

Editor's Note

This manual is of particular interest to all teachers who actively promote social justice at school or would like to do it more, and to chaplains and teachers of religious education. It aims to:

- Call all educators and schools to make the promotion of social justice part and parcel of their educational mandate;
- Share best practice about the promotion of social justice in schools.

Contributors

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Thank you to Fr Simon Ellis, George Gizado, Eileen Groenen, Mrs Mafuko, Lynn McWilliams, Maria Neal, James Potter, Fr Adrian Porter SJ, Elizabeth Stevens, and to the participants to the Education for Justice Colloquium of 2014 for the case studies and contributions.

How to promote social justice at school

The Education for Justice Toolkit

"Have courage. Go forward. Make noise, go against this civilization that is doing so much harm. Got that? Go against the tide, and that means making noise. Go ahead. But with the values of beauty, goodness and truth."

(Pope Francis at the meeting with young pilgrims in St. Peter's Basilica, August 2013)

Education for Justice

Education for Justice is Jesuit Missions' programme for schools. We provide students and teachers with tools and resources to address local and global injustice, empowering schools to promote A faith that does justice, an essential part of the Jesuit identity. The programme is rooted in Jesuit identity and values, and is open to schools of all faiths and none.

The Jesuit Pupil Profile

The Jesuit Pupil Profile (JPP) has been developed by the schools of the British Jesuit Province and launched in 2013. The JPP proposes eight pairs of virtues that sum up what a pupil in a Jesuit school is growing to be. This manual focuses on how schools and educators can promote social justice through a series of 'Just Actions' related to each pair of virtues. The workbook also contains case studies from the Jesuit community and space for educators to add their own actions and reflection.



Just Actions

Just Actions can focus on ourselves only (for example, praying and meditating), our relationships (thanking others and considering their feelings) and the wider world (campaigning, volunteering, fund-raising...). They can involve both people and places we see every day and areas we may never visit in person. They can have local or global impact, or both. As time goes by, they will help us to educate true global citizens who truly feel that 'the world is their house'.

We hope you enjoy the manual!

Gioia Caminada and the Jesuit Missions Team

Just Actions at school

Jesuit pupils are growing up to be...	Just Actions that promote these virtues at school	An example from the Jesuit community	Inspiration from the Jesuit world
Grateful and generous	<ul style="list-style-type: none"> - Fundraising; - Fasting; - Donating old clothes and objects, and food to food banks; - Service and volunteering; - Showing gratitude to those who work for us and help us daily; - Not wasting food or energy... 	<p>'This year, after a school visit from Zimbabwe, I wanted to involve pupils in fundraising directly. First, I wrote to parents suggesting that pupils gave up snacks in order to fundraise for pupils in Zimbabwe. The upcoming week teachers stood in the school hallway holding boxes for offers and asked pupils what they gave up during the weekend. We also held a school assembly about education in Zimbabwe and about what it means to be generous. The initiative was very successful.' Eileen Groenen, chaplain at Donhead Primary</p>	<p><i>'Each of us is indeed a center. But a center called to go out of ourselves, to give ourselves to others in love' (Pedro Arrupe)</i></p>
Attentive and discerning	<p>Being attentive and discerning goes at the heart of what we do: it helps pupils to find motivation and purpose, and to reflect about why and how they can act justly. We can promote this by:</p> <ul style="list-style-type: none"> - Introducing 5 minutes of stillness in the school day, encouraging students to listen to inclinations and desires; - Encouraging pupils to ask themselves questions like: how can I promote social 	<p>'Teachers model ethical behavior during assemblies and classes of religious education to set an example. During assemblies, we also praise students who 'made the right choice' by, for example, standing up against bullism. We focus mainly on pupils who promoted justice without being asked to. It is essential to work on pupils' sense of responsibility and personal ethic, so that they behave fairly not because teachers are watching them, but because</p>	<p><i>"Don't ask the world to change....you change first."</i> — Anthony de Mello, <i>Awareness</i></p>

	<p>justice with my skills and talents?</p> <ul style="list-style-type: none"> - Encouraging responsible lifestyle and shopping choices, for example by preferring ethically sourced products. 	<p>they think it is fair.’ Elizabeth Stevens, Head of St. Joseph’s Hurst Green</p>	
<p>Compassionate and loving</p>	<ul style="list-style-type: none"> - Campaigning for social justice (e.g. the IF Campaign of 2013); - Service and volunteering; - School assemblies and curricular activities about issues of social justice, poverty or violence; - Listening to and putting oneself in the shoes of others in order to truly serve them; - Not judging others by their appearance, looks, lifestyle or background; - Meaningful contact with communities in need, and from different cultural or religious backgrounds (e.g. school linking through the Companions Programme)... 	<p>‘Once per year we hold a homeless sleep out. Students heard the testimony of a homeless person and chat informally with them. For many this lifts a veil of separation: it strikes them that homeless people are human too. They have a Mass, spend time in isolation, create posters and finally sleep rough for the night in our grounds.’ James Potter, chaplain at Wimbledon College, UK</p>	<p><i>‘Charity and justice meet together and in practice are identical. How can you love someone and treat him or her unjustly? Take justice away from love and you destroy love.’</i></p> <p><i>Pedro Arrupe</i></p>
<p>Faith-filled and hopeful</p>	<ul style="list-style-type: none"> - School groups focusing on the future (e.g. through an Eco Group); - Using scriptures and psalms to inspire action for social justice; - Involving parents in social justice initiatives also at a secondary school level; - Informing students about positive progress in the elimination of poverty and social injustice; - Activities that build students’ confidence in their own skills and trust in one another, such as group work or cooperative 	<p>‘The teachers of Canisius had a lot to teach to us about being proud of one’s school, having a clear vision and energy to take it forward. For example, Canisius’ mission is to ‘Build a nation’. Before the visit, we’d assumed the partner from ‘the north’ was the strongest in a partnership, but when we got out there we realised it may be the other way around.’ Fr Simon Ellis, Mount St. Mary’s, on the Companion school Canisius in Zambia</p>	<p><i>‘I have confidence in you and I pray for you. Have the courage “to swim against the tide”. And also have the courage to be happy.’</i></p> <p><i>Pope Francis</i></p>

	activities...		
Eloquent and truthful	<ul style="list-style-type: none"> - School groups that promote social justice (e.g. Peace and Justice Group); - Students designing, holding and participating in assemblies and campaigns around issues of social justice; - Curricular activities that encourage students to research and find out the roots of social injustice. 	<p>‘Our school has a Peace and Justice students’ group leading on social justice issues. During assemblies, they often do potentially ridiculous things in order to get the attention of their peers over particular issues. For example, some girls wore gags, and a student dressed up as St. Ignatius. I am always struck by their generosity and willingness to ‘put their heads above the parapet.’ Lynn McWilliams, Head of Religious Education at St. Aloysius Secondary</p>	<p><i>‘We must create a culture of friendship, where we can also speak with those who think differently, as well as those who hold other beliefs.’</i></p> <p><i>Pope Francis</i></p>
Learned and wise	<ul style="list-style-type: none"> - Reflecting and praying about global issues and our own responsibility; - Inviting Jesuit missionaries or former volunteers to speak at school... 	<p>‘During my visit to Makumbi, our partner school in Zimbabwe, I noticed that local pupils had beautiful handwriting. I then found out that Makumbi’s children first use their index fingers to mark in the sand, and move to pen and paper only when they are accomplished sand writers. This and other local practices gave me much food for thought on my return to Barlborough, where developing writing skills in early years had produced mixed results.’</p> <p>Maria Neal, Barlborough Hall</p>	<p><i>‘Wise people are not full of slogans. They don’t know all the answers. They are willing to learn, and their minds are open.’</i></p> <p><i>Fr Twist, SJ, Stonyhurst</i></p>
Curious and active	<ul style="list-style-type: none"> - Activities that connect your local context to global events, or to your Companion school. - Not only educating pupils about injustice, but to also propose practical actions to ‘right the wrongs’. 	<p>‘I am going to run a survey with pupils and staff at school in order to find out how just they find our school system and will then use their input to try to improve it. I feel that if we start at school we can change the community.’ Mrs Mafuko, headmistress at St Peter’s Secondary School, Mbare, Zimbabwe</p>	<p><i>‘Don’t put yourselves at the tail end of history. Be active members! Play down the field, build a better world, a world of justice, of love, of peace, of fraternity, of solidarity. Play always on the offensive!’</i></p>

	<ul style="list-style-type: none"> - Guided exploration of an issue with clear aims. Think outcome first! - Joint curricular projects with your partner school; - Contacting newspapers and the media to offer a different perspective on topical issues. - Social justice workshops led by students... 		<i>Pope Francis</i>
Intentional and prophetic	<ul style="list-style-type: none"> - Educational activities and initiatives that promote recycling and environmental sustainability; - Students and teachers commit openly to social justice issues through service, volunteering or campaigning; - Messages that encourage the school community to be mindful of resources; - A clear recycling and energy saving policy; - Clear goals/guidelines as regards the school's commitment towards social justice and school linking. 	<p>'Our school, like many in Zimbabwe, has both a vegetable garden and a chicken yard. Students participate in the maintenance of both, and the produce is eaten at school or sold. The profit made from sales is then used to fund school fees for students who cannot afford them, and students gain skills that they will later use in life.' George Gizado, head at St. Joseph's Chishawasha, Zimbabwe</p>	<p><i>'To be just, is not enough to refrain from injustice. One must go further and refuse to play its game, substituting love for self-interest as the driving force of society.'</i> – Pedro Arrupe, S.J.</p>