

CATHOLIC SOCIAL TEACHING ACTIVITIES

The following activities address seven significant themes in Catholic social teaching:

- † Life and Dignity of the Human Person
- † Call to Family, Community, and Participation
- † Rights and Responsibilities
- † Option for the Poor and Vulnerable
- † The Dignity of Work and the Rights of Workers
- † Solidarity
- † Care for God's Creation

Genesis, chapter 4

Abolishing Capital Punishment

† Life and Dignity of the Human Person

Objective: This activity invites the students to discuss the justifications for punishment while exploring the U.S. Bishops' call to abolish capital punishment based on our Christian values.

Materials Needed:

- ✿ copies of the U.S. Conference of Catholic Bishops' "Statement on Capital Punishment" (1980) (available on the USCCB website), one for each student
1. Begin by asking the students to read the introduction and part one of the document. In the large group, help the students identify and define the three justifications for punishment listed in the statement: retribution, deterrence, and reform. Invite the students to share whether they believe capital punishment in the United States accomplishes any of these goals.
 2. Have the students finish reading the remaining sections of the bishops' statement. In the large group, create a list of reasons that capital punishment should be abolished, using information gathered from the statement. Ask the students which of these reasons is most convincing to them.
 3. For homework, instruct the students to read Genesis 4:1–16 and the accompanying article "The Cycle of Violence" from the *CYB* and to write a short reflective essay that answers the following questions:
 - Do you believe that capital punishment is ineffective and unnecessary, or do you believe it is justified in our country today as a means of punishment? Give reasons for your belief.
 - Do criminals deserve to be treated with dignity? Explain.
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Exodus, chapter 5

Are You Caring about What You Are Wearing?

† The Dignity of Work and the Rights of Workers

Objective: This activity encourages the students to examine how the clothing they wear can either contribute to or combat unjust labor practices.

CYB Article: "Modern Slave Labor," near Exodus 5, chapter

Materials Needed:

- ✿ copies of a list of clothing companies that operate under sweatshop labor (available online from organizations like SweatFree Communities and Behind the Label), one for each student
- ✿ copies of any article that highlights a current concern in sweatshop labor, one for each student
- ✿ a sheet of newsprint
- ✿ a marker

1. For homework prior to this session, ask the students to examine an article of clothing from their closet. Tell the students to write down the type of clothing, the manufacturer's name, and the name of the country where it was made.
2. During the session, ask students to quietly read Exodus, chapter 5, the article "Modern Slave Labor" from the *CYB*, and the contemporary article on sweatshop labor that you made copies of before class. Then, in a large-group discussion, have the students name unjust practices that define sweatshop labor, citing examples from Exodus and the articles. Remind the students that even the small decisions we make, like the clothing we wear, can have an impact on the greater community.
3. On a sheet of newsprint, record the names of the manufacturers and the countries where the students' clothing was made. Highlight the companies and countries that tend to use sweatshop labor practices and list those organizations that oppose unfair working conditions. Have the students brainstorm ways they can personally combat the injustice of sweatshop labor.

Exodus, chapter 22

Reality Check

† Option for the Poor and Vulnerable

Objective: This activity engages students in exploring social issues to discover whether basic human rights of the poor and vulnerable are being met in society.

CYB Article: "Support for All" near Exodus 22:20–27

1. Begin by inviting a student to read aloud Exodus 22:20–27 and the article "Support for All" from the *CYB*. Ask the students if they agree with this statement "The basic moral test of a society is how it treats its most vulnerable members." Solicit responses from the students in the large group.
2. Ask the students to discuss briefly with a partner whether they believe the society they live in passes this basic moral test. Invite the students to share their thoughts with the entire class.
3. Assign each student a social issue (housing, education, health care, nutrition, poverty, and so on) to research. Tell the students that their task is to find out how society is addressing their assigned issue—are we passing the basic moral test? Before they begin their research, ask each student to write how they think society is responding to the issue, based on what they currently know. In their research, the students should be encouraged to discover concrete facts and statistics so they can accurately describe the issue and how society is responding.
4. After the students have done their research, invite each student to share with the other students in small groups what they have learned, focusing on the following questions:
 - Did the reality of the issue match up with your initial assumptions? Explain what some of the similarities and differences were.
 - Are we passing the basic moral test as a society? Give evidence from your research to support your answer.
 - What can we do to better take care of the poor and vulnerable in our society?

Joshua, chapter 24

A New Covenant

† Call to Family, Community, and Participation

Objective: This activity introduces the concepts of covenant and the common good and then invites the students to develop covenant statements for various communities.

CYB Article: “Gather and Participate” near Joshua 24:1–28

1. Ask the students to quietly read Joshua 24:1–28 and the article “Gather and Participate” from the *CYB*. As a large group, define the word *covenant*, making reference to the covenant God established with the Israelites in the Book of Exodus. Emphasize that a covenant is a mutual agreement that both sides promise to be faithful to through their actions. Introduce the students to the concept of the *common good*, defining it as the good of all people in a community. This means that the basic rights of all people, particularly those who are poor and disadvantaged, should be protected. It includes, but is not limited to, making sure people have access to basic necessities like food, water, clothing, shelter, and so on.
 2. Divide the class into four small groups and assign to each group one of the following: family, school, church, or local community. Inform each group that its task is to develop a covenant statement for its assigned community. The covenant should detail what is expected of members in their community, how the common good will be protected, and how people will foster unity and support one another in their community. Each group should also list some actions that would be seen as breaking the covenant that has been established.
 3. Invite each group to share its covenant statement with the entire class. Note the similar expectations shared within each communal covenant.
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Esther, chapter 3

Not on Our Watch

† Solidarity

Objective: In this activity, the students examine the 1994 Rwandan genocide, learn about genocide in the world today, and determine what it means to live in solidarity with those who suffer.

CYB Article: “One World, One Family” near Esther 3:1–7

Materials Needed:

- ✱ a copy of the PBS *Frontline* documentary *Ghosts of Rwanda* (2004, 120 minutes, not rated) and the appropriate equipment for viewing (The entire documentary is available on the PBS website along with student viewing guides, a teacher guide with lessons plans, and information about Rwanda.)
1. Begin by inviting a student to read aloud the article “One World, One Family” from the *CYB*. Define the word *genocide*, referencing acts of genocide throughout the history of the world. Introduce the students to some basic facts about the 1994 genocide in Rwanda, using information from the PBS website.

2. Watch all or parts of *Ghosts of Rwanda* with the class. As the students watch, ask them to look for examples of solidarity in the film and examples of times when people failed to act in solidarity with one another. When finished viewing the film, discuss these examples as a large group. Ask the students the following questions:
 - What is the responsibility of Christians in the face of genocide like that in Rwanda?
 - What is the responsibility of Americans?
 - Is there a difference?
3. As homework, ask the students to research the recent genocide in Aleppo, Syria. Ask them to note the similarities between this recent genocide and the 1994 genocide in Rwanda, especially regarding the response of the world community.
4. Invite the students to share the results of their research with the entire class. Brainstorm ways that we can live in greater solidarity with those who are continuing to suffer in Sudan today.

Psalm 82

Woven Together in Love

† Life and Dignity of the Human Person

Objective: This activity teaches the students about the AIDS quilt, and the students create a paper quilt that proclaims the need to care for all people.

CYB Article: “Surround with Love” near Psalm 82

Materials Needed:

- ✿ information about the AIDS quilt
- ✿ a few printed images of the AIDS quilt
- ✿ art paper
- ✿ several sets of crayons or colored pencils
- ✿ several bottles of glue
- ✿ construction paper
- ✿ a hole punch
- ✿ yarn

1. Begin by inviting a student to read aloud the article “Surround with Love” from the CYB. Tell the class that as the Church stood by the young man with AIDS, we will proclaim our commitment to stand with those in need of love by creating a quilt, something similar to the AIDS quilt. Provide the students with a brief history and the purpose of the AIDS quilt.
2. Proclaim Psalm 82 and then write on the board: “I show compassion to those who suffer by . . .” Give each student a piece of art paper and ask them to create an image with crayons or colored pencils and write a few words to complete the phrase. Provide the students with some examples, such as drawing a mouth to represent speaking out when someone is treated unfairly, hands folded in prayer to represent praying for those who are homeless, and so on.
3. Once the images are drawn, glue the paper on a sheet of construction paper and punch holes in all four sides. If possible, laminate each project. Use yarn to sew the pieces together. Hang the quilt in a prominent location.

Psalm 104

Simple Living

† Care for God's Creation

Objective: This activity invites the students to discuss the U.S. Bishops' statement on climate change and to keep a log of their daily use of technology in order to strive to adopt a simpler lifestyle.

CYB Article: "Caring for Creation" (Psalm 104)

Materials Needed:

- ✿ copies of the section "Climate Change and Social Teaching" from the U.S. Bishops' statement "Global Climate Change: A Plea for Dialogue, Prudence, and the Common Good" (available online), one for each student
1. Begin by reviewing the excerpt from the bishops' statement with the class, focusing on the section titled "Stewardship of God's Creation and the Right to Economic Initiative and Private Property." Help the students define *stewardship* in their own words, and emphasize that stewardship of the earth requires both change in human moral behavior and technical advancement. Have a student read aloud the CYB article "The Urgent Need to Care for our Planet," near Psalm 104. Ask the students to write journal responses to the questions at the end of the article, noting how these questions emphasize stewardship. Invite a few students to share their responses.
 2. As an assignment, have the students keep a log of their daily use of technology—such as time spent watching television, listening to music, sending instant messages, texting a friend, playing video games, and so on. After the students complete their logs, have them choose one item of technology they will do without for twenty-four hours, as a symbol of their commitment to live more simply. In a future class, invite the students to share this experience by answering the following questions: Was it difficult to live more simply? Why or why not?
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Wisdom, chapter 10

Just Labor Practices

† The Dignity of Work and the Rights of Workers

Objective: This activity encourages the students to examine the rights of workers and just labor practices.

CYB Article: "The Dignity of Workers" near Wisdom 10:9–14

Materials Needed:

- ✿ art paper
- ✿ several sets of markers or colored pencils
- ✿ magazines to be cut up
- ✿ several pairs of scissors
- ✿ several bottles of glue

1. Begin by inviting a student to read aloud Wisdom 10:9–14. Have the students list how Wisdom was an advocate for the laborer.
2. Invite each student to imagine that she or he is the owner of a small business that prides itself on upholding just labor practices in the spirit of Wisdom. As part of the new employee orientation, new hires receive a pamphlet that includes basic information about working for the company. Tell the students that they are going to create this pamphlet using the provided art supplies. Instruct them to include the following information about their fictional company in words and images: a description of wages, working conditions, employee benefits, expected hours of work, and information about the possibility of joining labor organizations.
3. Ask the students to share their completed pamphlets in small groups. Have the groups critique each pamphlet, analyzing if policies offered by the fictional companies are truly just labor practices. Invite the small groups to share a summary of their findings with the class.

Isaiah, chapter 22

Voices for the Voiceless

† Rights and Responsibilities

Objective: This activity challenges the students to be a voice for the voiceless in their own communities.

CYB Article: “Who Gets Your Vote?” near Isaiah 22:15–25

Materials Needed:

- ✿ campaign literature from various local and national politicians, several pieces for each small group

1. Begin by asking the students to brainstorm and create a list of the qualities of a good leader. Read together Isaiah 22:15–25 and the article “Who Gets Your Vote?” from the *CYB*. Invite the students to add other qualities to their list based on what they learned from the two readings. Emphasize that good leaders must show a special concern for those who are most in need in their communities.
2. Divide the class into small groups and distribute several pieces of campaign literature to each group. Instruct the groups to look through the literature to find and write down the promises and policies that are concerned with promoting the common good and protecting human dignity. Based on what they read, ask the students to decide whether their government leaders are adequately committed to protecting those who are most vulnerable in society.
3. Invite each group to identify those most in need within the community, and ask each group to come up with four or five specific actions they can take to provide a voice for the voiceless.

Obadiah

For the Beauty of the Earth

† Care for God's Creation

Objective: This activity involves the students writing letters to appropriate individuals or companies expressing their concern and the necessity to care for the earth.

CYB Article: "Reduce, Reuse, Recycle" near Obadiah, verse 15

1. Have the students do research on a current environmental concern using an environmental organization's website (e.g., Greenpeace, World Wildlife Foundation, Defenders of Wildlife, and so on). The students should find at least five pieces of information about their cause.
 2. Work with the students to draft a letter of concern to an appropriate organization or government office. (*Note:* Most of the environmental Web sites have a "take action" link that includes a letter template to send to a company or organization that is in violation of environmental standards.) Help the students articulate why this environmental issue is a personal concern. Additionally, each letter should be well informed, including three facts about the environmental issue. Make every effort to mail the completed letters. During a future class, have the students report on any responses to the letter-writing campaign.
 3. Remind the students that as Christians we are called not only to work for justice on a larger level (e.g., letter-writing campaigns) but also to implement changes in our personal lives. As a class, brainstorm ways the students can show more care for the earth. Conclude by having the students individually journal on the second question in the CYB article "Reduce, Reuse, Recycle."
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Matthew, chapter 2

The Consistent Ethic of Life

† Life and Dignity of the Human Person

Objective: This activity helps the students learn what it means to support a "consistent ethic of life" in our world today and create posters advertising this way of life.

CYB Article: "Choose Life!" near Matthew 2:16–18

Materials Needed:

- ✿ several magazines and newspapers to be cut up
- ✿ several pairs of scissors
- ✿ several sets of markers
- ✿ construction paper
- ✿ several bottles of glue

1. Begin by inviting a student to read aloud the article “Choose Life!” from the *CYB*. Explain what the phrases “womb to tomb” and “consistent ethic of life” mean in relation to life issues.
2. As a large group, brainstorm a list of “life issues” facing our world today. Remind the students that life issues include obvious issues like abortion, capital punishment, and euthanasia, but also issues like poverty, war, health care, homelessness—any issue where human dignity is at stake. Ask the students if they think it is possible to promote a truly consistent ethic of life. Note that some people who are pro-life are simply anti-abortion, and don’t support the protection of life on other social issues. Help the students to understand that it is possible, yet very difficult, to promote this ethic in our society.
3. Instruct the students to create a poster advertisement that encourages people to embrace a consistent ethic of life. The students may use pictures and headlines from the magazines and newspapers you have provided. If computers are available, the students can use online resources to find images as well. When all are finished, hang the posters throughout the classroom, and invite the students to quietly and reflectively view the posters that their classmates have created.

Matthew, chapter 5

Modern-Day Prophets

† Option for the Poor and Vulnerable

Objective: After identifying people who live the Beatitudes today, the students research contemporary prophets who have shown a special love for those who are poor and vulnerable.

CYB Article: “Upside-Down World” near Matthew, chapters 5–12

Materials Needed:

- ✿ copies of the handout “Beatitude People” (p. 16), one for each student



Handout

1. Begin by inviting a student to read Matthew 5:1–12 aloud to the class. Give each student a copy of the handout and go over the directions with them. Allow time for the students to complete the handout, and then invite individuals to share some of their responses with the entire class.
2. Ask a student to read aloud the article “Upside-Down World” from the *CYB*. The article mentions Archbishop Oscar Romero and Dorothy Day as modern-day prophets. For homework, instruct the students to research information about one of these two individuals or another contemporary prophet, such as Saint Mother Teresa or Saint Pope John Paul II. Through their research, the students should be able to answer the following questions:
 - How did this person serve the poor during his or her life?
 - How did this person live out the Beatitudes through his or her actions?
 - Why is he or she considered a modern-day prophet?
3. When the students have finished their research, invite them to share what they have learned in small groups. Make sure the students are divided up so that each group gets to hear about a few different individuals.

Matthew, chapter 25

Human Rights

† Rights and Responsibilities

Objective: This activity engages the students in exploring basic human rights and considering how each individual is responsible for ensuring that these human rights are protected for all.

CYB Article: “Who Cares?” near Matthew 25:31–46

Materials Needed:

- ✱ copies of the “United Nations Universal Declaration of Human Rights” (available online), one for each student

1. Begin by reading aloud the opening statement from the *CYB* article “Who Cares?": “If the poor would only get out and find work, they would not be poor!” Tell the students that they have 2 minutes to write whether they agree or disagree with the statement about those who are poor, explaining why they feel the way they do. Solicit responses from the students in the large group.
2. Ask the students to describe what “human rights” are, and then brainstorm together a list of rights that all humans should be entitled to.
3. Distribute a copy of the “United Nations Universal Declaration of Human Rights” to each student. Give the students several minutes to read through the document, asking them to note as they read where these rights are being violated.
4. Arrange the students into pairs or small groups of three or four people. Invite them to share with others in their group where they see these rights being violated. Then give the small groups an opportunity to report their findings to the large group.
5. Invite a student to read aloud the remainder of the article “Who Cares?” Create a list of specific actions young people can take to protect human rights by asking the students the following questions:
 - In what ways do you see others protecting the human rights of people?
 - What are some things you can do to protect human rights in your school, parish, and community?

Mark, chapter 6

The Work of Our Hands

† The Dignity of Work and the Rights of Workers

Objective: The students deepen their appreciation for the value of work by interviewing a local worker.

CYB Article: “Working Class Jesus” near Mark 6:1–6

Materials Needed:

- ✿ copies of the handout “Interview with a Worker” (p. 17), one for each student



Handout

1. Begin by inviting a student to read aloud the article “Working Class Jesus” from the *CYB*. Help the students brainstorm a list of people in their community who work in a trade or who do some type of vocational work, such as firefighters, mail carriers, mechanics, electricians, and so on. Have the students make a list of questions they could use in an interview to ask a worker about her or his job.
 2. Distribute the handout and explain that as homework the students will individually interview a worker, using the questions composed in class and on the handout as a guide. Share the list of names of the workers you identified earlier with those who may have trouble finding someone to interview. In a future class, invite the students to share what they learned from the interviews, focusing on the value of work.
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Luke, chapter 10

Solidarity

† Solidarity

Objective: This activity invites the students to consider the Parable of the Good Samaritan parable in light of their own community dynamic and create a skit that challenges discrimination.

CYB Article: “Who Is the Samaritan?” near Luke 10:25–37

1. Begin by asking the students to individually read the parable of the good Samaritan, in Luke 10:25–37, and the Catholic social teaching article “Who Is the Samaritan?” from the *CYB*. Then have them write an answer to the first reflection question: “Who are the Samaritans in your community—that is, the culture or people that others judge and reject?”
2. In a class discussion, ask the students to identify modern-day Samaritans and to explain why these people face discrimination. Write responses on the board. Answers will vary, but they could include the homeless, people with mental illness, the elderly, people of different races or faith traditions, homosexuals, and so on. Remind the students that this conversation is a sensitive one and the learning environment must be respectful of all people.

3. Divide the class into small groups. Assign each small group one of the people or groups that the students identified as modern-day Samaritans. Have each small group write a script for a parable that includes the character of the modern-day Samaritan. The parable should not follow the story line of the original Jesus parable but should demonstrate a current community situation where the modern-day Samaritan is the surprise hero. The entire small group must have roles written into the script, as the parable will be performed as a skit. Invite the small groups to perform their skits. After each presentation, analyze the content of the skit, considering how the story line challenges discrimination.
4. At the end of the activity, have the students individually write a response to the final question in the article: "What can you do to better live in solidarity with all people in your community?" Remind the students that Jesus constantly preached a message of solidarity where everyone was included, especially those considered outcasts. As disciples, we are called to do the same. Conclude by brainstorming possible ways to confront discrimination.

Luke, chapter 19

Civil Disobedience

† Call to Family, Community, and Participation

Objective: This activity encourages the students to consider the value of civil disobedience as a Christian practice.

CYB Article: "Civil Disobedience" (Luke 19:45–48)

Materials Needed:

- ✱ the definition of *civil disobedience* from the Merriam-Webster online dictionary
- ✱ copies of the handout "Civil Disobedience Quotations" (p. 18), one for every two students

1. Invite a student to read aloud the article "Civil Disobedience" from the *CYB*. Provide the students with the standard definition for the term *civil disobedience* from the Merriam-Webster online dictionary. Ask the students to define *civil disobedience* in their own words. Read aloud Luke 19:45–48. Ask the students the following question: "How does Jesus demonstrate an act of civil disobedience in this passage?"



Handout

2. Arrange the students into pairs and give each pair a copy of the handout. Ask the students to follow the directions on the handout and write their responses together. Tell them their responses will be collected at the end of class.
3. Engage the entire group in a discussion about the value of civil disobedience. Ask the students the following questions:
 - Do you feel that civil disobedience is an effective way to promote meaningful change? Why or why not?
 - How can civil disobedience be considered a Christian practice?
 - What situations of injustice would Jesus take a stand against today?

Galatians, chapter 3

One in Christ

† Solidarity

Objective: This activity asks the students to apply Paul's words to the Galatians to our world today.

CYB Article: "Respect Radical Equality" near Galatians 3:28

Materials Needed:

- ✿ a sheet of poster board with Paul's words from Galatians 3:28 on one side, then cut into four puzzle pieces
 - ✿ several newspapers and magazines to be cut up
 - ✿ several pairs of scissors
 - ✿ several bottles of glue
1. Begin by inviting a couple students to take turns reading aloud to the entire class Galatians 3:23–29 and the article "Respect Radical Equality" from the *CYB*. Instruct the students to spend a couple minutes quietly journaling about the question, "Is Paul's vision of equality a reality in the world around you?" Have a few students share their answers with the large group.
 2. Divide the class into four small groups and ask each of them to list groups of people in their school, local community, country, and world who are treated unequally or "less than" everyone else. For each group of people listed, the small group should explain how these people are treated and why they are not given the same dignity and respect that others are given. Ask each group to share some of its insights with the class.
 3. Then give each small group a piece of the puzzle that you created before class. Instruct the students to look through the magazines and newspapers you have provided to find images or words that illustrate the concepts of equality, dignity, and solidarity. (You may need to define these concepts for the students.) Ask the students to cut out these images and words and glue them onto the blank side of their puzzle piece. When their puzzle pieces are complete, ask each group to share its work with the rest of the class. After all four groups have presented, reassemble the puzzle in front of the class, showing the completed quote for all to read.

Colossians, chapters 3 and 4

Family Covenant

† Call to Family, Community, and Participation

Objective: This activity invites the students to articulate the values their families strive to uphold by creating a family covenant.

CYB Article: “We Are Family” near Colossians 3:18–21

Materials Needed:

- ✿ construction paper
- ✿ several sets of markers

1. Begin by reading aloud Colossians 3:8–4:1. Invite the students to consider which rules for Christian families are still relevant and which rules seem outdated. Ask the students the following question: “What rules would you add to this Scripture passage that would describe families today?”
2. Invite a student to read aloud the article “We Are Family” from the *CYB*. Ask the students to quietly journal on the questions at the end of the article as a way to introduce the following activity.
3. Tell the students they are going to individually create a family covenant that outlines ten guidelines their family lives by daily. Before beginning, ask the students to brainstorm specific values that their families embrace to stimulate ideas. Then hand out construction paper and markers and ask each student to begin writing his or her family covenant. Encourage the students to be creative.
4. As an assignment, have the students share their journal responses and family covenant with their families. Encourage them to ask their families to add any guidelines to the covenant that they think should be added. During a future class, have a few volunteers report on their experience.

James, chapter 2

Advocating for the Poor

† Option for the Poor and Vulnerable

Objective: This activity encourages the students to examine how the United States' health care system disproportionately favors some and excludes others.

CYB Article: "Playing Favorites" near James 2:1–13

Materials Needed:

- ✱ a copy of the documentary *Sicko* (2007, 123 minutes, rated and PG-13 and A-II) and the appropriate equipment for viewing
1. Begin by asking a student to read aloud James 2:1–13 and the article "Playing Favorites" from the *CYB*. Help the class to make connections between the favoritism that James wrote about and the favoritism that exists in our government today. Ask the students to provide examples of favoritism in their school, community, and country. Explain that those with the most money and influence often are the ones who benefit the most from various public policies.
 2. Have the students watch all or parts of the documentary *Sicko*. As they watch, instruct them to pay attention to those who are favored by the U.S. health care system and those who are excluded and left vulnerable. After viewing the film, invite the students to journal for a few minutes about whether the U.S. health care system demonstrates an option for the poor and vulnerable. When finished, solicit reactions to the film from several students in the large group.
 3. As a follow-up to this session, ask the students to write a letter to their senator or representative encouraging her or him to enact health care policies on behalf of the poor and vulnerable. Make sure the students explain why it is essential to care for those who are struggling. Have the students send their letters individually or collectively.

Beatitude People

After reading Matthew 5:1–12, think about what the Beatitudes would look like in today's world. List those individuals or groups of people that you think Jesus would call blessed.

The poor in spirit are . . .

Those who mourn are . . .

The meek are . . .

Those who hunger and thirst for righteousness are . . .

The merciful are . . .

The pure in heart are . . .

The peacemakers are . . .

Those who are persecuted for righteousness' sake are . . .



Interview with a Worker

Interview someone who works in your local community. Use the questions below to learn more about this person and her or his work.

1. Describe the type of work you do, the hours you work, and so on.
2. How did you find this position?
3. What specific skills do you need to do well at this position?
4. What do you find most rewarding about your job? What do you find most challenging?
5. What are the three things you value most in life and why?
6. How do your values influence your work?
7. What piece of life advice would you give to a young person?
8. Ask your own questions . . .



Civil Disobedience Quotations

Read the following quotations about civil disobedience. In pairs, summarize the message of each quotation in your own words and explain why you agree or disagree with each statement.

1. If . . . the machine of government . . . is of such a nature that it requires you to be the agent of injustice to another, then, I say, break the law.

Henry David Thoreau

2. If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality.

Bishop Desmond Tutu

3. Ordinarily, a person leaving a courtroom with a conviction behind him would wear a somber face. But I left with a smile. I knew that I was a convicted criminal, but I was proud of my crime.

Martin Luther King Jr.

4. Each man must for himself alone decide what is right and what is wrong, which course is patriotic and which isn't. You cannot shirk this and be a man. To decide against your conviction is to be an unqualified and inexcusable traitor, both to yourself and to your country, let men label you as they may.

Mark Twain

5. Non-cooperation with evil is as much a duty as cooperation with good. . . . Nonviolent action without the cooperation of the heart and the head cannot produce the intended result. . . . All through history the way of truth and love has always won. There have been tyrants and murderers, and for a time they can seem invincible, but in the end they always fall, always.

Mohandas K. Gandhi

