as it comes, certain that daily duties and daily bread are the sweetest things in life. Robert Louis Stevenson

Live your life as though your every act were to become a universal law. Immanuel Kant

## *Serve with joy*

The joy of the Lord is your strength. Ne. 8:10

When justice is done, it is a joy. Pr. 21:15

With joy you will draw water. Isaiah 12:3

Your words became to me a joy. Jer. 15:16

I will turn their mourning into joy. Jer. 31:13

Bringing you good news of great joy. Luke 2:10

I may come to you with joy. Romans 15:32

We are workers with you for your joy. 2 Co. 1:24

The fruit of the Spirit is love, joy. Gal. 5:22

Let them do this with joy. Heb. 13:17

May you be prepared to endure everything with patience, while joyfully giving thanks to the Father, who has enabled you to share in the inheritance of the saints in the light. Colossians 1:11

One of the sanest, surest and most generous joys of life comes from being happy over the good fortune of others. Archibald Rutledge

When we begin to believe that there is greater joy in working with and for others, rather than just for ourselves, then our society will truly become a place of celebration. Jean Vanier