

SOCKTOBER CHALLENGE

Mission Pack 3: Work and Learning



"We do not get dignity from power or money or culture. We get dignity from work."

Pope Francis, 2013

"Education is above all a matter of love and responsibility handed down from one generation to another."

Pope Francis, 2020



- This year Pope Francis has proclaimed a "Year of Saint Joseph". Who was St Joseph the Worker and why is he important?
- Read about the Fatima Training Centre – what skills does the centre offer women? 🧠
- How are conditions different for women working in Thailand compared to Australia?



- Jesus was able to speak to all workers, including farmers, fishers, builders, and shepherds. Find an example and reflect on the message Jesus has for us.
- Create a prayer of thanks using the You/Who/Do/Through method below for someone who needs your prayer this week. 🧠
- Compare the three highest-earning male soccer players in the world with the three highest-earning females. What do you notice?



- Find a new or extra job you could take on at home to help your family and start today. 🧠
- Take a pay-cut! Invite your parents to add your pocket money to your Socktober page for a week or longer.
- Learn and practice a new soccer skill. This week: the short pass. 🧠

KEY: 🧠 Goals for this Mission Pack

Scripture Reflection:

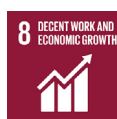
1 Corinthians 12:26

"If one member suffers, all suffer together with it; if one member is honored, all rejoice together with it."

When we are willing to be moved by the experiences of our brothers and sisters in Christ, to feel pain and joy at the pain and joy of others, to take on the roles we have been given by God, we move closer and closer to being that single Christ-like organism. It is who God intends for us to be. (bibleref.com)

Catholic Social Teachings

- **Participation and Subsidiarity** - God made us to be part of communities, families and countries, so all people can share and help each other. No one community should have dominance over another or interfere in their lives.
- **Dignity of the Human Person** - God made each person, so every life is important and should be protected.
- **Common Good** - A true community is one where the common good is reached when we work together to better the wellbeing of all people in our community and the wider world.



Additional Activities

Primary



- What does learning look like in Thailand? Compare schools in Thailand to your own experience.
- *"These days there is a lot of poverty in the world, and that is a scandal when we have so many riches and resources to give to everyone. We all have to think about how we can become a little poorer."*
What is Pope Francis suggesting to us? How can we become a little poorer?
- How is the Fatima Training Centre changing the lives of women and children? Find out on the Socktober website.
- What is the OECD? The OECD says that less than half (45.96%) of the world's population is categorized as an educated adult. 39% of the world's population are not educated at all. Create a pie graph to reflect this information.
- Soccer is not just a sport; it is also a full-time job for many athletes. Is it easier to get a job as a soccer player in Australia than in Thailand? Why or why not? What about other careers?
- Identify the ten most educated countries in the world. Whose data did you use? What conclusions can you draw from this information?
- What games do you like to play at home or at school? Here are some games that children in Thailand play: Dern Ka La, Ree Ree Khao Sarn, Copter Mai Pai, Dod Nang Yang, E-Keb, Kradod Chuek, Maak Keaw, Ma Karn Kluay. Choose one of these games and find out how to play it, invite your family or friends to join in. Is it similar to any games you play?
- What is the difference between 'equity' and 'equality'? Can you think of examples you could use to illustrate this difference?
- Read the 1989 UN Convention on Rights of the Child. Article 28 states – Education is the right of every child. It should be free and fair with equal access for boys & girls. Refer to the pie graph you created – Do you think that this statement is true for most of the world's children?
- Find out if there are groups in your local school, parish or community that support people with opportunities to work and learn. What do these groups offer?
- Interview a family member or teacher about their learning opportunities growing up and how this has helped them in their work. What changes have they seen over time and how has it impacted on their industry?
- Read the story The Littlest Refugee. In the story Anh's family comes to Australia as refugees. Do you have a similar story to Anh Do? Or do you know someone who does? If you moved to a new country where everything was different (e.g., language, food, education), what difficulties do you think your family would face? How would you feel? Who would you ask for help?
- The Three Jars concept helps young people to gain skills in financial management by dividing pocket money into a Save-it jar, Spend-it jar and Give-it jar. Would this be something you could do with any money you earn? You could use your Give-it jar donations for your Socktober page.

Sounds of Socktober

Recommended tracks to listen to in class or at home this week:

- Imagine – John Lennon
- Image of God – We Are Messengers
- Joy – For King and Country
- Reason – Unspoken
- 9 to 5 – Dolly Parton
- Fast Car – Tracy Chapman
- Livin' on a Prayer – Bon Jovi



Additional Activities

Secondary



- Research the Encyclical Rerum Novarum. What was happening in 1891 for Pope Leo XIII to respond in this way? What are the key messages of Rerum Novarum? How do they apply to today, especially in terms of the Fair Trade movement?
- How do soccer and other sports promote learning and jobs around the world? How has sport positively impacted equality in these areas?
- Participation and Subsidiarity - God made us to be part of communities, families and countries, so all people can share and help each other. No one community should have dominance over another or interfere in their lives. How does this CST apply today? In which elements of Australian society can we see evidence of this CST? Where are the gaps?
- Why is it more difficult for women to find work in Thailand and other developing countries? Do they have equal rights to employment and income? How is that different to working conditions in Australia?
- How are the women at the Fatima Training Centre able to earn an income? How important is the kindergarten for these women?
- Research Fairtrade – what does it mean to be Fair Trade Certified? Research a company that is Fair Trade Certified (e.g. Rrepp®) and note down what makes them different to other companies. How can we consider using more companies that are Fair Trade Certified in our shopping practices?
- Interview your mum, carer, aunt, or a woman you know in the paid workforce in Australia.
 - » Are they paid the same as men doing the same job?
 - » What qualifications did she need to attain to be employed in this job?
 - » How does this compare to what you have learned about the Fatima Training Centre?
- Research the Young Christian Students movement at <https://www.aycs.org.au/> What is their philosophy in approaching issues of injustice in Australia? How are you able to get involved in their work?
- Learn a new soccer skill today, e.g. juggling the ball on your foot, heading the ball. What steps did you have to take to learn it?

Additional Resources

- A** God's Dream – Desmond Tutu
- A** Equity vs. Equality: What's the Difference? (Milken Institute of Public Health) ✨
- A** Human rights books for kids (Amnesty International) ✨
- A** Children in Our World: rights and equality – Marie Murray, Hanane Kai ✨
- A** The Littlest Refugee – Ahn Do and Suzanne Do
- A** Jackie French: Teachers' Notes ✨
- A** Refugee Council of Australia - Student Resources ✨
- P** Three Jars Concept – Kris Putnam-Walkerly (Forbes) ✨
- P** I'm Australian Too – Mem Fox and Ronojoy Ghosh
- P** 'We are all born free' – Declaration of Human Rights in Pictures (Amnesty International)
- S** World Education Blog ✨
- S** Bringing them Home: Stories of the Stolen Generations (Australian Human Rights Commission)



KEY

- A** All
- P** Primary
- S** Secondary

Additional Activities

You-Who-Do-Through

| A simple structure for composing prayers. | | Example | Your Prayer |
|---|--|---|-------------|
| YOU | Begin by addressing God or naming God. "Loving God", "God of Mercy", "God who heals", "Father in Heaven". | Loving God, | |
| WHO | Name 'WHO' God is for us, for example: "Giver of all good gifts", "You are always ready to forgive", "Our strength and hope". | We place into your care all those who have cared for our communities during COVID-19. | |
| DO | We ask God to act, to 'DO' something: "Be with us as we gather in your name", "Grant peace to our world". | We ask you to bless them in their work and keep them safe, | |
| THROUGH | We pray to God in and THROUGH Christ, so our prayer concludes with a simple "Through Christ our Lord Amen", or "In the name of Jesus your Son, Amen. | Through Jesus your Son. Amen | |

