



**Social Service Project
Class of 2013**

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St. John Vianney High School

Social Service Project for Juniors – Class of 2013
“You make a difference! Pass it on!”

*St. John Vianney High School Mission Statement:
St. John Vianney High School is dedicated to forming young men
for spiritual, academic and personal excellence
in the Catholic Marianist tradition.*

Scripture: “...we should continue to remember the poor,
the very thing I had been eager to do all along.” (*St. Paul to the Galatians 2:10*)

We are the hands of God. Without us, how will the poor be fed? We are the ears of God. Without us, who will hear the cries of the poor? This speaks clearly the purpose of the Social Service Project. We are listening to the call of Jesus to “build the Kingdom of God on earth”. Every time we attend the Eucharist, the last prayer is really a commissioning, “Go in peace to love and serve the Lord and one another.” We are called to be the eyes of God, to see what needs to be done. We are called to speak words of comfort and encouragement to and for those in need, all in an effort to build a better world.

INTRODUCTION

The Social Service Project is a direct response to the Marianist Characteristics of Education for Formation in Faith, Service, Justice and Peace and Adaptation and Change. It has been part of the Vianney curriculum since the 1970s and many students have remarked that it is one of the highlights of their high school career. We continue the tradition and begin with a series of formation activities to help the students the connection between what the Church asks us to do, what our faith teaches us, and what our every day experiences teach us about the value of and need for service in the local community. The juniors will begin the orientation with a two-day retreat which provides an introduction to Service, Justice and Peace, Catholic Social Teaching and the Corporal Works of Mercy. By the end of the retreat, students will have explored and engaged in discussion on images of global, national and local needs, thus preparing them to recognize the immediate needs of the St. Louis area. They will have some idea of their gifts, talents and strengths and how they might best be utilized in their SSP.

Faculty will continue to work with the students in their religion classes. They will review the SSP Student Handbook and the requirements and expectations of the project. A copy of the handbook is available on the website (under Service).

Juniors: There is one law about which we are certain -- the law that binds people of all faiths and no faith together. It is no coincidence that it exists in Christianity and Judaism; in Islam and Hinduism; in Buddhism and humanism. It is, of course, the Golden Rule – the call to treat one another as we wish to be treated, the call to love, the call to serve and do all that we can to make a difference in the lives of those with whom we share the same brief moment on this Earth.

Many of you have already lived this law of love through the service you have performed in the last two years: at schools and hospitals, for local food pantries and various charities. That is incredibly impressive, and a powerful testament to you, to your parents and to Vianney. With your Junior Social Service Project, you are given a new challenge. This is your last required service. You are now charged with the challenge to move the tradition forward. Make it a way of life. Because

when you serve, it does not just improve your community, it makes you a part of your community. It breaks down walls. It fosters cooperation. And when that happens – when people set aside their differences to work together toward a common good, when they struggle together, and sacrifice together, and learn from one another – all things are possible. You become the agents for change, making this world a better place for yourselves, for those around you and for those who will take over where you leave off. Go make a difference!

SPRING BREAK / SUMMER IMMERSION EXPERIENCES

A limited number of students may opt to participate in an Immersion Trips if one is being sponsored by Vianney either at Spring Break or over the summer.

“There is an urgent need for the emergence of a new generation of apostles anchored firmly in the word of Christ capable of responding to the challenges of our times and prepared to spread the gospel far and wide.” *Pope Benedict XVI*

SSP HANDBOOK

Among the requirements for graduation from St. John Vianney High School is the participation in a Service Project during the Junior year. It is a two-week period that students look forward to, though they may not realize its intended purpose at the start.

- Purpose: to address the call to Educate for Service, Justice and Peace and Adaptation and Change, two of the Characteristics of Marianist Education
- to offer opportunities that will broaden the awareness of the many needs in our immediate community
 - to recognize our call and our responsibility as baptized Christians to meet some of those needs
 - to put students in direct contact with people in need
 - to provide opportunities for students to use skills and knowledge they have learned in school, from each other and at home for the benefit of others
 - to offer opportunities for unconditional giving of themselves
 - to promote a deepening of the student’s faith as they come to recognize the gifts they have received and their limitations
 - to become more aware of their dependence on the goodness of God, the example of Jesus and the grace of the Holy Spirit in their lives and in the lives of others
 - to challenge the students to try something they might not have tried had not this opportunity been presented to them
 - to have fun

IMPORTANT DATES and DEADLINES for 2011 – 2012

Tuesday, February 21st – Application / Sign Up sheet due to Mrs. Mitchell

Friday, April 27th – Junior Ring Mass and SSP Commissioning Ceremony

Monday – Friday, May 14th – 25th – Social Service Project Dates

All BLOGS must be completed no later than Tuesday May 29th at 8 am. See the last page of the SSP journal for specific BLOG entry information. (p. 10)

Two page reflection paper (see p. 11-12) is due to Mrs. Mitchell no later than Tuesday May 29th at 8 am. It must be emailed to CMitchell@vianney.com

If you have any questions about your SSP arrangements, please see Mrs. Mitchell. She will be happy to help you. Do not wait until the last minute to get help.

Failure to Comply: Any student who acts inappropriately, who is dismissed from an agency for any reason, or fails to follow the SSP requirements (working consistently, being on time, dress code, respect for others, etc.) will result in consequences on an individual basis with consultation with the Principal, Mrs. Mitchell and the Dean of Students.

REQUIREMENTS

The Social Service Project is designed to take place during regular school hours. So, unless the Agency stipulates a different time, you should plan to work a 6 ½ hour day between 7:00am and 3:30pm. A few Agencies have slightly longer hours. Expect to meet their expectations. Be generous and gracious.

You will be asked to complete the SSP Assignment Form. Please include your name, address, your cell and/or home phone number and return it to Mrs. Mitchell by February 21st. There is clerical work that we must do before you go on the Project. It is to your advantage to make your arrangements early as almost every other Catholic high school in the area has a service requirement, many of them during the last two weeks of May and volunteers are given the jobs on a first-come first-served basis. Please do not delay. Honor the deadlines.

This is a school project and it will not and cannot be pre-empted by your sports, club or work schedule. Make sure it doesn't! Doctor and dentist appointments should be arranged so that they do not interfere with your SSP schedule. You have plenty of notice. Plan now.

If you become ill, your first responsibility is to the Agency. Call them and call them early, not at 10:00. Also call the faculty member who is supervising you. Call the school and leave a message with the Main Office **and** with the faculty member. Put the telephone numbers in your journal so that you always have them with you. Should you be unable to attend a day of service due to illness, you should arrange to make up your work. Ask the supervisor about how to contact him/her should you be ill. Only under extreme circumstances with consultation with Mrs. Mitchell / Administration and/or specific instructions from your doctor (on his/her stationery) will absences be considered.

Vianney's Telephone Number: 314-965-4853 x 0 to report your absence to Mrs. Mayes.

Campus Ministry Office Extension: 137 or 743 Agency Phone Number _____

Your Service Project, though it is a requirement for graduation, is much more than that in the big picture. It is a defining moment in your Catholic Marianist education. It is a step in fulfilling the mission and philosophy of Vianney High School. Failure to meet the criteria and guidelines outlined herein will put your graduation in serious jeopardy. We do not want that for you. Begin now to realize and understand what is asked and expected of you. If you miss any time on the project, you must make it up. If you have a conflict with sports tournaments, you must get the approval of the Mrs. Mitchell and the Administration.

THINGS TO PONDER BEFORE GETTING THE SSP APPLICATION

By participating in your service project, you touch upon every aspect of the Characteristics of Marianist Education. You fulfill the expectations we have for you on the project by maintaining a positive mindset, listening and reflecting on the words of scripture and the experiences of your days, taking advantage of the opportunities to make the connections through reflection, sharing and blogging. To simply go through the motions of performing the work is an incomplete process. Our hope for you is that your heart and soul are touched by this experience. “What is essential is invisible to the eye.”

Scripture: Read John 13:12-20

When Jesus had finished washing their feet, he put on his garment again, went back to the table and said to them, “Do you understand what I have done to you? You call me Master and Lord, and you are right for so I am. If I then, your Lord and Master, have washed your feet, you also must wash one another’s feet. I have given you an example that as I have done, you also may do. Truly, I say to you, the servant is not greater than the master, nor is the master greater than the one who sent him. Understand this, and blessed are you if you put it into practice.”

What goals do you hope to accomplish on this service project?

What do you want to get from this experience?

What do you want to give to this experience?

I am a little concerned about...

Before the project begins, take a little personal inventory of your strengths and talents so that you can see if the project you are interested in is a good match for you. (See Mrs. Mitchell for a link to one)

When I listen to my family and friends, they tell me that one of my greatest gifts is...

When I look at who I think I am, and the things I'd like to do with my life, the talent that's most important to me is...

A gift I know I don't have is....

Consider other service work you have done in the past. What did you like/not like about it? Maybe your response to these questions will point you in a good direction.

“Vocation is defined as the place where your deep gladness meets the world’s deep need.”

(Frederick Buechner)

What vocation do you think might be your calling from God?

CHOOSING AN AGENCY

Before choosing your work, consider the fact that you are a special, unique individual with strengths and talents that you can use to make a difference in the lives of others. Consider:

- your personal interests, things you really enjoy doing now and things you are looking to do as a career
- your personal traits such as patience, confidence, sensitivity, sense of humor, assertiveness, shyness, etc.
- your personal skills such as listening, visiting, teaching, singing, playing a musical instrument, playing checkers or chess, tutoring, reading, sports, home repair, etc.
- Consult your parents and family members. They may have some suggestions. Your family may be able to shed some light on what you might enjoy. Even if you do not choose one of their suggestions, at least you will have checked into it or thought about it and, therefore, made an informed choice. Please keep your parents informed.
- Talk with someone from the current Senior class about his experience with the agency he chose. They may be able to tell you what qualities or skills are needed for that particular job.

NOTE: A list of the agencies that are pre-approved will be handed out at the January class meeting. **Please be aware that parish grade schools, day care centers, and for-profit organizations are not acceptable sites. If an agency is not on the “approved list” or if you have any doubt about your site choice, please see Mrs. Mitchell before making inquiries.** The service choices you had during your Freshman and Sophomore years had fewer restrictions. The Junior SSP is supposed to be a more intense immersion experience and more challenging, thus the more specific guidelines.

CONTACTING THE AGENCY / INTERVIEWS

Most of you will be asked to go to the Agency for an interview and/or orientation. Once you are assigned to the Agency, call the supervisor and introduce yourself. He or she will probably suggest that you meet prior to the project. Then ask for an interview or for whatever the Agency requires prior to inviting you to work there. You'll know where to go and what is expected of you.

Contact the agency and politely ask to speak to the Director of Volunteers. If you don't know the person's name, you may ask the person who answers the phone to direct you to the person in charge of volunteers. They will direct your call or take a message for you. If the Director is not in, be sure to leave your name and telephone number, the reason for the call, and, if it may be difficult to reach you, a good time for them to return the call. Then be available to receive their call.

Example: My name is Brian Smith. I am a student at St. John Vianney High School. We have a student Service Project and I would like to work at your Agency. Please ask the Director of Volunteers (use the person's full name – Mr. Jones) to call me at (your telephone number) at his earliest convenience. **If the call is not returned in a day or two, call the Agency again.**

Once you set up a time to meet, confirm with them by saying something like:

Thank you. I look forward to meeting with you on (date) at (time). If you need **directions to the site**, ask for them.

Conclude the conversation by thanking the supervisor. Be sure the agency has your name, address and home (or cell) telephone number in case they need to reach you.

NOTE: Some agencies have special orientation meetings and immunization requirements for volunteers. Be prepared to adjust your schedule, if necessary, to attend an orientation. If it takes place during school time, you need to go through the usual procedures with the Main Office. Some agencies, especially hospitals, require that you be **current on immunizations**. Some agencies require a **background check (which can take up to 3 weeks to process)**. Because of these possibilities, it is important that you make your inquiries as soon as possible so that you can make arrangements for meetings and appointments. Some of these requirements may incur a fee.

GETTING READY FOR THE INTERVIEW

The interview process may be a little intimidating, especially if it is the first time you have done this. It will be helpful if you take some time before the interview to answer some of these questions. It would not be unusual to be asked these questions. If you wish, use your journal and take some quality time to reflect on your answers.

Questions: Why do you want to volunteer at this Agency? (While choosing this agency may be because your friend has chosen to work there, it does not say why YOU want to work there. You must think about why you want to be there.)

What kind of work do you want to do there?

What do you picture yourself doing?

What are some of your strengths, talents, skills or interests that make this an appealing prospect?

What other hopes and expectations do you have?

What other experiences have you had working with people?

What do you hope to learn there?

In a healthy interview, you, too, should have some questions for the supervisor. Think about some of these, but also come up with one or two questions of your own.

What kind of work will I be doing?

With whom will I be working?

Are there certain procedures I should follow when I arrive each day (sign in, check in with someone, dress code, lunch time, etc.)?

What qualities do you look for in a volunteer? What do you expect of me?

(Hopefully, you will recognize some of those qualities in yourself.)

Ask for a tour of the facility.

Ask if they have a dress code...even though we expect you to dress up a little. Be neat.

You are on a school activity. So the School Code of Conduct is in place. Even if you are 18, you may not smoke on the project. Most of the Agencies are non-smoking anyway.

Those of you working on ramps or housing rehab work, make sure you know what to wear.

GOING TO THE INTERVIEW

Familiarize yourself with our requirements for the Project (dates and times, job description, online blogging, final paper, etc.)

When you go to the interview, dress appropriately. Remember, you are applying for a job. Arrive on time. Take your Service Project notebook with you. Have the Registration Form ready for the Supervisor to sign. You will make a good impression if you look nice and know what you are

doing. Know the requirements. **Take the Sign Up Form with you so that the supervisor can sign it for you.** We will send a confirmation notice and a letter to each agency and to your parents.

Remember to complete any additional requirements asked for by the agency (parental permission slips, medical forms, background checks, vaccinations, orientation meetings, etc.) in a timely manner.

We also suggest that if the Agency agrees, and if there are several students assigned to the same Agency, that you arrange to go to orientation meetings together. In the interest of conserving energy, you might also consider carpooling.

You will work at the Agency long enough to form some opinions about a number of things. Remember that you are not in charge and that your responsibility is to do your best within the boundaries of the Agency. If you have questions and/or suggestions, be sure to check with the Supervisor or with whomever you are working. Do not assume or act without permission. There are policies, rules, and reasons they do the things they do, many possibly unknown to you, many government-related requirements. The people at the Agency have rules to abide by and a lot more experience than you have. You do not have to like the rules, but you must abide by them. It takes a great deal of maturity and mutual respect to work with a system where the rules and regulations don't always make sense. If something upsets you, keep your cool and see the Supervisor or your Faculty Advisor.

THE FIRST DAY (Monday May 14th, 2012)

It would not be unusual to be a little nervous the first day. Try to relax, but be alert. Be as patient and attentive to the supervisor and the other people with whom you are working. They know it is your first day too, but may forget. If you have a question, be sure to ask. Have and maintain a positive mental attitude throughout the project.

If you find yourself just standing around and feeling awkward, take the initiative to find out what you can/should be doing. You will be happier if you are actively involved and the supervising staff will be impressed with your commitment to work.

If you are uncomfortable with something or someone, talk with the Supervisor or your Faculty Advisor. If necessary, ask for a time out.

Sometimes, just your presence is enough. You may not feel like you are doing much. Sometimes it only takes a kind word, a smile or a "good morning" to make someone else's day. It may take a day or two to feel like you are making a contribution. Be generous with yourself. You will be rewarded. Visiting, playing games and reading go a long way toward making someone's day.

If you have a conflict with the agency and need help, talk with the Faculty Advisor or with Mrs. Mitchell.

SOME THINGS TO REMEMBER

Remember that anything you hear about patients, clients, children, families, etc. is private and should be kept confidential. Many Agencies do not allow pictures to be taken. If you want to take pictures, be sure to check with the agency Supervisor first.

If you have been assigned to a particular area and the supervisor in that area is not in need of your help, report back to the Volunteer Supervisor for reassignment. Do not assume another responsibility on your own, but do take the initiative if you are idle. Maintain that positive attitude and all will go well.

Follow directions, especially for meetings, orientations, dress code, cell phones and ipods, smoking and other rules. Some areas are off limits to visitors. Honor those rules. Looking nice, being clean and courteous are essential elements for making a good impression. Remember, you are a proud Vianney Griffin. We have much for which to be proud!

Wear your name tag or ID tag where it can be seen.

Arrive on time in the morning and upon returning after lunch.

Remember that volunteers make a difference! What you provide in the way of service allows the agency to put monies somewhere else. Your patience, kindness and generosity go even further!

SAYING GOOD-BYE AT THE END OF THE PROJECT

Even though you have discussed the dates of your project, be sure to remind the Supervisor of the last day, Friday, May 25th and that you are expected to work until 12 noon. It is very important that people be given the opportunity to say good-bye. It may not seem like a two-week period is sufficient time to make an impression or to build relationships, but it is. You will make an impression. They will have come to depend on you. Let them know how much you enjoyed working with and being with them. Thank them for helping you make your Service Project a memorable experience.

BLOG INFORMATION

Blogging is part of the service learning experience during these two weeks of SSP. The purpose of the BLOG is to give you an opportunity to look inside yourself and to make connections between what you see and hear and what you experience. It allows you to share your experience for the benefit of others. It also allows you to learn from the experiences of your classmates especially those at other service agencies.

You are required to add a comment(s) to the SSP blog at least once a day during the days of SSP. Your comments **MUST** respond to the question(s) or comments that I have posted.

You will be credited for your entry EVERYDAY. Entries will not be graded for grammatical correctness but not adequately and thoughtfully answering the question(s) /comment(s) could result in your entry not being posted. Entries that are not posted will not be credited. If this becomes a pattern, it will result in your having to complete a written journal.

Use full sentences so that the reader knows which question you are answering. Show that you have thought about the question/s and your project. One sentence answers are not enough.

Enter Mrs. Mitchell's website. You will find the listing for SOCIAL SERVICE PROJECT BLOG on the main page. Once you enter the page, click on *Add Comment* to post your entry.

Make sure you click *SUBMIT COMMENT* when you are finished or your question / comment will not be saved and you will not be giving credit.

When in doubt or if you have a question, be sure to email Mrs. Mitchell CMitchell@vianney.com Please be aware that Mrs. Mitchell MAY CHANGE the BLOG WEBSITE to a different website. It is your responsibility to keep abreast of such a change.

FINAL TWO PAGE PAPER

Your Final TWO-PAGE Reflection Paper MUST be emailed to Mrs. Mitchell NO LATER than Tuesday May 29th at 8 am. (Cmitchell@vianney.com).

Two pages, typed, double-spaced, 12 font, Times New Roman, 1 inch margins

TOPIC: What are you taking away from your SSP? Explain. You must INTEGRATE your knowledge of the Characteristics of Marianist Education as well as the principles of Catholic Social Teaching into your paper. Here are some questions to spark a reflection:

1. Describe your purpose at the Agency? How have you “made a difference” there? Explain.
2. How did your last day’s experience differ from the first day of the Project?
3. Due to this service project experience, I have changed the way I think about... because...
4. What I like best or learned about Senior citizens/children/the mentally ill/physically or mentally challenged/the homeless/etc. is... (explain)
5. What changes are you aware of in yourself...what were you like before the SSP began? What is different about you since the Project? In what ways are you the same (explain)?
6. What advice would you give to the next group of Juniors as they begin their SSP? What advice do you have for the Freshmen and Sophomores as they search for meaning in service?
7. Where was Jesus in the experience? Describe a time when you felt that God worked through you. What happened? Consider your feelings. What does this event mean for you? What did the experience tell you? What implications does this experience have for you and your future? How will this experience lead you to believe, think, act, or pray differently (explain)?
8. Of all the things we talked about or that I heard over the course of preparation for this project, the things that ring true or the things that make sense to me now are...
9. The thing that struck me most about my Social Service Project was.....It opened my eyes to...
Because of this project, I have changed my views about... because...
10. Some of the injustices I see are...and I think we should... because...
11. What I learned about myself through this experience... Something I am really proud or excited about... because...
12. Is there one incident from your SSP that you have focused on more than others? What is one thing about the experience that really stands out for you? (explain why)

13. If you are working amidst people of another culture, what are some of the differences between your own culture and that of those with whom you are working? What have you seen that disturbs you? What is your understanding of poverty? What is your understanding of affluence? Where do you see richness in the culture you visited? How does your lifestyle reflect your values? What can you in your culture learn from the people you have met?

14. How has SSP contributed to your SERVICE LEARNING EXPERIENCE at St. John Vianney?

15. ***“Do not forget the things your eyes have seen nor let them slip from your heart all the days of your life”*** (Deuteronomy 4:9) What have you learned from the experience that you hope never to forget? Explain. What truth do you think God wants you to learn through what your eyes have seen from your SSP experience?

16. **(MUST RESPOND TO THIS QUESTION)** What makes sense in light of our discussion on the tenets of Catholic Social Teaching? How has your project/Agency addressed the Principles of Catholic Social Teaching (CST)? Be specific and describe. (See p. 13-15. Recall some of the sharing on your Junior Retreat)

“The highest reward for a person’s toil is not what they get for it, but what they become by it.”
(John Rushkin)

Grading the BLOGS / Final Reflection Paper / Overall Social Service Project

Overall grading of the Social Service Project is PASS – FAIL. Below are the Report Comments that may be used to explain that grade.

78	SSP Blogs Incomplete
79	Excellent SSP blogging
80	Good SSP blogging
81	Adequate SSP blogging
82	Poor SSP blogging
83	SSP Agency Evaluation good
84	SSP Agency Evaluation average
85	SSP Agency Evaluation poor
86	SSP final paper not turned in
87	SSP final paper excellent
88	SSP final paper good
89	SSP final paper fair
90	SSP final paper poor

Characteristics of Marianist Education – Service, Justice and Peace

“One hopes that everyone will enjoy the material and spiritual advantages of the human community...In that tiny cosmos which is the classroom or the school, the students are progressively initiated into a sensitivity for the common good.”
(Paul J. Hoffer, S.M.)

Marianist Characteristic of Education: Educate for Service, Justice and Peace

Promote a missionary spirit for the reign of God

“We are all missionaries,” said Chaminade, “and we consider ourselves on a permanent mission” witnessing the Good News of Jesus Christ. We carry out this mission in the classroom, on retreat, in social service and formation programs. The entire school community – teachers, students, parents – is invited to take part. Drawing on every educational resource, we work to transform our schools into living testimonies of Jesus’ call to “bring good news to the poor”. For this reason, we give priority to direct service to the poor.

Educate for solidarity as well as peace and justice

Committed to the common good, the Marianist school promises to promote human dignity and to contribute to the building of a just and peaceful society. They strive to work in a collaborative style, recognizing and promoting a spirit of solidarity, reconciliation and cooperation.

Attend to the poor and marginalized

The Marianist school lives the Christian commitment to the poor both through establishing institutions directly serving the poor and by preparing people for genuine service to the economically disadvantaged, the physically or mentally challenged, and the marginalized. Teachers and students work with and for the poor, developing in the school and in the civic community, programs of physical, economic, educational and social assistance. In the Marianist school, the curriculum helps students identify and understand the causes of poverty and the roots of injustice, and makes it possible to undertake thoughtful forms of action that truly respond to the social and moral needs of the community.

Promote the dignity and rights of women

Created in the image and likeness of God, each man and woman possesses the full dignity of the human person, with corresponding rights and responsibilities. As women’s roles, both domestic and public, attain a new stature and recognition, the Marianist school promotes women’s equality and encourages their contributions to the school’s mission and to the larger culture. The school assures equal treatment in educational opportunities such as leadership, representation and salaries, while helping advance women’s equality through programs of social awareness and development. The Marianist educational community extends its commitment beyond its own borders and joins with women around the world in their continuing struggle for human rights.

Promote programs of service, encouraging the formation of Christian service groups

Faith inspires us to service and the Marianist school helps its students hear and respond to this call. The school aspires to serve its local community which puts students in touch with the community and its needs. Such service and reflection on the experience acquaints students with their local communities and creates sensitivity and skills needed for future leadership. A community without the experience of service is not a true community.

Under the prophetic influence of Mary, announce the goodness and justice of God and denounce oppression

The Marianist school confronts society's problems with courage and seeks their solution with optimism and hope. As Christian and Marianist, the school community announces the goodness and justice of God, and at the same time denounces all that oppresses and degrades the human person. Students learn to recognize and name both justice and oppression through prayerfully seeking the will of God, the thoughtful analysis of social conditions and through personal and communal witness. We read the signs of the times as constructive agents of change with a "permanent mission" to witness to the gospel message.

In the Marianist school, the curriculum helps students understand the causes of poverty and the roots of injustice, and makes it more possible to undertake thoughtful forms of action that truly respond to these social and moral problems.

Principles of Catholic Social Teaching

The pope argues that a just society is the job of politics, but the church

"Cannot and must not remain on the sidelines." (*Pope Benedict XVI.*)

(The Church's) job is not politics but to "witness to moral truth and to inform and form the conscience of people in the political realm."

(Rev. Richard John Neuhaus, Catholic Theologian and editor the conservative religion journal *First Things.*)

What is Catholic Social Teaching?

Catholic Social Teaching is a body of thought and work from the Catholic Church that addresses the social situations we face in our ever-changing world. It is a central and essential element of our faith.

Its roots are in the Hebrew prophets who 1) announce God's special love for the poor and 2) called God's people to a covenant of love and justice.

It is built on a commitment to the poor, in whom we recognize the presence of Christ. CST stems from the truth that God reveals himself to us through others, rich or poor. It reflects a social, relational kind of relationship between God and us. Each of us is created in the image of God. Each of us, from the moment of conception has inherent dignity and a right to life consistent with dignity. Human dignity comes from God, not from any human quality or accomplishment.

Our commitment to the Catholic social mission must be rooted in and strengthened by our spiritual lives and the understanding that comes as a result of our relationship with God. We should be aware that we may experience a change of heart, conversion, that allows us to truly love one another as God has loved us.

The Life and Dignity of the Person: The dignity of the human person is central to Catholic Social Teaching. The ultimate test of any social policy or program is whether it enhances or threatens human life and dignity.

Quote from CST – **Life and Dignity of the Human Person:** *The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and assisted suicide. The value of human life is being threatened by increasing uses of the death penalty. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.*

The Rights and Responsibilities of the Human Person: As beings created in God’s image, people have basic inalienable rights. These rights encompass needs (like food, clothing, shelter and education) and basic freedoms (freedom of conscience, freedom to move and raise a family and freedom from discrimination).

Quote from CST – **The Rights and Responsibilities of the Human Person:** *Each person, reflecting their God-given dignity, has basic rights and responsibilities that flow from our human nature and belong to us as humans regardless of any social or political structures. These rights begin with the right to life. They include those things that make life truly human, such as the rights to freedom of conscience and worship; to raise a family; to immigrate; to live without discrimination; and to one’s family, including adequate food, clothing, housing, health care, education, employment, and a safe environment. These rights carry corresponding responsibilities – to one another, to our families, to our communities, and to the larger society – to respect the rights of others and to work for the common good.*

The Call to Family, Community and Participation: CST highlights the social or community nature of life. We have strength as a community and must use that strength to assist others. Families are a basic building block of society and need society’s support and protection. People have a right to participation, to be involved in the decisions that affect their lives.

Quote from CST – **Call to Family, Community and Participation:** *In a world where some speak mostly of “rights” and others of “responsibilities”, the Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities – to one another, to our families, and to the larger society. While public debate in our nation is often divided between those who focus on personal responsibility and those who focus on social responsibilities, our tradition insists that both are necessary.*

The Dignity of Work and The Rights of Workers: All workers have a right to be treated with dignity and respect. Workers need to have a voice in the work place. Unions are a way of respecting workers’ rights.

Quote from CST – **The Dignity of Work and the Rights of Workers:** *In Catholic thought, work is more than a way to make a living; it is a way of expressing and realizing our dignity, and it is an opportunity to collaborate with God in the development of creation. Therefore, workers should participate in the workplace in a manner reflecting their responsibilities and dignity. Employers should treat workers with respect; they cannot be reduced to mere commodities. People have the right to productive work, to fair wages, and to private property and economic initiative. The Church has a long tradition of supporting workers’ rights to form and join unions and worker associations*

of their choosing. In Catholic teaching, the economy exists to serve people, not the other way around.

The Common Good: includes conditions that permit people to reach their full potential and to realize their human dignity. The common good includes respect for the person, the social well-being and development of the group, and peace and security. The universal common good requires international structures that promote universal human development.

Quote from CST – **On Human Work:** *Every worker is a member of the larger society, so work enhances the common good. “Work serves to add to the heritage of the whole human family, of all the people living in the world”.*

The Option for the Poor and Vulnerable: How a society treats those who are most vulnerable is an effective barometer for judging how moral it is. Those who are in greatest need deserve the greatest attention and the greatest share of a community’s resources.

Quote from CST – **Preferential Option for the Poor:** *Catholic Social Teaching proclaims that the moral test of our society is how it treats the least among its people, its most vulnerable members. This call us to evaluate not only our own actions but also public policy. A preferential option for the poor means that we make decisions based on how our actions affect the weakest and most vulnerable of our world. This option alerts us to how many people cannot attain their most basic needs. Policy needs to favor the poor until they can live in dignity among us.*

Solidarity: All the people of the world are members of a single family. As Christians, we share the responsibility of speaking and acting on behalf of all who are treated unjustly.

Quote from CST – **Solidarity:** *Solidarity expresses the Catholic image of the Mystical Body, that we are one human family, regardless of our national, racial, ethnic, economic and ideological differences. It calls us to others not as “enemy” but as “neighbor”, and it requires a just social order where goods are fairly distributed and the dignity of all is respected. As our world grows more and more independent, these responsibilities cross national and regional boundaries. Violent conflict, poverty, and the denial of human dignity and rights to people anywhere on the globe diminish each of us. The principal of solidarity calls us to work for world peace, global development, protection of the environment, and international human rights.*

Subsidiarity: Deals with responsibilities and limits of government and the essential roles of volunteer organizations. It teaches that the lowest level of an organization should handle a function if it is capable of doing so without higher level intrusion.

Care for God’s Creation: Respect for the Creator is expressed through stewardship of the earth. We are called to live in harmony with all of creation and preserve it for future generations.

Quote from CST – **Care for God’s Creation:** *We show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God’s creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored. We ask the members of our Church to examine our lifestyles, behaviors and policies, individually and institutionally, to see how we contribute to the destruction or neglect of the environment and how we might assist in its protection and restoration.*

“We cannot pray to You, O God, to end despair,
For you have already given us the power
to clear away slums and to give hope
If we would only use our power justly.”
(Rabbi Jack Reimer)

Corporal Works of Mercy

Feed the hungry
Give drink to the thirsty
Clothe the naked
Shelter the homeless
Visit the sick
Visit those in prison
Bury the dead
Welcome the stranger

Spiritual Works of Mercy

Instruct the ignorant
Counsel the doubtful
Admonish sinners
Bear wrongs patiently
Forgive offenses willingly
Comfort the sorrowful
Pray for the living and the dead

*He has told you, O mortal, what is good; and what does the Lord require of you but
to do justice, to love kindness and to walk humbly with your God!*
(Micah 6:8)

*St. Basil said: “The bread which you do not use is the bread of the hungry; the garment hanging
in your wardrobe is the garment of him who is naked; the shoes that you do not wear are the
shoes of the one who is barefoot; the money that you keep locked away is the money of the poor;
the acts of charity that you do not perform are so many injustices that you commit.”*

*“This is what we are about...we plant seeds that one day will grow. we
water seeds already planted... we are the workers, not master
builders... we are prophets of a future that is not our own”*
Oscar Romero

WHERE TO FIND JESUS STORIES IN THE BIBLE

<u>MIRACLES</u>	<u>Matthew</u>	<u>Mark</u>	<u>Luke</u>	<u>John</u>
Healing of Peter's Mother-in-Law	8:14-15	1:29-31	4:38-39	
Marriage Feast/Cana				2:1-11
Catch of Fish			5:1-11	
Heal Centurion's Servant	8:5-13			
Calm the Storm	8:22-37	4:35-41	8:22-25	
Gerasene Demoniac Healed	8:28-34	5:1-20	8:26-39	
Healing of Paralyzed Man	9:1-8	2:1-12	5:17-26	
Jairus' Daughter Healed	9:18-26	5:21-43	8:40-56	
Widow's Son Raised From the Dead			7:11-17	
Poor Widow's Contribution		12:41-44	21:1-4	
Feeding 5,000	14:13-21	6:30-44	9:10-17	6:1-14
Walk on Water	14:22-33	6:45-52		
Feeding 4,000	15:32-39	8:1-10		
Blind Man Healed at Bethesda		8:22-26		
Healing of Man Born Blind				9:1-12
Epileptic Boy Healed	17:14-21	9:14-29	9:37-43	
Ten Lepers Healed			17:11-19	
Lazarus Raised from Dead				11:1-44
Blind Bartimaeus Healed	20:29-34	10:46-52	18:35-43	
 <u>PARABLES</u>	 <u>Matthew</u>	 <u>Mark</u>	 <u>Luke</u>	
The Sower	13:1-23	4:1-20	8:4-15	
Weeds in the Field	13:24-43			
Mustard Seed	13:31-32	4:30-32	13:18-19	
Hidden Treasure	13:44-46			
Unforgiving Servant	18:23-35			
Good Samaritan			10:25-37	
Friend at Midnight			11:5-8	
Rich Fool			12:13-21	
Great Feast			14:15-24	
Lost Sheep	18:12-14		15:1-10	
Prodigal Son			15:11-32	
Unjust Servant			16:1-13	
Rich Man and Lazarus			16:19-31	
Unjust Judge			18:1-8	
Pharisee and Tax Collector			18:9-14	
Vineyard Workers	20:1-16			
The Pounds			19:11-27	
Wicked Tenants	21:33-46	12:1-12	20:9-19	
Widow's Mite		12:41-44	21:1-4	

Wedding Feast	22:1-14
Faithful Servant	24:45-51
Ten Maidens	25:1-13
Talents	25:14-30

The 7 “I am” sayings of John’s Gospel that are similar to the Parables

Bread of Life	<u>John</u>	6:35-40
Light of the World		8:12-13
Door		10:7-10
Good Shepherd		10:11-18
Resurrection and the Life		11:17-27
The, Truth and Life		14:1-7
True Vine		15:1-11

EVENTS IN THE LIFE OF JESUS

	<u>Matthew</u>	<u>Mark</u>	<u>Luke</u>	<u>John</u>
<i>Jesus’ Early Years</i>				
Birth	1:18-25		2:1-7	
Flight into Egypt	2:1-12			
Teaching in the Temple			2:41-51	
Jesus’ Baptism	3:13-17	1:9-11	3:21-22	
Change Water into Wine (Wedding Feast at Cana)				2:1-11
Temptation in Wilderness	4:1-11	1:12-13	4:1-13	
<i>Jesus’ Ministry</i>				
Start of Galilean Ministry	4:12-17	1:14-15	4:14-15	
Call of First Disciples	4:18-22	1:16-20	5:1-11	1:35-51
Sermon on the Mount (Beatitudes, etc.)	5:1-7:29			
Naming the Apostles	10:1-42	3:13-19 6:7-19	9:1-6	
Feeding 5000	14:13-21	6:32-44	9:10-17	6:1-14
Walking on Water	14:22-33	6:45-52		6:16-21
Peter declares Jesus the Christ	16:16	8:29	9:20	
Transfiguration on Christ	17:1-13	9:2-8	9:28-36	
Raising of Lazarus				11:1-44
<i>Jesus’ Final Days</i>				
Entry into Jerusalem	21:1-11	11:1-10	19:28-44	12:12-19
Cleansing in the Temple	21:12-13	11:15-17	19:45-46	2:13-17
Judas Betrays Jesus	26:14-16	14:10-11	22:3-6	
Preparations for Passover	26:17-19	14:12-16	22:7-13	
Last Supper	26:20-29	14:17-25	22:14-18	13:1-30
Arrest	26:47-56	14:43-52	22:47-53	18:2-12
Trial	26:57-27:26	14:53-15:15	22:54-23:25	18:13-19:16
Crucifixion and Death	27:33-54	15:22-39	23:33-47	19:17-37
Burial	27:57-61	15:42-47	23:50-56	19:38-42
Resurrection	28:1-10	16:1-8	24:1-11	20:1-18
Appearance to Disciples	28:16-20	16:12-18	24:13-49	20:19-21:23
Ascension		16:10	24:50-51	