

LET'S LEARN STEP UP AND SPEAK OUT!

A program of Girls' Friendly Society in the Diocese of Los Angeles,
a member diocese of Girls' Friendly Society, USA

Purpose: To provide a flexible program for new and existing GFS branches
To provide branches returning to in-person meetings with a fluid post-Covid19 program
To teach members to become Christian changemakers in the world

Features: Instructions on how to use this program
7 modules on child-friendly social justice issues: animal welfare, literacy, older adults, homelessness, food insecurity, disability and chronic illness and girl issues
Leaders can customize lessons to ages of members
No requirements, only guidelines, to earn a badge for completing a module

Availability: Free download at www.gfscalifornia.org

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Girls' Friendly Society
Episcopal Diocese
of Los Angeles



Bearing one another's burdens since 1875

www.gfscalifornia.org

LET'S LEARN STEP UP AND SPEAK OUT!

How to use this program

What's the issue?



This section is for the leader to read. Since GFS membership begins at 5 years old, the issues presented in this program are accessible to our youngest members. Leaders can add more depth for older members by expanding on the “What do we already know” discussions, using additional resources on each topic, and utilizing the “Dig Deeper” section.

The leader uses her discretion to determine when the badge is earned.

What do we already know?

The questions in this section are meant for use by the leader “get the juices flowing”. Have the members noticed this issue? What is their understanding of the complexity of the issue? Can you get them to think more deeply about the issue?

Use your judgement to decide which questions to use. Add more that come to mind and to further the discussion. Issues of race and gender can become a part of every discussion.

Comprehension will increase and deepen if discussions take place over several meetings. If only one meeting is held on the issue, do a wrap-up discussion at the end of the meeting to see what has been learned.

Watch *What is Social Justice?* on YouTube to refresh your understanding of social justice and the ground rules for respectful discussions. <https://youtu.be/1SV5KiHFrA>

Facts and Words to Know

The statistics in this section are for the leader to become acquainted with the extent of the issue at hand. If desired, the leader can find different or more relevant statistics through her own research. *Citations can be provided upon request.*

Words to know can be defined as needed by the leader. Appropriate terminology changes with the times, so try to stay current!

Avoid using labels like “the poor” or “the needy”. Instead say “people who need some help”.

Experiential learning

The suggestions in this section are meant to help members develop empathy for the issue. Experiencing what it is like to be older, hungry or challenged will provide members with a touchpoint to relate to others.

First Foot Acts of Charity

Ideas for Charity

The ideas listed here are hands-on charity projects. The leader is not limited to using these ideas, these are jumping off points. Use the internet for how-to info on the projects listed.

Avoid projects which are collections of items or money unless the members fully understand why this is being done. Instead, choose projects which involve their hands.

Children generally do one thing at a time. However, with more mature children, discussion can occur during activity time.

Second Foot Acts of Justice

Ideas for Justice

The ideas listed here help members get to the root of the problem.

Think of a tree. The roots of the tree represent the cause of the problem. The branches represent the effects of the problem.

Critical thinking skills developed during this step will help children process difficult issues and use their influence to change their community.

What are the 2 Feet of Love in Action?

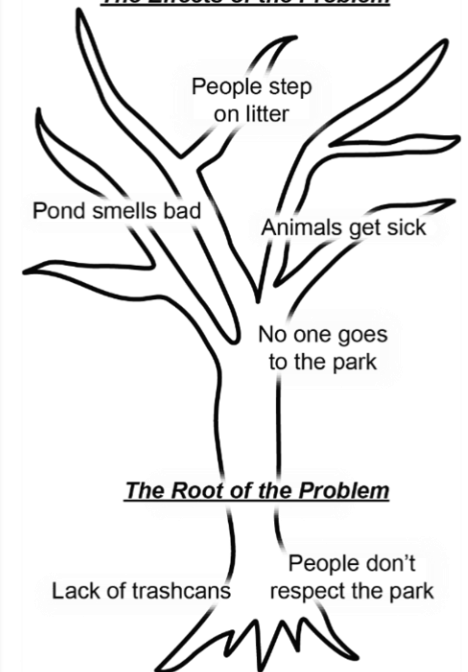
When someone needs our help, we use both of our feet to be love in action. **Charity** is to help with immediate needs (attention, food, medication), **justice** is to find the root of the problem and work to make change.

Resources

Learning to Give – a site with good direction on teaching philanthropy to children
<https://www.learningtogive.org>

Problem: Polluted Neighborhood Park

The Effects of the Problem



What's next?

You can Dig Deeper or Lighten it Up!



Faith Connections

Use this opportunity to connect social justice to the Bible.

Make a connection to the GFS Motto "Bear Ye One Another's Burdens"

What does Biblical justice call us to do?

Ideas in this section allow older members to go deeper and attempt more challenging projects and/or more sophisticated justice.

Lighten It UP!

The ideas listed in this section have are fun and have some relationship to the topic.

Since this program tackles serious issues, so it important to also have fun together.

The pillars of GFS are *worship, study, service and recreation*. Do your best to balance these aspects.

Before awarding the badge, have a wrap-up discussion to bring all your work together!

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Module 1 – Stand Up for Pet and Animal Welfare

What's the issue?



Animals are God's creatures, to be cared for, honored and respected. Pets are non-judgmental, confidential, accepting companions who reduce loneliness and raise our mood. Animal welfare issues range from helping pets without homes, supporting owners to keep their pets and raising awareness for animal rights.

What do we already know?

Explore these questions to find out what the students already know and to share impressions. Take time to explore these questions over several meetings.

- Do you have a pet? Tell us about your pet.
- Do you know someone who has a pet?
- Why are pets important to you or to others?
- What other ways are animals involved in our lives? (food source, working animals; police K-9s, therapy)
- How should working animals be treated?
- What are our responsibilities to animals that are our food source?
- What should you do if your pet gets sick or old?

Facts and Words to Know about Animals

We love pets in the USA! In 2016, approximately 78 million dogs and 85.8 million cats were owned. In Los Angeles in 2019 alone, 7192 pets belonged to owners who were unhoused.

In 2016 approximately 3.2 million shelter animals were adopted, but 1.5 million shelter animals were euthanized.

In 2018, 33 million cattle, 9 billion chickens and 124 million pigs were slaughtered in the USA for food purposes.

Words to learn:

- Humane
- No-kill
- Working animal
- Human-animal bond
- Spay / Neuter
- Veterinarian

Experience the importance of animals in our lives:

Research local animal shelters to find out what kind of interactive experiences are offered – tours, playtimes; walks. Participate and see what you learn.

Arrange a visit to a parishioner whose pet plays a support role in their lives. For example, someone who is older, handicapped or ill.

Arrange to visit a veterinarian.

Contact a local high school, college or university with an agriculture program and request a tour.

First Foot Acts of Charity

Ideas for Charity

Make pet treats to take to an animal shelter or to give to pet owners in your church.

Found a Pet Food Bank at your church. Package bulk food into 1-gallon Ziploc bags and hand out once a month.

Collect old towels for your local pet shelter.

Make homemade pet toys for your local pet shelter. Find project ideas online.

Help pets find their Forever Home.

Create posters for a shelter with photos and descriptions of pets waiting for adoption.

Second Foot Acts of Justice

Ideas for Justice

Some cases of animal neglect are due to the owner's lack of education. Invite a veterinarian to speak about needs of pets.

Host a pet adoption event at your church to help shelter animals be placed in their Forever Home.

Your shopping habits can make a difference. Buy dairy and eggs directly from a farmer's market. Ask the farmers how their animals are raised and if you can visit the farm.

Learn the meaning of food certification logos on packages to inform your shopping decisions.

What are the 2 Feet of Love in Action?

When someone needs our help, we use both of our feet to be love in action. The **charity** step is to help with immediate needs (attention, food, medication), the **justice** step is to find the root of the problem and work to make change.

Resources on Pet Welfare

American Society for the Prevention of Cruelty to Animals: www.aspca.org

www.treehugger.com

Your local animal shelter

Palsnpets.org – videos such as “Dogs over Drugs”



What's next?

You can Dig Deeper or Lighten it Up!



Faith Connections

Think of a Bible story or verse which goes with this issue.

Discuss the meaning of the GFS motto "Bear Ye One Another's Burdens"

What is different about a Christian's approach to social justice?

Study the costs of becoming a pet owner. How much does food, vet visits, spaying and medication cost?

Research methods of food production. Where is milk, eggs, beef and poultry produced? How is it produced? Are there alternative types of food production?

Lighten It UP!

Create artwork or games on the sidewalk with chalk or sidewalk paint!

You know those posters for lost cats and dogs? Make a "Going Extinct" poster for an at-risk animal and describe the dangers it faces and why it should be saved.

Watch the *Incredible Journey* or another movie starring animals.

Look up Hunter Mitchell, Rhino Conservationist, on YouTube.

Before awarding the badge, have a wrap-up discussion to bring all your work together!

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Module 2 – Stand Up for Literacy

What's the issue?



Literacy is the ability to read and write sufficiently well to learn at school, to develop new skills, and to compare and contrast information and make inferences. Learning to read and write can be inhibited by unidentified learning disabilities, lack of books at home, a difficult home environment, poverty, or lack of stimulation.

Literacy is important for social and economic development of our society.

What do we already know?

Explore these questions to find out what the students already know and to share impressions. Take time to explore these questions over several meetings.

- What do you read? What do you like to read? Do you know other people who like to read?
- Do you like to write? Do you know other people who like to write?
- What makes reading fun? What makes it difficult?
- Who encourages you to read? Who appreciates your writing?
- Do you know anyone who is unable to read or write in their own language?
- Why do you think people have trouble learning to read or write?

Facts and Words to Know about Literacy

California ranks lowest in literacy rates in the US. Overall in the US, about 1 in 5 adults have low literacy skills. Of those who have low English literacy skills, 35% are White, 2% of whom are born outside of the U.S.; 23% are Black, 3% of whom are born outside of the U.S.; 34% are Hispanic, 24% of whom are born outside of the U.S.; 8% are of other races/ethnicities.

2/3 of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare. Over 70% of America's inmates cannot read above a 4th grade level. Students who don't read proficiently by the 3rd grade are 4 times likelier to drop out of school.

Words to learn:

- Literate; literacy
- Dyslexia

Experience the challenges to literacy:

- What is it like to read in a noisy, distracting environment? Create a situation with many distractions (TV on, loud music, arguing) and ask a member to read to the group. Is it easy or difficult?
- Print up signs for a scavenger hunt in a foreign language so members can experience the challenges to non-English speakers in an English-speaking environment.
- Take a library tour.
- Print out examples of "what dyslexics see" from Google images and share with the group.

What are the 2 Feet of Love in Action?

When someone needs our help, we use both of our feet to be love in action. The **charity** step is to help with immediate needs (attention, food, medication), the **justice** step is to find the root of the problem and work to make change.

First Foot Acts of Charity

Ideas for Charity

Provide books for your church classroom which broaden its spectrum of diversity and inclusion.

Pick a campaign at <https://www.dosomething.org/us/causes/education> and report your results on the site.

Raise money to build and register a little library on your church site. Make a plan to maintain it!

Host a holiday themed reading hour at church.

Collect pennies for the CPC Miles of Pennies program.

Second Foot Acts of Justice

Ideas for Justice

Contact your school district to obtain statistics on literacy in your community. Can the district provide information on challenges to literacy in the area and programs offered? Ask how you can help.

Contact your local library to find out what types of literacy programs are offered. Should you lobby for more? How can you support the program?

Resources on Literacy

Church Periodical Club

Ideas for Campaigns:

<https://www.dosomething.org/us/causes/education>

Learning Disability Resources Foundation: www.ldrfa.org

Bookstore and Book Club
www.barefootbooks.com



What's next?

You can Dig Deeper or Lighten it Up!



Faith Connections

Think of a Bible story or verse which goes with this issue.

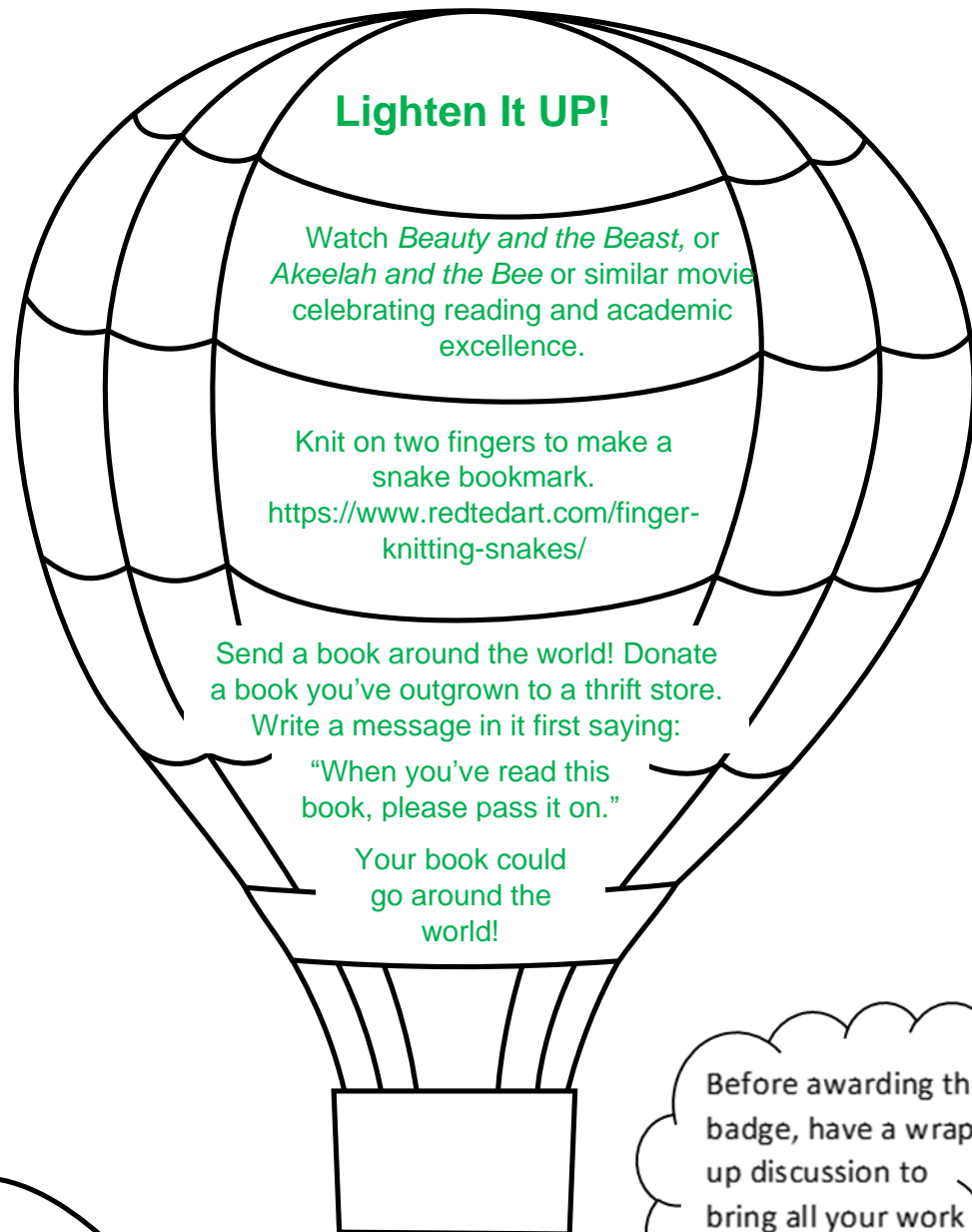
Discuss the meaning of the GFS motto "Bear Ye One Another's Burdens"

What is different about a Christian's approach to social justice?

Host a Diversity Book Club - <https://www.dosomething.org/us/campaigns/diversity-book-club>

Look up Laura Moulton, found of Street Books – a bicycle library for the homeless.

Learn about math dyslexia.



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Module 3 – Stand Up for Older Adults

What's the issue?



Older adults face a variety of challenges such as loneliness, isolation, financial instability, and decreased access to resources. The loss of family and friends and mental impairment can put older adults at risk for abuse and loss of rights.

We can help older adults by providing social stimulation, and we can act to make sure they have access to resources and are protected from injustice.

What do we already know?

Explore these questions to find out what the students already know and to share impressions. Take time to explore these questions over several meetings.

- Who are older adults that you know?
- Where do they live?
- What do they do?
- How do you feel when you talk to them?
- How do older adults behave?
- What have you noticed they are good at?
- What have you noticed is difficult for them?
- What kinds of things do you do to help older adults? Why?

Facts and Words to Know about Aging

Of the older adults who were living outside nursing homes or hospitals in 2016, nearly one third (12 million) lived alone.

In 1950, about 1 in 8 Americans were 65 or older. In 2019, about 1 in 6 Americans were 65 years or older. In 2050, it is expected that about 1 in 5 Americans will be 65 years or older. In other words, more and more of our society is made up of older adults.

Words to learn:

- Ageism
- Isolation
- Respect
- Sensitivity
- Elder Abuse

Experience what it is like to be an older adult:

Set up six stations. Ideally, have an adult at each station to encourage feedback. 1. Walk with beans in shoes (to simulate the discomfort of walking). 2. Put petroleum jelly on sunglasses and try to read (to simulate failing vision). 3. Put cotton balls in ears (to simulate deafness). 4. Walk with a walker while blindfolded (to experience the difficulty). 5. Push someone in a wheelchair (to experience the barriers). 6. Try to open a box or a medicine bottle while wearing rubber gloves with cotton in the fingertips (to simulate the clumsiness of arthritis).

First Foot Acts of Charity

Ideas for Charity

Contact a senior living facility or skilled nursing facility and ask how you can help.

Prepare songs, a skit, dance, or a magic show for the residents.

Game afternoon! Bring board games, a simple true or false trivia game, or bingo to play with seniors at your church.

Read to a senior.

Plan a simple holiday project to do with senior residents.

Follow up your visit with a greeting card.

Give your Grandma or Grandpa a call!

Second Foot Acts of Justice

Ideas for Justice

Become aware of obstacles for seniors to move about.

Contact the property manager or city council person to make suggestions for improving access for the elderly.

How are older adults portrayed in movies and shows? If you notice negative portrayals, write to the producer of the movie or show and let them know your opinion. Make some positive suggestions!

Does your community provide meals for older adults? Make posters to spread the word!

What are the 2 Feet of Love in Action?

When someone needs our help, we use both of our feet to be love in action. The **charity** step is to help with immediate needs (attention, food, medication), the **justice** step is to find the root of the problem and work to make change.

Resources on Aging

Institute on Aging:
www.ioaging.org

Your local Council on Aging

Your local Senior Center



What's next?

You can Dig Deeper or Lighten it Up!



5 Faith Connections

Think of a Bible story or verse which goes with this issue.

Discuss the meaning of the GFS motto "Bear Ye One Another's Burdens"

What is different about a Christian's approach to social justice?

Get to know an older adult – interview them and write a poem about them using the information learned. Develop interview questions for an oral history project about a historical event they experienced. Share your final project!

Lighten It UP!

Read *Chicken Sunday* by Patricia Polacco or watch it on YouTube!

Play the Sock Stumper game: Get 5 socks and 5 or more small objects. Secretly put an object in each sock and ask the other players guess what is in the sock without looking. Who can guess the best? What skills help the most?

Make old fashioned taffy or rock candy!

Before awarding the badge, have a wrap-up discussion to bring all your work together!

LET'S LEARN STEP UP AND SPEAK OUT!

Module 4 – Stand Up for the Unhoused and Food Insecurity

What's the issue?



To be unhoused is to be without consistent shelter. Food insecurity is to be without reliable access to a sufficient quantity of affordable, nutritious food.

Food insecurity and housing issues are a tragedy with public health and economic consequences to everyone.

What do we already know?

Explore these questions to find out what the students already know and to share impressions. Take time to explore these questions over several meetings. Add more questions of your own.

- When you are in your car or walking around, do you see people asking for help? What do you think when you see them? What do you and your parents do?
- Do you know anyone who does not have shelter? Do you know anyone who does not have enough good food to eat?
- Is age, gender, education, health or skin color a factor contributing to lack of housing?
- Why wouldn't a person have enough money for food? (Paying for diapers/medication vs groceries) (
- Does some food taste better than others? (Fresh vs processed)

Facts and Words to Know about Food Insecurity and the Unhoused

The number of people without shelter has increased every year since 2016 with a steep increase in 2021 due to the COVID19 crisis.

Children account for 18% of people without a permanent shelter.

Feeding America projects that 1 in 8 people, including 1 in 6 children may experience food insecurity in 2021.

Words to learn:

- Unhoused vs Homeless
- Vagrancy
- Affordable
- Nutritious
- Fresh

Learn about Food Insecurity and Lack of Housing

- Watch movie *The Motel Kids of Orange County* or video such as *Through the Eyes of a Homeless Child* (<https://www.youtube.com/watch?v=KO3ec5qRub4>)
- More videos about local unhoused can be found at www.invisiblepeople.tv
- Simulate the challenges of the unhoused using ideas at <http://www.socialjusticesolutions.org/2016/04/22/app-experience-homelessness/> ie: grocery shopping without a car; wearing thrift shop clothes chosen for you
- Tour a working farm, a school agriculture program or a farmer's market to learn about food sources.

First Foot Acts of Charity

Ideas for Charity

Volunteer for a Laundry Love event to assist with washing clothing and bedding for low/no income families. www.laundrylove.org

Check your local Habitat for Humanity volunteering opportunities for ages 5 and up. www.habitat.org

Make fleece “no-sew” scarves and donate to local organization serving the unhoused.

Ask your church to donate items to help create hygiene kits for the unhoused.

Participate in a breakfast bagging activity for a shelter or food bank.

Second Foot Acts of Justice

Ideas for Justice

Lack of affordable housing is a leading cause of homelessness. Research the trends of affordable housing in your area. Based on what you have learned, express your opinion about the situation to your local

Unemployment is the second leading cause of homelessness. What ideas do you have to more jobs and higher wages for workers?

Support programs which improve access to fresh, affordable, healthy food in your schools and in your community.

What are the 2 Feet of Love in Action?

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Resources

Seeds of Hope

Ideas for Action:

www.teensforfoodjustice.org

Habitat for Humanity

www.habitat.org

Hydroponic Mason Jar Garden

<https://www.instructables.com/Glass-Jar-Kratky-Hydroponics/>



What's next?

You can Dig Deeper or Lighten it Up!

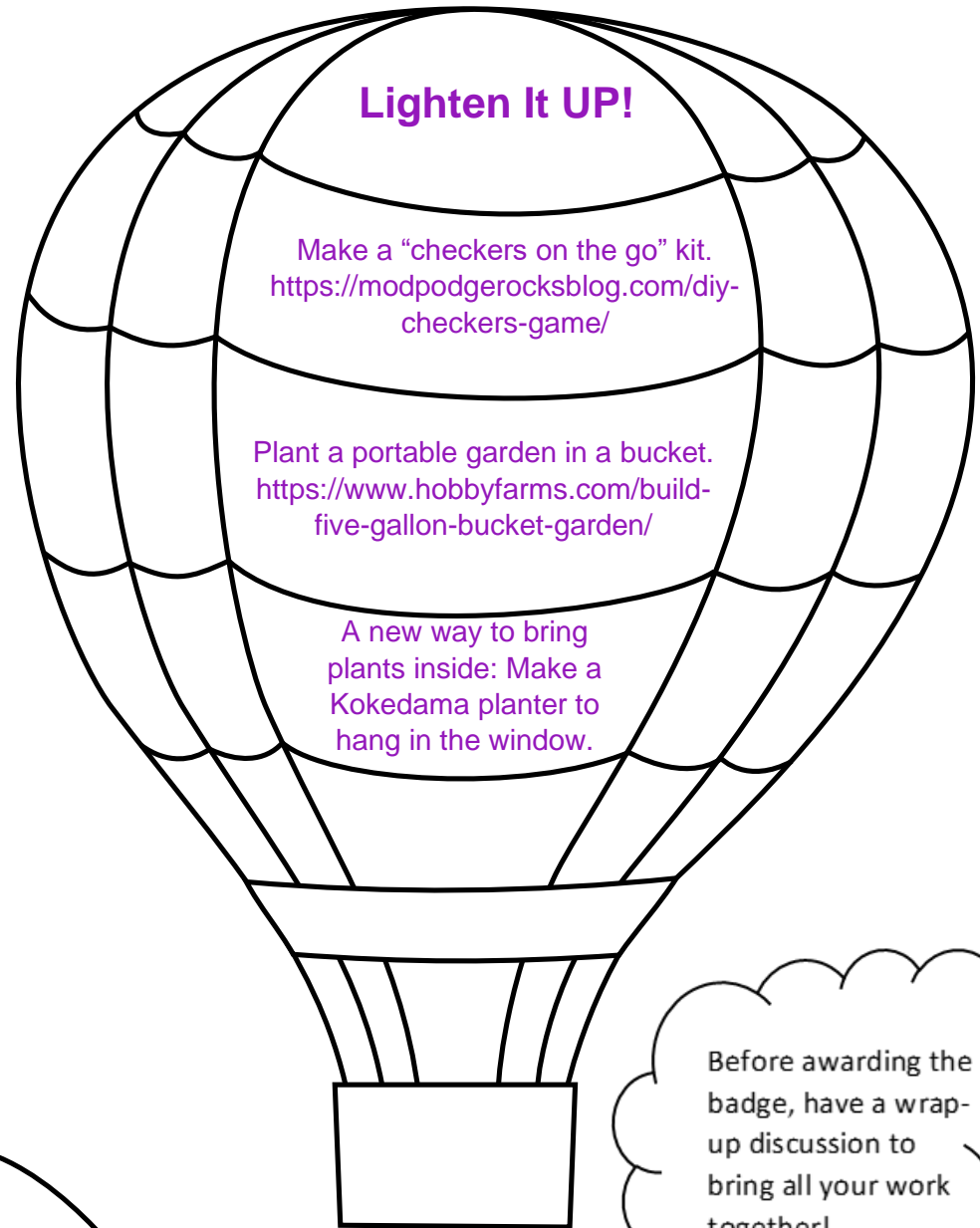


Faith Connections

Think of a Bible story or verse which goes with this issue.

Discuss the meaning of the GFS motto "Bear Ye One Another's Burdens"

What is different about a Christian's approach to social justice?



Lighten It UP!

Make a "checkers on the go" kit.
<https://modpodgerocksblog.com/diy-checkers-game/>

Plant a portable garden in a bucket.
<https://www.hobbyfarms.com/build-five-gallon-bucket-garden/>

A new way to bring plants inside: Make a Kokedama planter to hang in the window.

Before awarding the badge, have a wrap-up discussion to bring all your work together!

Lack of housing and good food is a very complicated topic. How can children help with such a big problem? You can treat unhoused and hungry like real people. You can look them in the eye and say hello. What else can you safely do?

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Module 5 – Stand Up for Disability and Chronic Disease

What's the issue?



Health and well-being can be seen as a prerequisite to peace and prosperity. In other words, we cannot do well if we don't feel well. Chronic disease and disabilities can be due to genetics, infection or lifestyle choices.

People who experience challenges of illness and disability are not always treated as equals in our society.

What do we already know?

Explore these questions to find out what the students already know and to share impressions. Take time to explore these questions over several meetings.

- Do you know someone who is disabled? Tell us about them.
- Do disabled students attend your school? Do you know them by name?
- Are any of your family members living with a chronic disease?
- What kind of diseases can children have that are not "caught"?
- Can all illnesses be cured? Why not?
- Can you always see if a person is sick or disabled?
- Can you name some diseases that are genetic in nature?
- Can you name some diseases which are caused by lifestyle?

Facts and Words to Know about Disability and Chronic Disease

3.3% of children in California live with a major disability. 26% of adults in the US have some type of disability (mobility, cognition, independent living, hearing, vision, self-care). 6 in 10 adults in the US have a chronic disease such as heart disease, cancer, chronic lung disease, stroke, Alzheimer's, diabetes and chronic kidney disease.

The key lifestyle risks for chronic disease are tobacco use, poor nutrition, lack of physical activity and excessive alcohol use.

Words to learn:

- NCD (non-communicable disease)
- Infection
- Chronic
- Ableism
- Lifestyle; habits

Experience disability and chronic illness:

Revisit some of the experiences in Module 3. How does it feel to be unable to walk without pain, to see or to hear clearly?

Visit someone who is living with a chronic disease and learn about their daily challenges.

Watch a positive video of a person living with a disability. Look up Nick Vujicic or Cerrie Burnell.

Be inspired by watching an event at the Special Olympics online.

What are the 2 Feet of Love in Action?

When someone needs our help, we use both of our feet to be love in action. The **charity** step is to help with immediate needs (attention, food, medication), the **justice** step is to find the root of the problem and work to make change.

Resources

www.fordfoundation.org

Disability and Health Issues
<https://www.cdc.gov/ncbddd/disabilityandhealth/index.html>

Chronic Disease Issues
<https://www.cdc.gov/chronicdiseases/resources/infographic/chronic-diseases.htm>



First Foot Acts of Charity

Ideas for Charity

Make tie die pillowcases and deliver to a Ronald MacDonald House or a recovery center. Call ahead to arrange.

Learn how to help when someone is sick.

- Ask them what they would like you to do.
- Bring a handwritten note or a picture to share how you feel about them.
- Send a care package with magazines, games and puzzles.

Second Foot Acts of Justice

Ideas for Justice

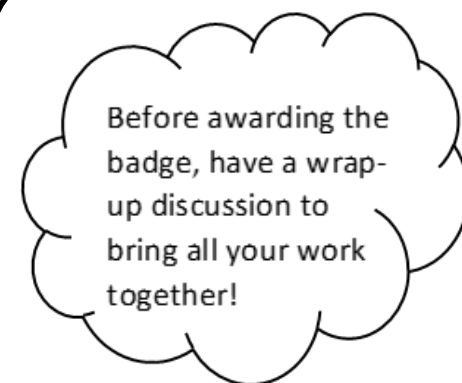
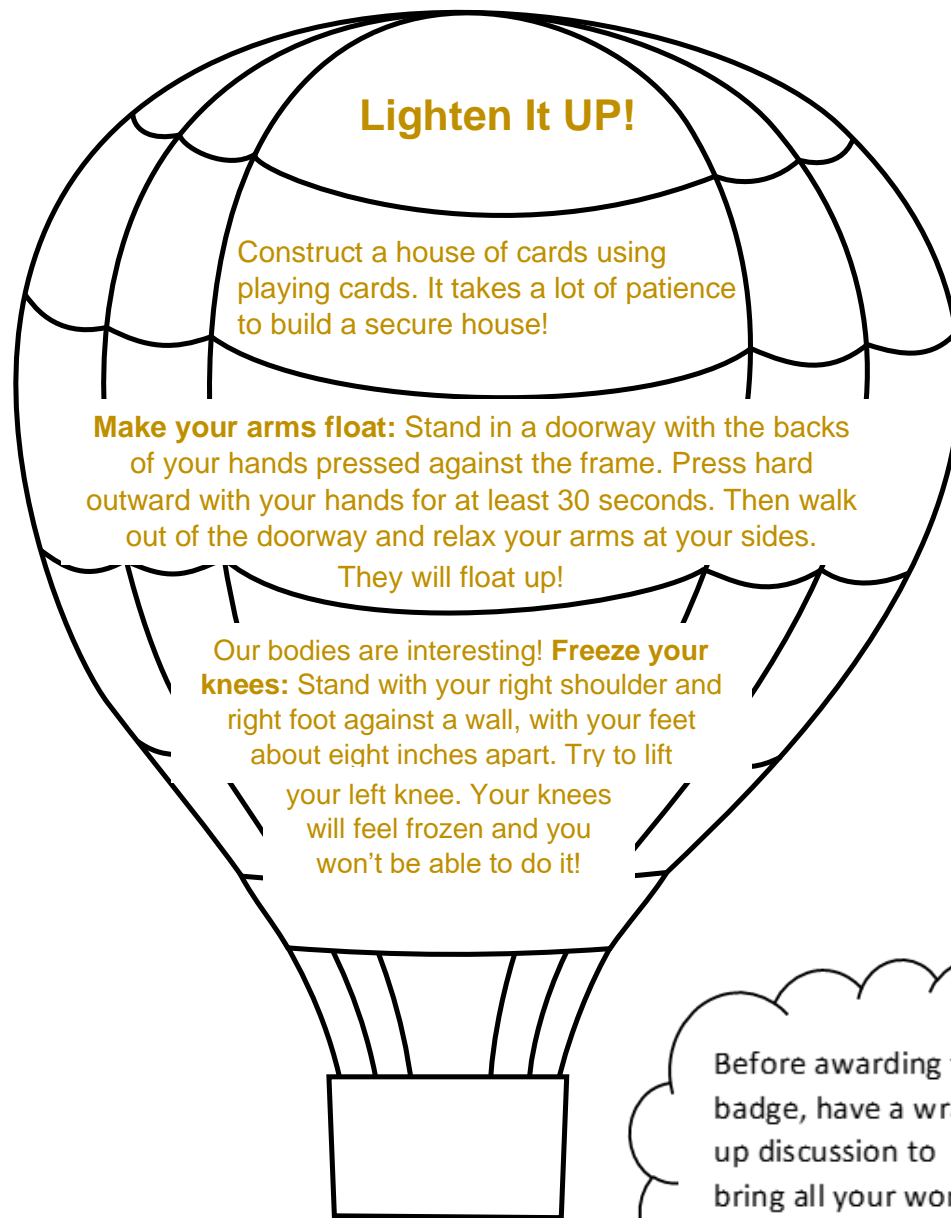
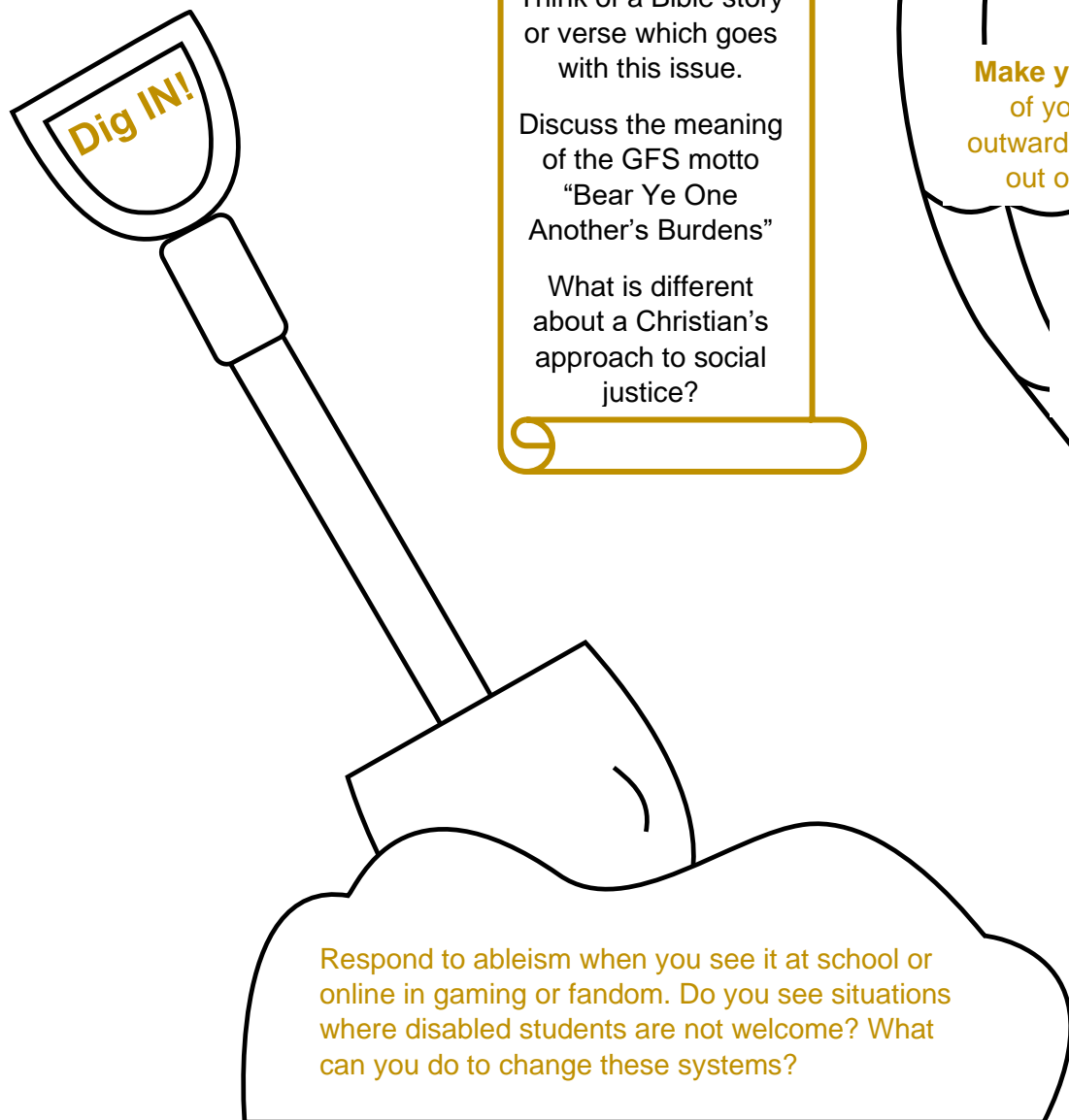
Avoid using words such as lame, insane, dumb. These terms label people with disabilities as deficient and inferior. This undermines our collective work toward justice for all.

What happens when we value people without disabilities over those with disabilities? What choices can you make to insure full inclusion of those with disabilities?

How can you encourage your community to make healthy lifestyle choices to avoid chronic disease?

What's next?

You can Dig Deeper or Lighten it Up!



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Module 6 – Stand Up for Girls

What's the issue?



To stand up for girls is to stand up for all females no matter where they are. The ripples of our behavior move across borders and socioeconomic boundaries.

We can change stereotypes of who girls are and how they are treated by improving our own behavior and speaking up for change. Stereotyping can negatively affect a young

person's classroom experience, academic performance, career choice and well-being.

What do we already know?

For the purposes of this discussion, binary terms are used.

Substitute other terms as needed.

- What are some ways to refer to girls and boys without using gender (ie: students, scholars, members) Why is this a good idea?
- Are girls and boys mostly similar or totally different? When do you see boys and girls divided into separate groups? Why?
- In what ways can we avoid treating girls and boys differently?
- Can different genders be friends without romantic feelings involved?
- How have you observed men and women being treated differently? Why do you think this is?
- What is your dream for the world?

Facts and Words to Know

In 2020, the US failed to place in the top 50 of the World Economic Forum's ranking of 153 countries based on gender equality.

In a study supported by the National Science Foundation, researchers found that by age 6, girls were already significantly less likely than boys to say that members of their own gender were "really, really smart." Those same girls were more likely to avoid games described as for children who are "really, really smart." At age 5, these differences had not yet appeared and both boys and girls associated brilliance with their own gender similarly.

Words to learn:

- Bias
- Stereotype
- Gender
- Trait
- Indirect Discrimination
- Double Standard

Experience It:

Gender roles in society attempt to define how we are expected to act, speak, dress, groom and conduct ourselves based upon our assigned sex. For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating and nurturing.

Gender roles can also attempt to negatively define boys, expecting them to be always be tough and good at sports, play with trucks, and to not be emotional.

What are the 2 Feet of Love in Action?

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Resources

United Nations Sustainable Development Goal #5

<https://www.un.org/sustainabledevelopment/gender-equality/>

6 Easy Ways to Bust Stereotypes

<https://www.girlscouts.org/en/raising-girls/leadership/life-skills/everyday-ways-to-bust-gender-stereotypes.html>

First Foot Acts of Charity

Ideas for Charity

Be a good friend to everyone whatever their style. Is someone new at your school? A simple “Hi” can make their day better. Invite them to sit with you and your friends for lunch.

If a friend isn’t acting like themselves, invite them to spend some time with you. Your support will help them feel like they are not alone.

Be a good listener. If you listen closely to what your classmates have to say, you will get to know them for who they are, not for who you think they should be.

Second Foot Acts of Justice

Ideas for Justice

Do have a concern at school or in your community to address? Write an effective letter to the principal or community leader expressing your concern **and** suggest a solution.

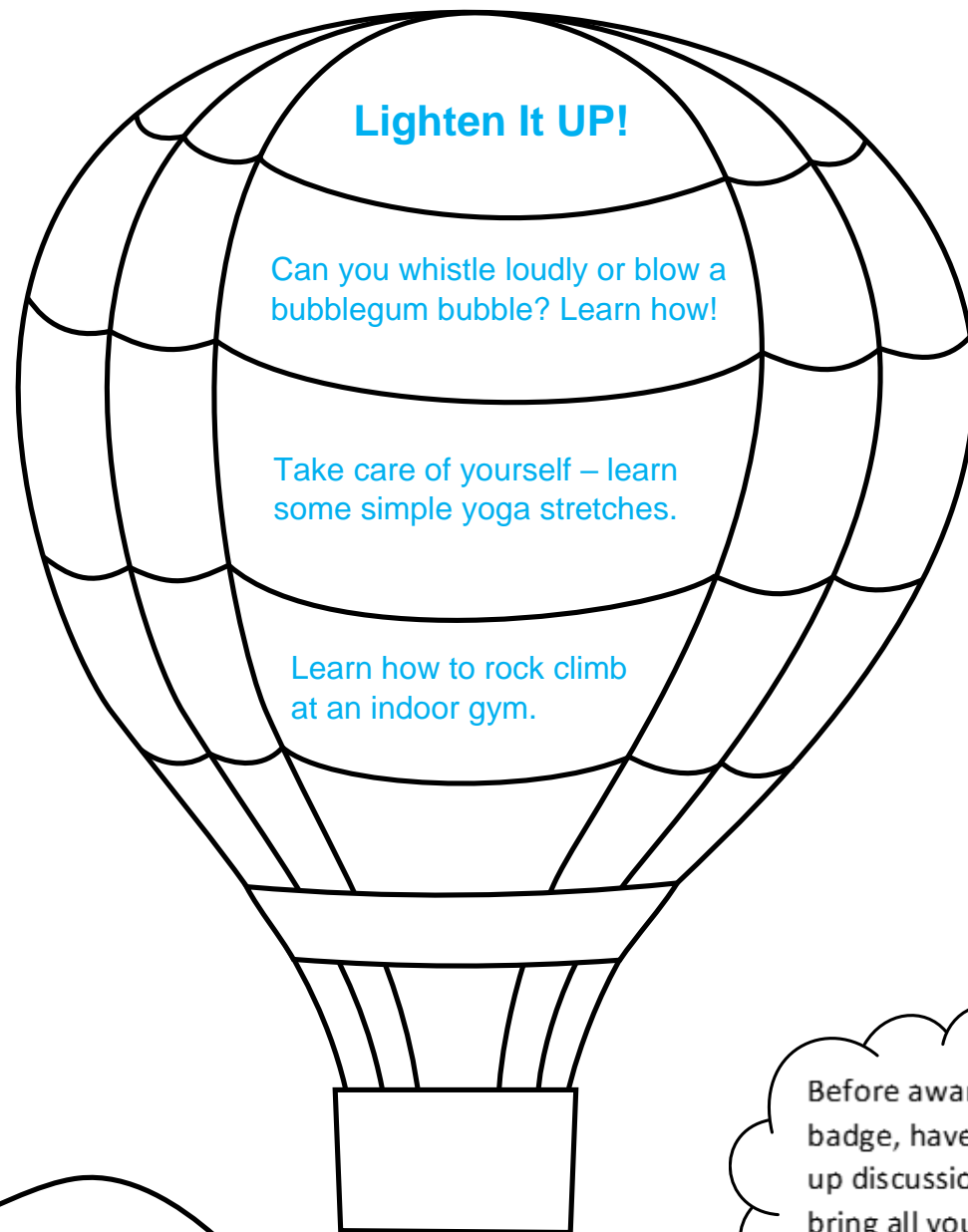
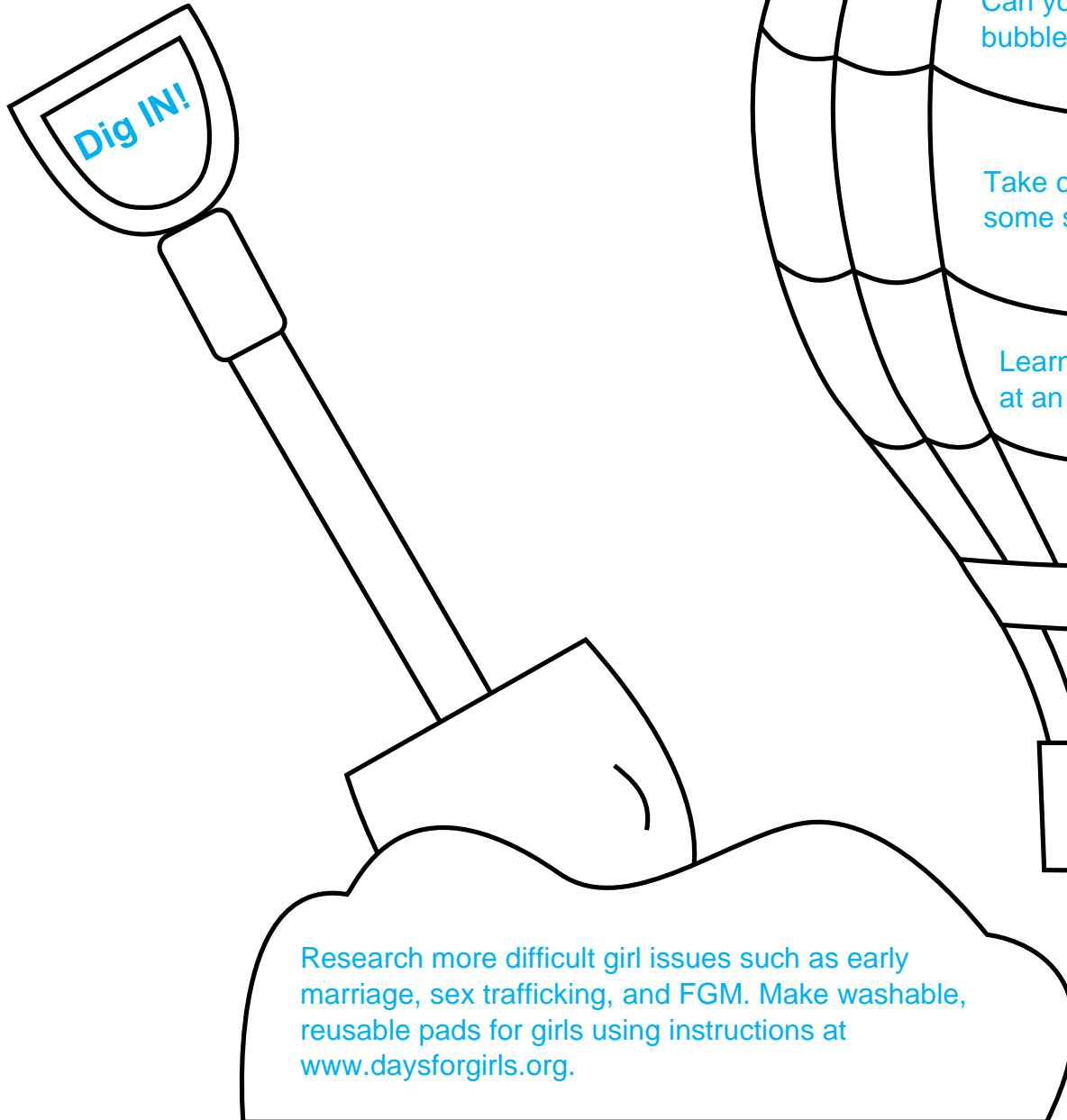
Read about these girls who tackled issues in their own community.
<https://www.yesmagazine.org/democracy/2018/06/22/when-girls-take-the-lead-on-social-justice-5-stories>

Notice what you say about gender differences. Being your best self in every day can make a difference.



What's next?

You can Dig Deeper or Lighten it Up!



A program provided by GFS in the Diocese of Los Angeles (2021)

LET'S LEARN STEP UP AND SPEAK OUT!

Module 7 – Pick your own issue

What's the issue?



We hope that one day, our children will be changemakers, with faith as their foundation.

Children recognize that there are injustices in the world. Let them bring up problems that they have observed and choose one to work on. Help them map their “heartbreak cause” using the suggested steps here:

<https://www.learningtogive.org/resources/map-your-heartbreak-change-world>

What do we already know?

Brainstorm together to find out what the group already knows about the issue. Is their knowledge fact or anecdote?

Does your group want to learn more? Visit a nonprofit which already works on the issue to learn about their work.

Coach the members on using respectful language and generous listening to honor all contributions to the conversation and to be curious about others' ideas.

Facts and Words to Know

Research the chosen problem on the Internet or at the library. Statistics can help galvanize a group to action when they understand the extent of the problem.

For example, if they are concerned about plastic use, learning how much plastic flatware or straws are thrown away every day may prompt them to a campaign to carry one's own silverware or straw.

There may be new words to learn and old words that should no longer be used. Make a list of them.

This is an important time to discuss how to research facts that are impartial and to learn how to analyze data.

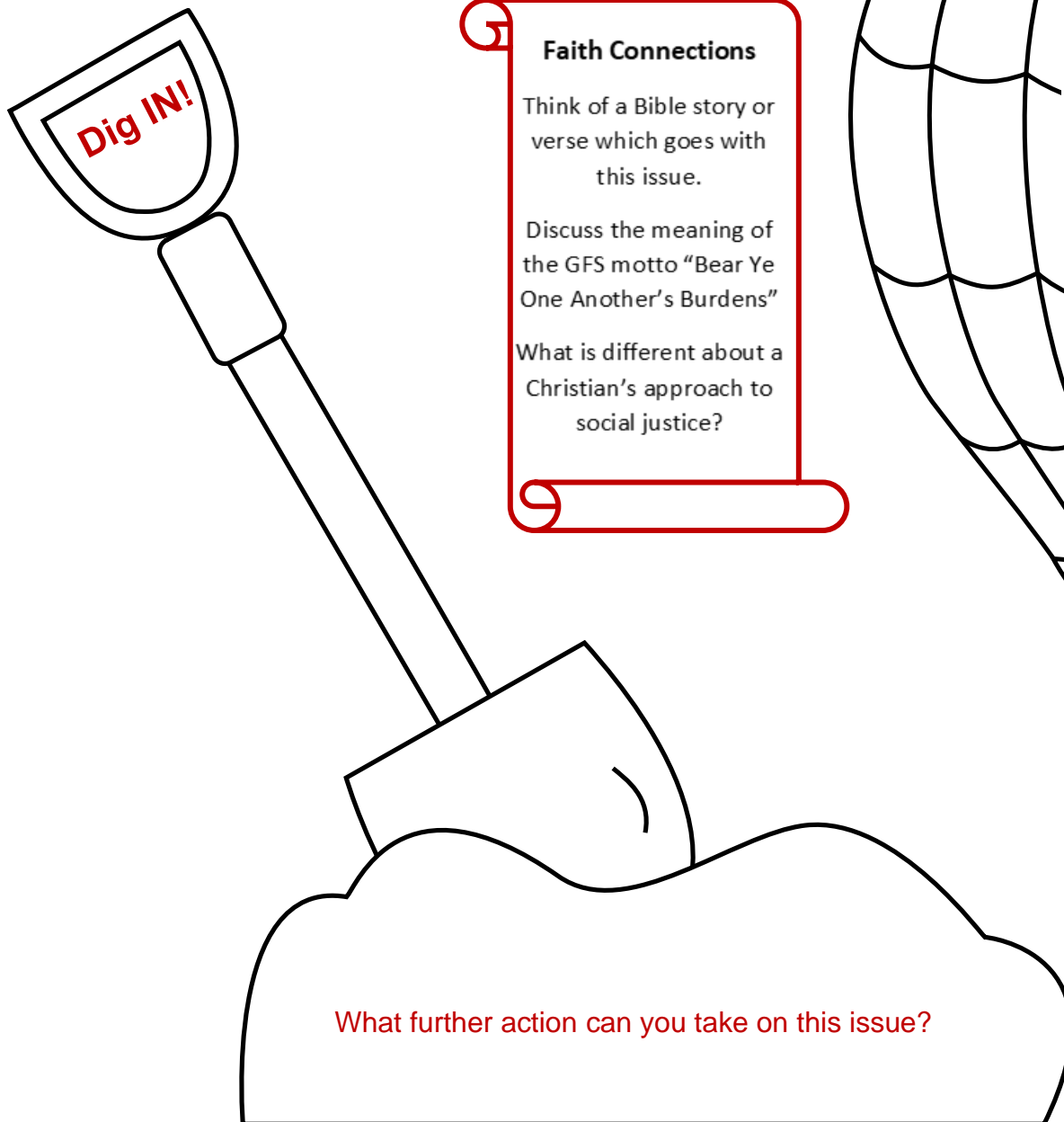
Experience the challenges of this issue:

Experiential learning helps to develop empathy. How can the group replicate the issue at hand in a safe environment in order to develop experiential empathy?

For example, continuing the theme in the above section: How many is 1000 straws? Can plastic flatware be broken down or reused? Is it very difficult to carry one's own utensils on a regular basis?

What's next?

You can Dig Deeper or Lighten it Up!

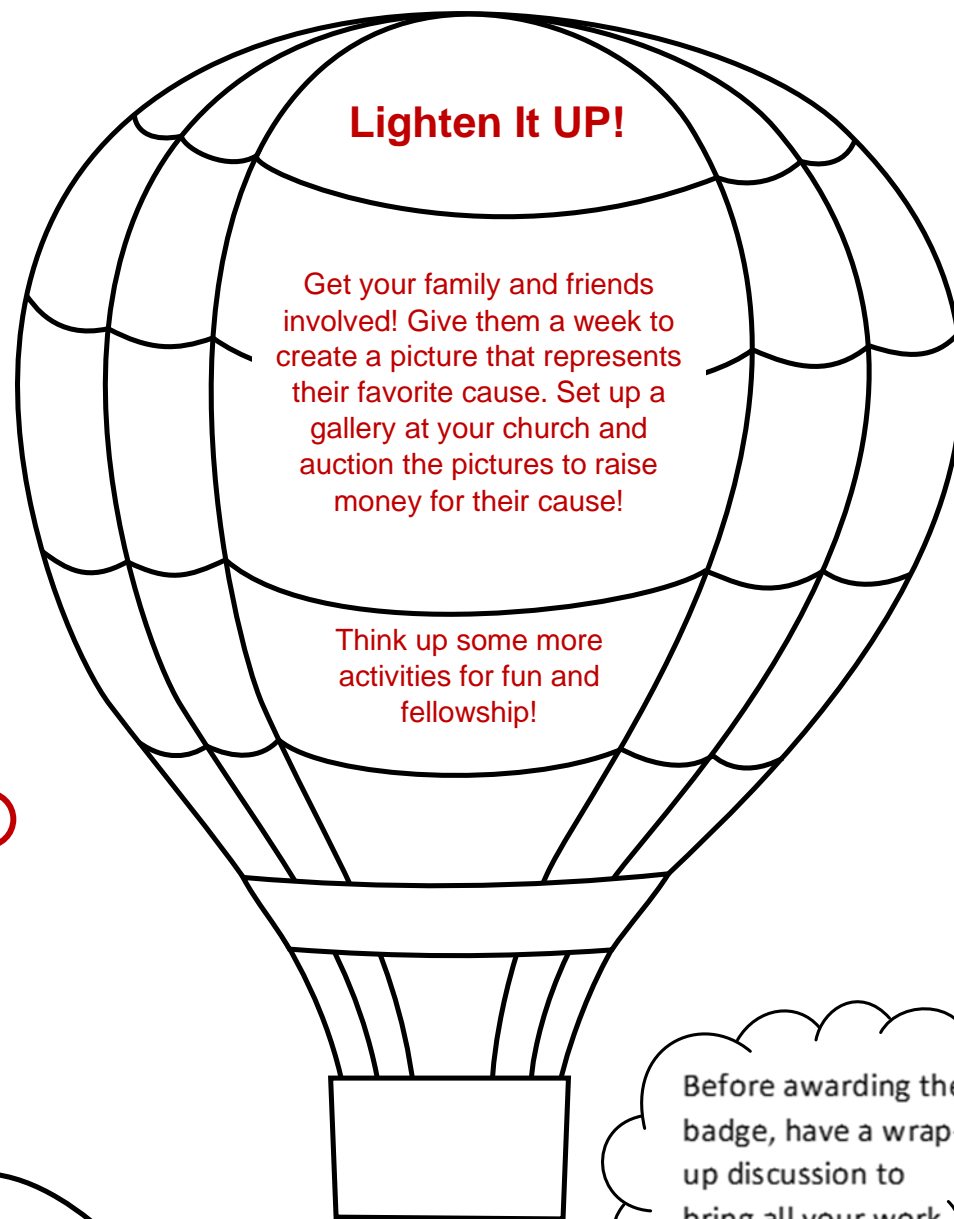


G **Faith Connections**

Think of a Bible story or verse which goes with this issue.

Discuss the meaning of the GFS motto "Bear Ye One Another's Burdens"

What is different about a Christian's approach to social justice?



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