Fertile Question: *How can we teach the world about justice?*

**Core Content Area 1: People of justice**

**TOPIC 1.2: Dimensions of justice**

**Depthing Understanding: Making Indigenous Poverty History**

In this lesson students will investigate MDG1 for eradicating extreme poverty and hunger by exploring the Australian campaign to make indigenous poverty history.

**For students to deepen understanding about indigenous poverty select from the following activities:**

1. **Be informed**
   
   a. Investigate the campaign to make indigenous poverty history in Australia.
      
      i. Form learning teams of three or four. Each team investigates one of the eight Australian versions of the Millennium development goals and how they relate to Indigenous Australians. Each member of the team creates a single sentence summary about one or more of the subheadings listed under the Goal heading. Collate the sentence summaries into one group paragraph.
      
      ii. Present your group paragraph to the class to create a class summary about the factors currently contributing to Indigenous poverty in Australia.
   
   b. Invite an Aboriginal or Torres Strait Islander person to be a guest speaker at a seminar to help you and your group understand more about the disadvantage suffered by Indigenous peoples.

2. **Be a voice**
   
   a. Create a school liturgy to raise awareness about Indigenous poverty in Australia.
      
      i. Read and reflect on the *Poverty pole charter*.
      
      ii. Create a *poverty pole* and invite members of the school community to sign it in a gesture of solidarity.
      
      iii. Design a liturgy for the class, year level or school incorporating the process from the *Poverty pole charter of remember, recognise, rectify* within the liturgy. (See *Useful Resources*).
   
   b. Lobby elected representatives.
      
      i. Consider writing a letter to your local member of parliament asking them how they have been involved in abolishing Indigenous poverty and asking for suggestions about how the school could assist with the goal to the Make Indigenous Poverty History.

3. Consider becoming a *RAP* school to help build positive relationships between Indigenous and non-Indigenous Australians. A RAP provides a school with a framework for the future detailing steps and priorities to achieve indigenous equality.
Ritual Planning Template

1. Gather and Prepare

Who will hold special roles in the prayer ritual?

- Appointed Ritual Leader/Commentator
- Teacher
- Students
- Combination

What will become the “sacred space”?

- Classroom
- Formal sacred space/church/chapel
- Designated Prayer space - outdoors/indoors

What symbolic/ritual elements will be necessary to help establish the sacred space?

- The following:__________________________________________________________

What ritual action will be used to remind participants they are “leaving the ordinary” and entering sacred space and time?

- Sign of the cross or other symbolic action
- Touch a symbol, message, icon, clay hand
- A water sprinkling (blessing) as students enter
- Giving a symbol to people as they enter
- Sound of a gong or chimes or water stick or bell
- Use of music (“Entrance” music)
- Procession
- Greeting/Call to Participate/Welcome
- Other ____________________________________________________________
What elements will be used to lead participants up to the key event/action? ("Winding up")

- Opening prayer/statement
- Symbolic/ritual action: namely

2. Listen/View and Respond

What will focus participants on the guiding metaphor/theme/purpose/for the prayer ritual? ("Climax or key point")

- Ritual action/liturgical movement/mime
- Reading/s – Scripture, other
- Storybook; extract from text
- Audio-visual text
- Photo-story cards/images
- Homily/address/guest speaker

How will participants be assisted to respond to this input?

- Dialogue homily
- Silent reflection/meditation/hold hands/sit or stand bodies touching
- Symbolic action using:
  - leaves, stones, notes, animals, candles, smoke, fire etc
  - gesture, liturgical movement
- Shared reflection/prayer/prayers of petition/spontaneous prayer
- Journaling, letter writing, affirmation statements, apologies

3. Share and Give Thanks

As the “winding down” element/s of the ritual, what actions/prayers will assist participants to change in response to the focus idea of the ritual?

- Sign of Peace/sharing of symbols/prayer cards
- Sharing of personal change decisions
- Asking for forgiveness/reconciliation action
- Affirmation actions/statements
- Prayer
4. Go and Tell

What symbolic/ritual action/s will participants use to “return to the ordinary” and take with them changes and promises made in the ritual? (It can be the same as or different from, the opening ritual action/s)

☐ Sign of the cross or other symbolic action
☐ Touch a symbol, message, icon, clay hand
☐ A water sprinkling (blessing) as students leave
☐ Giving a symbol/prayer card to people as they leave
☐ Sound of a gong or chimes or water stick or bell
☐ Use of music (“Recessional” music)
☐ Procession
☐ Commissioning/Call to live out values/Blessing
☐ Other ________________________________________________________________

5. Resourcing the Ritual

☐ Will participants need special dress/items to attach or wear?  
   (Details)____________________________________________________________________

☐ Is there a need for special music?  
   (Details)____________________________________________________________________

☐ What “special people” roles will there be? (Leaders of prayer; readers; performers of actions; speakers; facilitators; singers)

☐ What elements will become “special” for the ritual? (e.g. oils, water, candle, stones, cloth, leaves etc)

☐ What is needed in terms of the layout of the sacred space?  
   Sketch an outline on the back of this page.
Acknowledgements

David Jackmanson, January 26, 2007. Via Flickr Creative commons

Ritual Planning Template Brisbane Catholic Education-Ritualising Everyday Life.