

ACKNOWLEDGEMENTS

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INTRODUCTION

Dear Friends ,

Since the establishment of the Mission Alive Office, we have received a warm welcome to our annual resource book from secondary schools, youth groups, justice and peace groups in parishes and many other areas where people are reaching out to others. The focus for Mission Alive 2012 is to provide a resource book which continues to attempt to meet the need of good educational material and to match the need to engage young people in the areas of Faith and Justice, in the world of today. This year we hope to achieve this through our new layout, where we highlight important days in our Global calendar which also speak to our understanding of Mission..

Our theme for 2012 is - Growing in Communion, acting together in our world.

Regards,

Ronan

Mission Alive Resource 2012 has been written and designed to introduce some of the missionary development, faith and justice issues in today's world. In the various sections, the contributors have included stories of global situation where missionaries find themselves and analysis, and a range of 'fact', from around the world.

Mission Alive 2012 has not been written to be read from cover to cover but rather the aim is to create debate and discussion on the topics addressed. The materials presented are intended to help us all to reflect and learn about our relationships to each other at home and abroad as people called to mission.

Mission Alive Resource Book 2012 presents 5 clear dates that relate to Mission. Mission is about reaching out in action from our deeply held Faith values. We have chosen September 21 , UN Peace Day, October 18th, European day against trafficking of people, October 21st Mission Sunday, December 1st , World Aids Day and March 24th , the new International Day for the Right to the Truth Concerning Gross Human Rights Violations and for the Dignity of Victims.

For each of these days we have provided resources include activities, prayers etc..., are for use in the class-room or other appropriate settings. These materials form a starting point to prompt debate and to develop personal viewpoints.

Essential learning from the experience of missionaries and essential to the renewal of the missionary 'ethos of service' is the process of group work and discussion. We hope that Mission Alive Resource 2012 is conducive to this type of work.

The contributors to Mission Alive Resource 2012 come from a variety of backgrounds and countries and throughout the resource we have deliberately sought to present a diversity of views in order to stimulate discussion.

Using the Mission Alive Disc

On the Mission Alive CD this year, we have included our extra material

- We have a PowerPoint presentation for classroom use on the trafficking of people.
- Global Statistic for HIV Aids
- Prayer Service for Oscar Romero
- Video clips for peace day celebrations
- Stories from victim of people who were trafficked illegally
- Prayer service for victim of HIV/AIDS

Attention!

The following videos: "Four Seasons of Peace" and "World Peace Party" are for private viewing only. Broadcasting will require special license. Please contact the Producer, Rosemarie L. Lucero, for more information: www.peacebeginswithme.eu These videos are made available for the promotion of Peace. It is not for sale.

A VISION FOR OUR WORLD

Living Spirituality Network, Great Britain

God, give us a vision of the world of the kind your love would wish it to be.

A world where the weak will be protected rather than exploited,
And where there will be neither hunger nor misery.

A world where the gifts and the wealth of the earth will be shared
And everyone may enjoy them.

A world where diverse nations, races and cultures may live together

In mutual tolerance and respect.

A world where peace is based on justice

And justice takes the shape of love.

Give us, Lord, courage and imagination to construct this world

In Jesus Christ, Our Lord.

Amen.

MISSION ALIVE 2012 GROWING IN COMMUNION, ACTING TOGETHER IN OUR WORLD

Like previous years the Mission Alive programme is related to the Religious Education syllabus for the Junior Cert and for the Non Exam Senior Cycle Syllabus. The theme explored in this book could form the basis for further research in these areas particularly for Section F: A Living Faith - Doing Justice of the Senior Cycle..

Today many organisations, many institutions have mission statements. It is a statement of intent by an organisation institution. However the meaning of 'Mission' has its root in the Latin term missus meaning "sent". This is where we understand missionaries as people sent from our communities to work abroad.

Links with Junior Certificate Religious Education Syllabus.

SECTION A: COMMUNITIES OF FAITH

Part 1: Community

- Name different communities in your local area.
- Give examples of how these communities reflect their beliefs and values, through their work and practice.

Part 3: Communities of faith (see World AIDS day and the Franciscan Missionary Sisters for Africa, page 31 World Mission Sunday Resource and Congregations of the Sacred Heart of Jesus and Mary page 22)

Name religious organisations, orders or lay organisations in Ireland today involved in missionary work at home and abroad (see membership @ www.imu.ie)

Research the vision of two of these communities and describe the different roles they have within their organisation.

- Who inspires their work?
- What services do they offer to people?
- How would you describe their mission?

Part 4: Relationships between Communities of Faith

- Give examples of 3 ways we can show Global Solidarity for people in our community and our world.
- Research the UN declaration of Human Rights and your school rules. (See the Resource on Human Rights and Oscar Romero page 42)
- What additions would you make to your school rules provides a place of respect for everybody?

SECTION B: FOUNDATIONS OF RELIGION - CHRISTIANITY

Part 2: Evidence about Jesus

Research what scripture teaches us about his Jesus' own mission and his call to Peace

Look up the following scripture references

Mark 9:50	Luke 6:27
John 14:27	James 3:18
James 3:18	Matthew 11:28-30
2 Corinthians 13:11	Isaiah 9:6
Colossians 3:15	Romans 14:17-19
John 20:19	John 16:33

Prepare a class/ school / parish display on Peace (or any topic

from the Mission Alive Resource Book. See the Resource on the UN day for Peace

Part 3: The Person and Preaching of Jesus

What did Jesus teach us about the Kingdom of God? Research a parable or a miracle story from the gospels which shows us Jesus' teaching on 2 of the following: Eg. good samaritan, prodigal son, stoning of the women, love your enemy, feeding of the 500, etc widows offering, which is the greatest law.

- Special place of the poor/oppressed
- Love of neighbour
- Love of enemy
- Peace
- What do you understand by 'followers of faith'?
- Give examples of how we can be followers of Jesus in our communities today.
- Research the work of Peace groups?
- Contact them: Instruments of Peace <http://www.peacebeginswithme.eu>
- Describe the work they are involved in?
- What motivates each group to do this work?
- What impact is his work having on the lives of people in our society?
- Research a returned local missionary, (lay or religious) who has worked abroad ?
- Describe the work he/she is involved in?
- What motivates this person to do their work?
- What impact is this work having on the lives of people in the bigger society?
- Research organisations or individuals in your school or local community which reflect the Christian values in Society today. Write a fact file or short paragraph on the person/organisation and describe the work they are involved in.
- APT Ireland www.aptireland.com

SECTION E: THE CELEBRATION OF FAITH

Part 2; The Experience of Worship

- Invite someone from another country to your class and interview them on their celebration of faith.

Interview questions could include

- What religious tradition do you belong to?
- What is your sacred text called?
- What times of significance so you celebrate?
- Describe the religious celebration. What actions of significance are associated with it? What rituals do you participate in? In what ways are people involved in the celebration?
- Have you participated in or observed an experience of worship in Ireland,
- What similarities did you notice between this experience and a worship experience in your own country.
- What differences did you notice?
- In what ways do you think an experience of worship in this area/school could make newcomers feel welcome?
- What are the common theme from your perspective and their?

Group work exercise:

Plan and implement a worship experience in your school or local parish on the theme of your choice e.g. 'Peace', 'Praying for Justice' 'Praying for Human Rights', 'Remembering Human Rights'. Decide on rituals which would be included, e.g. sign of peace or other ritual from other faiths

Write an article for your parish newsletter describing the experience or conduct a radio report of the experience outlining the aim of the event and the response of the people who participated in or observed it.

LINKS WITH 2013 JOURNAL WORK TITLES

SECTION A: COMMUNITIES OF FAITH

a. 1. A profile of what inspires the work of one religious organisation today at either a local or national level.

Students research the work of churches religious organisations or orders in the locality outlining their inspiring vision, vocation, faith/belief, mission.(maybe use you local school patron) Possible approaches might include:

- Conduct a survey of young peoples' understanding of the church/religious organisation/order to see how much is known of their work at present.
- Survey people involved in the church/religious organisation / order to identify the variety of roles and work done in the Church/ religious organisation/order. Compile a report to outline results.
- Invite a member of the organisation to the class for an interview/discussion on their role and work.
- Research information in texts, brochures, internet.
- Prepare a presentation on the church/religious organisation/ order and present to class/school.

SECTION D: THE QUESTION OF FAITH

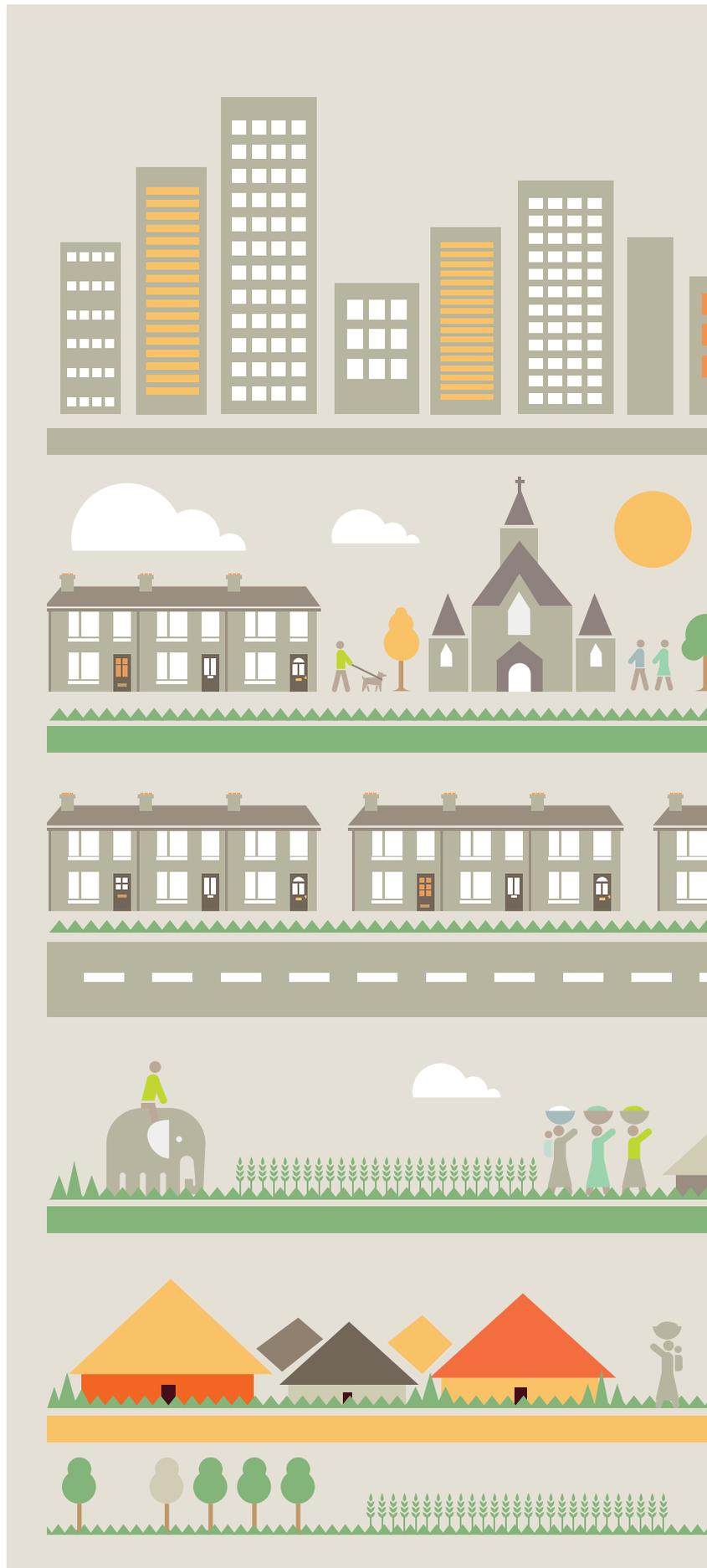
d. 1. A survey of the religious beliefs of adolescents in my locality.

Conduct a survey of people's values when they speak of Religious belief. What does religious belief mean to adolescent inside your school and in community. How is religious belief practiced in today's world? What do adolescent believe should be the focus of religious witness. What should we pray for today in a religious service?

Plan and implement an experience of worship/Prayer on a chosen theme e.g. 'Peace' 'Justice', Victims of Trafficking Injustice, Human rights and Oscar Romero. (See prayer service in Book and on Disc)

Invite adolescent to the prayer service . Interview /Conduct a survey of those who participated in /observed the prayer/worship experience to elicit their response to the experience. Write a report on your findings on the importance of prayer and belief of adolescences.

Reference: An Roinn Oideachais agus Eolaíochta, Junior Certificate Religious Education Syllabus



SENIOR CYCLE LINK WITH NON EXAM SYLLABUS CURRICULUM FRAMEWORK FOR SENIOR CYCLE

SECTION F: A LIVING FAITH - DOING JUSTICE

Topic 1 : Social Analysis,

Research the social structures in Ireland today. Identify the issue of trafficking within Ireland.

- Discuss how some structural factors function to maintain specific inequalities, e.g. law victims of crime.
- Media watch: look at reports in local and national newspapers to see how issues relating to trafficking are reported.
- Research: Church social teaching on what it has to say on this issue.
- Discuss: how it challenges us to respond to changes in our society.

Topic 2: Justice - at the heart of it all

Research scripture references, which teach us about the Kingdom of God.

- Outline the key characteristics of Jesus' vision of God's Kingdom.
- Give examples of Jesus taking a stand for Justice in his own context.
- Apply this to an issue relating to the Theme of Peace in your local community.
- Write an article for the local newspaper which gives an account of the importance of Peace with local community
- Discuss: how local people will react to the article and why they would react in this way?

Topic 3: Justice in Action

Using case studies of situations where strangers were discriminated against discuss the statement:

'Injustice anywhere is a threat to Justice everywhere', Martin Luther King Jn.

- Organise a class visitor from an organisation working for justice through Peace building, Working on behalf of People who are trafficked, further develop the fight against AIDS
- As a follow up plan and implement an enjoyable, participative initiative for Justice in the school or local community on or near World Peace Day, Mission Sunday, European Day against trafficking, World AIDs Day or Oscar Romero day to include an element of sport and/or music.
- Reference: An Roinn Oideachais agus Eolaíochta, Religious Education, Leaving Certificate, Guidelines for teachers. Appendix 1, Planning for Religious Education, A Curriculum Framework for Senior Cycle. The Stationary Office.





UNITED NATIONS' INTERNATIONAL DAY OF PEACE

Until 7th September 2001, four days before the 9/11 atrocities in New York, the day 21st of September was just any day. Today, hundreds of millions of people around the planet mark this day as World Peace Day...

The United Nations proclaimed the day of the opening of the General Assembly each year as the International Day of Peace. This was thirty-one years ago, way back in 1981, and practically only those at the U.N. were aware of the existence of this day. Now in 2012, when one searches "International Day of Peace" on the internet, Google yields 249 million entries in just .19 seconds. Adding the "UN" and "2012" to the search, "U.N. International Day of Peace 2012" yields even higher: 268 million entries. World Peace Day is making a difference in people's lives. Since 2001, the 21st of September has been fixed by the United Nations as International Day of Peace, inviting people from all over the world to observe it as a DAY OF PEACE.

Would you and your class wish to take initiative in celebrating World Peace Day in your school? Here are some tips:

- i. Let your students know 21st September is World Peace Day.
- ii. Encourage your students to think creatively on what would make 21st September a World Peace Day in your school. (On page 14, find samples of initiatives around the world.)
- iii. They can also join in the online competition for a Poster-making contest and get a reward for the student(s), and a good name for the class and the school. (See insert.)
- iv. Your class can think up a Peace Project that can be implemented in your school and get a reward for the class and the school. (On page 11, find a sample proposal format.)
- v. Your school can design a Peace Project to be implemented jointly by the school and volunteers from the public which will make a difference in society. (See proposal format, page 11.)

Here are some resource materials you can use if you wish to take up any of the above:

- Peace Lesson Plan (Page 10)
- Peace Project Proposal (Page 11)
- Peace Reflection Module (Pages 12 & 13)
- Peace Prayer Guide (Page 14)

Supplementary materials if needed:

- The Story of Peace Day - 21st September
- How to be a Peace Hero - a checklist for students



A PEACE LESSON PLAN

Topic

Understanding of Peace

Highlight

Diversity of Ideas / Unity of Ideals

Activity

On the board or on a projector have the word PEACE in large and bold lettering. After a moment of silence, ask the students: What comes to mind when you think of peace? Then ask them to write one word on their sheet of paper that comes to mind when they think of peace.

After having done that, ask the students to write on the back of their paper a short description of their experience of peace. Depending on how big the class is and how much time is available, get the students to share what they have written. This can either be done for the whole class or in groups if the class is too big for such sharing.

Then after the sharing, get the students to stick their sheets of paper on the board, showing the one word. Ask the whole class to look at how diverse the words are or how similar and see/discuss where they are similar and where they are different. Ask students to share their observations about the diversity of experiences. Also ask what is common to all of their experiences.

Let the students play with the words, re-group them from similar to different or rearrange them to form a sentence or an idea. Let them take a shot with their mobile phones before they make any changes to the words, if this is allowed by the school. In other words let them have FUN with this exercise. Don't overdo this, however.

Then ask a show of hands for those who agree that:

- 1 The experience of peace is a very personal one, and unique.
- 2 Our personal experiences bear similarities with others' experiences.
- 3 Though our experiences differ there is unity in the understanding of peace.

Then, ask the students to formulate a lesson on Peace in one sentence.

Input

Teacher presents a few tenets of Peace. Below are just suggestions:

- Peace is deeply rooted in our nature.
- Peace is humanity's core identity.
- Peace is the ground we share.

Challenge

Ask the class to go back to the statement they made about Peace and come up with a slogan in a maximum of seven words.

Examples

Peace is unity in diversity. Peace has many faces.
Peace makes happy. Peace pays.

Class Project

Produce a poster out of the class slogan.
(This is an extra activity beyond the class hour. And it may or may not appeal to every class.)

PEACE PROJECT PROPOSAL

PARABLE OF PEACE TALENTS

Name of Project

Creative Team - Leader

Name of Class

Creative Team - Strategist

Name of Teacher

Creative Team - PR

DESCRIPTION OF PROJECT

Stage One: Creative thinking time

The Creative Team leads the class into a brainstorming session. They identify a particular problem or issue affecting students that they want to solve as a group. They analyse what is the cause of the problem/issue. They examine what can be done to remove the cause of the problem. Then they plan how to go about removing the cause of the problem. Once the plan is made, they reflect seriously to ensure that the means to remove the cause of the problem will not create new problems. They examine what else will be affected by the action plan: positive/negative effects. Rank the steps into easy, challenging and difficult steps.

Then each of the students names the talents that they have and wish to donate to the project. After seeing the pool of talents, the Team Leaders assess if they have all the talents required to tackle the problem to the finish. Then they assign the different talents to the different stages of the project. Each one makes the commitment to do their part in the Peace Project.

Stage Two: Writing up the project

The Creative Team writes up the project plan with the supervision of the teacher.

Stage Three: Implementation and Evaluation

This could vary in length. After successful achievement of the project, the class, the teacher and all involved in the project get together to share experiences, insights, lessons learned, wisdom gained and fun experienced.

Stage Four: Rewarding ceremony and publicity event

A party to honour the school principal, teachers and students involved in the project. Interview on camera, publicity through internet, radio and newspapers to affirm the good, the beautiful and the true. Special awards to reward outstanding excellence.



A PEACE REFLECTION SESSION

(USING YOUTUBE VIDEOS)

Peace is a power beyond us and within us, accessible to us as a gift from the One who created us. It is a power we cannot own or possess, but it is fully at our disposal to experience and share. It is a living gift we have received and it grows deeper in us when we give it to others. We are all meant to be Peace-givers, Peacemakers, Peace-builders and Peacekeepers. At times we can be Peace-seekers, too. We must never postpone the time to seek peace when we need to. Peace is like our breath. We only realise its value when threatened with its loss. Between the womb to the tomb, peace is our default mobile home. Peace is our birth right; it is also our final death warrant. When everything else fails, peace is our final strength.

This reflection session leads us into a journey of peace from outside in, from far to near. As we go through this journey, let us reach deep within us to the source of peace which enables us to journey from apathy to empathy, from indifference to compassion, from arrogance to forgiveness, from self-hate to self-respect.

The triggers are experiences of:

- 1 Disasters from afar (Peace moves us from apathy to empathy.)
- 2 People around us whom we ignore (Peace moves us from indifference to compassion.)
- 3 Conflict between loved ones (Peace moves us from arrogance to forgiveness.)
- 4 Personal struggles (Peace moves us from self-hate to self-respect.)

NOTE TO THE TEACHER

These four videos are short videos, the longest being 4.5 minutes. Depending on how much time your class has, it would be good to provide time for spontaneous reflection from your students after each video. Best to have just two or three volunteers to speak briefly to allow more time for silent reflection.

1. FROM APATHY TO EMPATHY

Often we hear of disasters of all forms where always there are innocent victims, either of criminal acts or of natural disasters. Because we hear so much bad news, it seems that we become immune to the pain and misfortune of others. Here's a story that might help turn our apathy to empathy...During the earthquake in Haiti in early 2010, there was a young man who was asked to write a song about Haiti. At first he thought there was no way he would write the song. But as he listened to the news reports, he felt that the victims were described more as statistics than as human beings. This led him to imagine one victim in the midst of the many and the countless. The experience moved him to write his song in just one hour from start to finish including the recording of it. So powerful was the thought. He then sent it on as an email to share it. "The Girl" is a song composed by Benen Cahill. The video was produced by a volunteer in America who was so moved by the story. This music video is not a performance video. It was created for reflection purposes. This song invites the listener to enter into the inner world of a little child found among the rubble, the only survivor of the family. This child could be anybody you personally know or someone very dear to you and has a name. It could also be you or me.

The song is available on YouTube entitled "The Girl" by Benen Cahill: <http://www.youtube.com/watch?v=eCAYhJUEzsl>

2. FROM INDIFFERENCE TO COMPASSION

Often we find ourselves in public places where we feel we are not expected to do anything new or different or to introduce change. There are things around us that although not necessarily evil, they are also not good and ideal. But we do not take the courage to do something different, even if we might have a thought bubble to do something good, something beautiful, something true. Here's a video that shows how a small act of kindness can turn indifference to compassion and do wonders: "The Power of Words" <http://www.youtube.com/watch?v=Hzgzim5m7oU>

3. FROM ARROGANCE TO FORGIVENESS

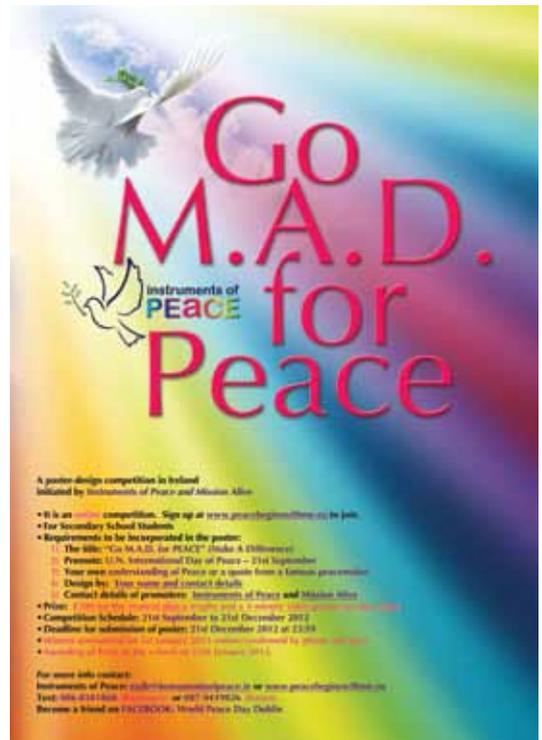
Relationships are breeding grounds for conflicts. Conflicts are more likely to happen between people who share living spaces or work places. Conflicts arise out of expectations not met in existing relationships. Conflicts become unavoidable when choices have to be made which expose vulnerabilities and insecurities. This video inspires us how to transform conflict into peace through forgiveness: <http://www.youtube.com/watch?v=8XmY5RvFqQ0&feature=endscreen>

4. FROM SELF-HATE TO SELF-RESPECT

In life we meet people who love us and those who don't. Positive experiences help us to build self-confidence and esteem, but negative experiences can deform us. This video on positive self-image may help the students to affirm themselves. "How do you wish to be remembered": http://www.youtube.com/watch?v=N_OZUaQondo&feature=player_embedded

Close The Reflection Session With A Peace-Giving Ceremony By Exchanging Signs Of Peace.

BE THE CHANGE!



CREATE YOUR OWN PEACE INITIATIVE AND HELP CHANGE THE WORLD... START WITH THIS POSTER COMPETITION!

Be the champion in the schools in Ireland! Simply start by designing your own Peace plan. For details: <http://www.peacebeginswithme.eu>

PEACE PRAYER SERVICE (A GUIDE/ SUGGESTION)

OPENING HYMN: MAKE ME AN INSTRUMENT OF YOUR PEACE: PRAYER OF SAINT FRANCIS

Leader

We are gathered here today because we believe that Peace is our original nature. "Blessed are the Peacemakers, they shall be called children of God". Peace is our true identity. People will recognise us by the love we bear for one another and the peace that comes from that loving. As we begin this prayer service, let us pause for a moment in silence and remember the times when we departed from our true nature and became unkind to ourselves and all those around us. Let us remember the times when we have hurt others because we have lost our peace. In remembering these moments, we ask God for forgiveness and we forgive ourselves.

Music for reflection

Choose an instrumental music that aids silent reflection.

A Gospel Reading: The Beatitudes or Sermon on the Mount (Matthew 5: 3 - 12)

A Reflection

To be assigned to a student a day or two before the prayer service

Spontaneous Prayers

Everyone takes their turn to offer petitions and prayers

Exchange of Peace

Everyone exchanges a sign of peace with one another

Concluding Prayer

To be formulated and said by the teacher or a pre-assigned student leader.

Sending of Peace Blessing

Everyone raises hands in prayer to send a blessing of Peace to the world: May Peace Prevail on Earth.

Concluding hymn

while students sign their name on the huge paper Peace Dove in the centre of the room.

INITIATIVES WORLDWIDE

BELOW IS A RANDOM SELECTION OF ORGANISATIONS THAT PROMOTE INTERNATIONAL DAY OF PEACE IN DIFFERENT PARTS OF THE WORLD:

International Students' Peace Prize

- founded in Norway, this organisation supports students all over the world who are doing important work to promote peace and human rights.

World Peace Prayer Society

- founded in Japan to promote the prayer: "May Peace Prevail on Earth" as a means to make people commit to a world without wars.

United We Change

- founded in Germany, a youth choir promoting peace by encouraging schools and communities to form multicultural choirs and bands.

Celebration Earth

- a 6-monthlong festival from 1st April until 21st September of a series of joyful events like garden planting, peace walks, meditation, concerts, etc.. in Japan.

ENO Programme

- a global virtual school founded in Finland. They arrange tree plantings worldwide on Peace Day: 300,000 trees have been planted by 2000 schools in 124 countries.

Global Peace Film Festival

- showcases international films ranging from the human condition to sustainability and the environment to expand the definition of peace beyond anti-war ideology.

Playing for Change

- foundation dedicated to the fundamental idea that peace and change are possible through the universal language of music; members dedicate themselves to such change.

The International Peace Foundation

- founded in Vienna, this foundation supports peace universities as well as scientific projects and institutions dealing with research into conflict prevention and strategies for the solution of conflicts and promoting peace activities.

Springboard Opportunities

- founded in Belfast in 1992 the organisation has been committed to building capacity, building mutual understanding and building peace, and best known for the delivery of "Wider Horizons" programmes for young adults.

Pinwheels for Peace

- established to make public visual statements about war/peace/ tolerance/cooperation, etc... and awaken the public to the need for Global Peace.



University for Peace - founded in Costa Rica in 1980, this UN-mandated university provides humanity with an international institution of higher education for peace. Costa Rica was one of the original sponsors of the UN resolution to create International Day of Peace in 1981.

ThinkPEACE Network - organise "Stand-up for International Peace" at comedy clubs worldwide to promote the idea that teaching young people about peace is more important than teaching them about wars, generals and conquerors.

The Peace International Foundation - founded in Hong Kong to further the goals of the UN peace initiatives, PIF aims to build a world in which pressing humanitarian and environmental issues are transcended through youth-centred education and active community involvement.



Can Ireland be a world leader in global peace-making?

IRELAND'S PARTICIPATION

In a video posted by the UN-based Pathways to Peace Foundation, we learn that more than 100 million people in more than 100 countries have been involved in the celebration of the UN International Day of Peace. But here in Ireland, it is virtually unheard of.

Three major events, however, have been initiated in Ireland. These events have brought Ireland into the map of participating countries and the UN Coordinators are delighted:

In 2010

- International Peace Concert: "Four Seasons of Peace" See Mission Alive CD

In 2011

- International Peace Conference: "Peace is the ground we share"

In 2011

- International Peace Party: "Unity in Diversity - a World Peace Party"

In 2010, a collection of 150 students, teachers, school officials, artists, singers, a professor, missionaries - a motley group of peace-loving people produced a one hour Peace Concert entitled "Four Seasons of Peace" and a DVD of that concert is available for free distribution to schools to encourage interest and participation in future concerts. (See Mission Alive CD accompanying this Resource Book.) In 2011, the number of people involved grew to 500 for the International Peace Conference on 21st September and 1,300 people signed up for the Christmas celebration of Peace in a "World Peace Party" which was a concert celebrating a diversity of talents dedicated to Peace.

The numbers are growing exponentially in the campaign for awareness, commitment, involvement and leadership in Peace initiatives. On 31 October 2011, the world's population reached 7 billion. Of that how many are Irish? Can Ireland be a world leader in global peace-making? Yes, we can! We are a small country with a huge number of citizens scattered around the world. With our infectious Irish humour we can disarm the hardest of human hearts! We will lead the way in taking Peace initiatives, one person at a time. Those 7 billion initiatives start with one. Let us bring Peace to the world one initiative at a time. You begin with you, I begin with me.

INSTRUMENTS OF PEACE

OPENED ON APRIL FOOLS' DAY IN 2002, THE PEACE CENTRE IN DUBLIN MARKS TEN YEARS OF SERVICE THIS YEAR.

Instruments of Peace, an international foundation established in Ireland in December 2000 and granted Charity Status in January 2001. Three of the seven founders of the Instruments of Peace run their Peace Centre in Dublin.

Instruments of Peace created those three major public events in 2010 and 2011 in Ireland. Prior to those years, they have been observing the International Day of Peace in-house in their Peace Centre in Dublin. Instruments of Peace is a foundation initiated by a group of seven professionals from different parts of

Europe and Asia. While their professional backgrounds are diverse, they are united in the conviction that Peace begins with a personal commitment to peace, followed by interior personal formation. <http://www.peacebeginswithme.eu> is their website. They dedicated the first ten years of their foundation doing interior work and in-house Peace activities. In 2010 they begun going outwards in their mission of Peace and their first production was "Four Seasons of Peace".

Each year, Instruments of Peace will involve more and more people in Ireland and abroad in the production of PEACE EVENTS and provide formation programme for "producers" of instruments of peace. They believe that World Peace is achievable, one person at a time. They will catalyze that, by creating one peace initiative at a time. They will promote Peace Education in schools as a means to form producers of instruments of peace for the world. Their core pillars in their outward work are: Education, Health, Art and the Media. While the founders of Instruments of Peace fulfill their mission as a faith-based service to humanity, their definition of peace: "Goodness, Beauty and Truth" is inclusive of all people of goodwill from all faith traditions.

here's what Instruments of Peace can do for your school:

- provide you with extra resource materials on Peace when you need them
- provide incentives for your students to take initiatives in Peace Action
- provide platform for your brightest, most talented and most passionate students
- gain publicity for your school through public recognition of your Peace Activities

become a partner in promoting World Peace Day by:

- encouraging your teachers and students to participate in the All-Ireland Peace Day events
- creating a World Peace Day Team in your school
- taking initiative in the introduction of Peace Education in your own school

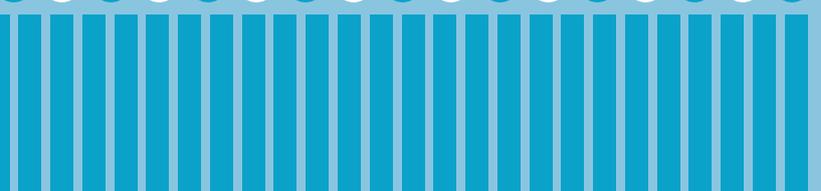
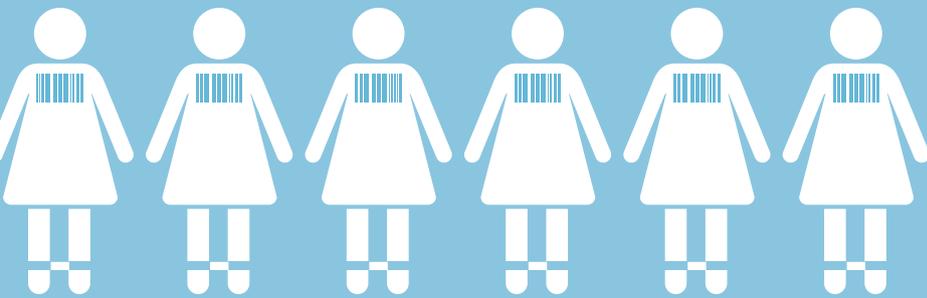
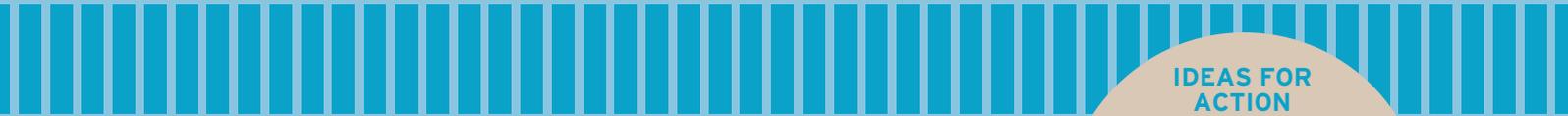
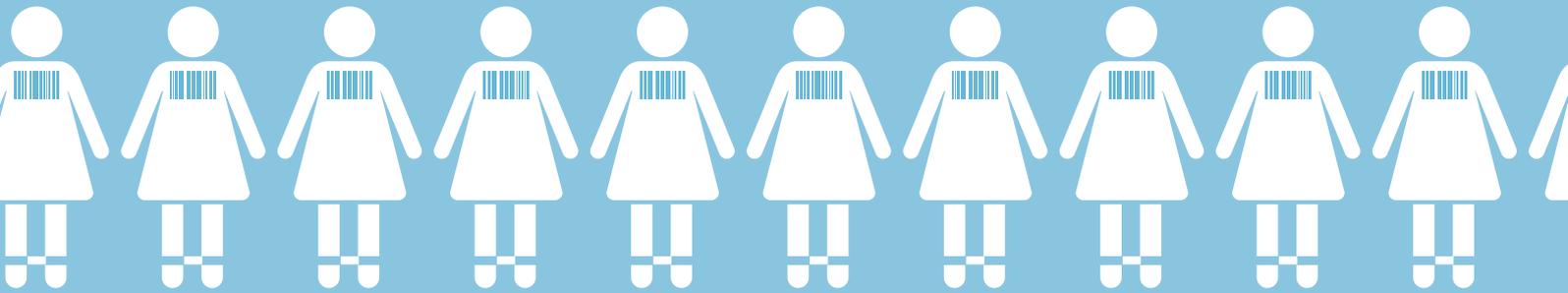
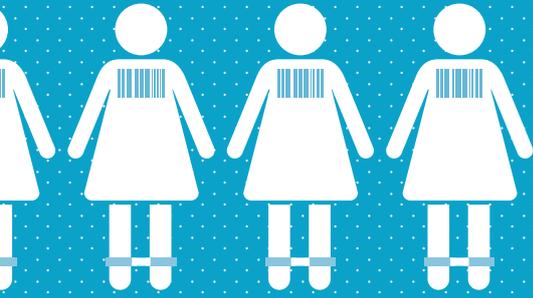
MAY PEACE PREVAIL ON EARTH!

Contact: Rosemarie L. Lucero
exdir@instrumentsofpeace.ie
www.peacebeginswithme.eu

Go M.A.D. for Peace:
 Make a Difference!



EUROPEAN DAY OF ACTION AGAINST THE TRAFFICKING OF PEOPLE. OCTOBER 18TH

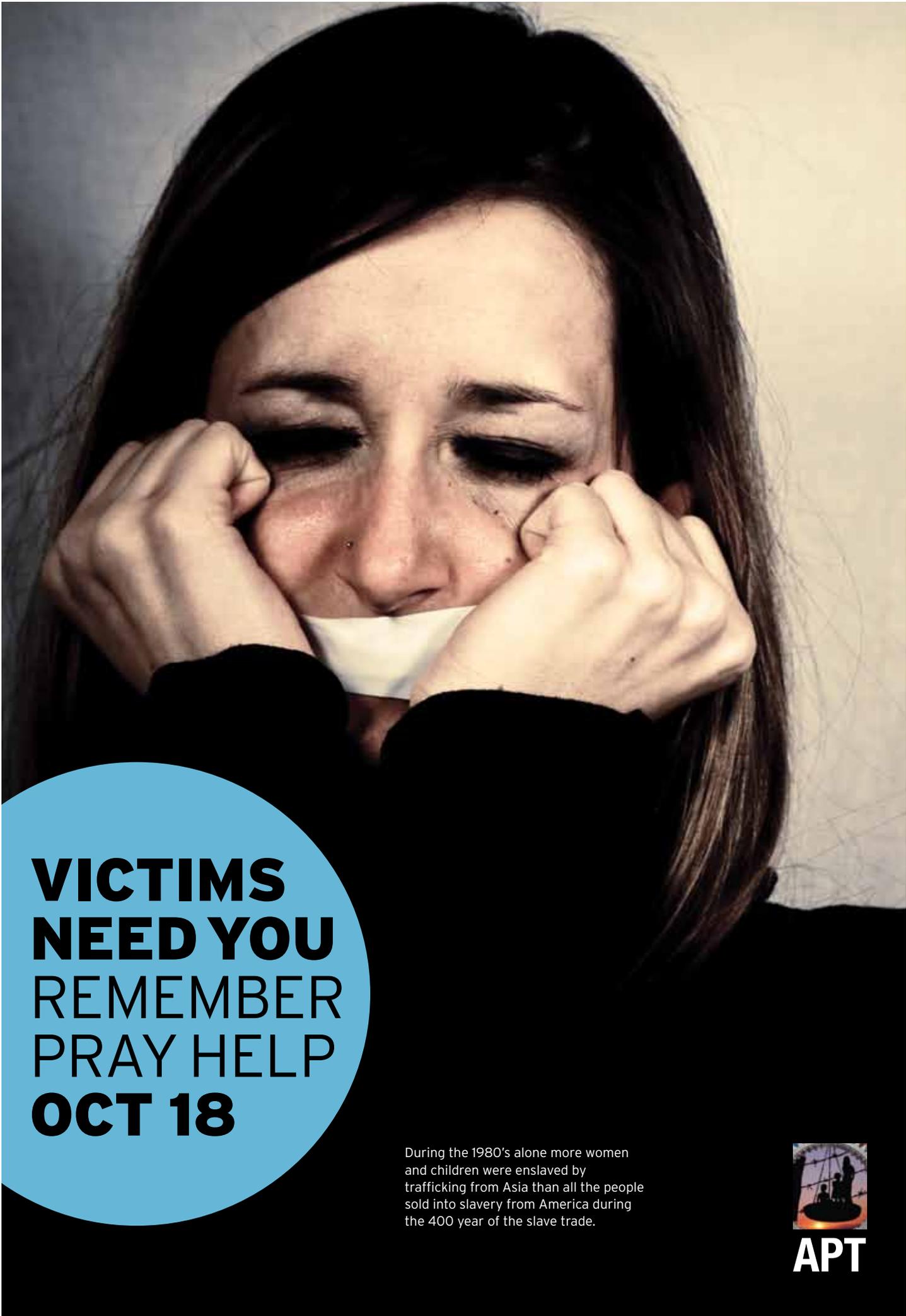


IDEAS FOR ACTION

Raise awareness in school community

Design Put up Poster for awareness

Use a colour band to highlight issue of trafficking



**VICTIMS
NEED YOU
REMEMBER
PRAY HELP
OCT 18**

During the 1980's alone more women and children were enslaved by trafficking from Asia than all the people sold into slavery from America during the 400 year of the slave trade.



APT

OCTOBER 18TH A DAY OF ACTION AGAINST HUMAN TRAFFICKING

(View accompanying PowerPoint on Mission Alive Disc)

TRAFFICKING IN PERSON AS DEFINED CAN BE BROKEN INTO THREE CONSTITUENT PARTS.

- The action of recruitment, transportation, transfer, harbouring or receipt of persons;
- By means of threat or use of force coercion, abduction, fraud, deception abuse of power or vulnerability, or giving payments or benefits to a person in control of the victim
- For the purpose of exploitation which includes, at a minimum, exploiting the prostitution of other, others forms of sexual exploitation forced labour or services, slavery or similar practise and the removal of organs.

FACTS

Almost every city, town village and in eastern and central Europe have seen some of its girls and women disappear. They have become pawns in the business of money and sex. This is a growing business and Ireland is a targeted country.

It is common for women who are trafficked to be forced to service up to thirty men in a 24 hour period.

Those who resist are severely punished; those who refuse are sometimes maimed or killed. They are largely invisible, kept behind closed doors in apartments, brothels, massage parlour.

To the 'owners' and 'pimps' they are perishable goods to be used to the fullest before they spoil. Once a woman is no longer in demand she is discarded and replaced by a larger younger and fresher face.

Over the past four decades we have witnessed four distinct waves of trafficking for sexual exploitation.

In the 1970's it was mainly Thai- Filipino women, followed by women from Africa in the 1980. Then followed women from Latin America, and now the fourth wave from eastern and central Europe. Over 25% of the trade is from Eastern and Central Europe.

During the 1980's alone more women and children were enslaved by trafficking from Asia than all the people sold into slavery from America during the 400 year of the slave trade.

CAUSES

Poverty;

For many women and girls poverty is the root case. It put women and girls at risk of falling prey to traffickers. Countless poverty stricken women sacrifice their own well being for the good of their family.

Power;

A person who is trafficked has no power over her life actions. The power is in the hands of the trafficker.

Patriarchy;

Although women are often some of the most active leaders in their local religious and secular communities, women continue to suffer from cultural, ethnic and religious discrimination in all parts of the world.

Pornography;

Feeds the demand which fuels trafficking of women and children

Pleasure; whose pleasure?;

When pleasure is at the expense of the abuse, exploitation and domination of another, it is no longer pleasure.

Profit;

Human trafficking ranks with drugs and arms trafficking as one of the most lucrative criminal activities today. The trade generate US\$ 5-6 billion dollars each year.

ANYA'S STORY

Anya grew up in a very poor country. When she was 17 years old a friend of a friend told her she could get a well-paid job as a waitress in Europe and could train to become a hairdresser. She was introduced to an agent who paid for her passport and travel ticket.

She arrived at Cork airport and was met by an unknown man. He took her passport and brought her to a house occupied by two other women.

Very soon she discovered that the 'job' she was to do was to provide sexual services for men on a 24/7 basis. When she objected her 'minder' beat her up. He then went on to rape her.

He warned her that she was an illegal immigrant and that he had her passport. He left her locked up to 'think things over' as he said. He also reminded her that she owed him for her travel, passport and now food and lodging and that this would amount to €30,000 and said her family would suffer if she did not earn that money quickly. The other women advised her to comply, that if she went to the authorities she would be sent home. Anya felt she was left with no choice but to agree to prostitute herself. She felt confident that one of the men who came to her for sex would help her to escape.

Each week she was moved to a different town. She found too, that the men who came to looking for sex had no interest in her story or in her as a person. They made it clear that they simply wanted 'good value for money'.

Many of them also demanded perverted form of sex, and sex without any protection. Whenever she failed to give them what they demanded they complained to the pimp and he beat her up again. Some of Anya's 'customers' linked sex with violence and at times she was very seriously injured.

Anya was given a mobile phone but could only receive calls in from 'clients' or from her pimp-manager. She could not call anyone to rescue her.

Anya is trapped - tied down, not physically, but effectively imprisoned by her fear and cut off from any help. She has been silenced and can see no escape. She is deeply ashamed, blaming herself for what has happened. She is psychologically damaged and in a depressed state, also beginning to suspect that she has become infected with HIV/AIDS.

As you read this, there are hundreds of trafficked women in Ireland in a state similar to Anya. Are you willing to challenge this situation? Will you join 'Turn Off the Red Light Campaign', calling for the government to tackle the problem of trafficking of women for prostitution by making it illegal to buy sex - as has been done so effectively in Sweden and some other Baltic countries.

Questions to ask yourself

- 1 What touched you most about this story?
- 2 What feelings did it evoke in you?
- 3 How does Anya's and her plight challenge you?



HELP

ME



SEE MISSION ALIVE CD WITH POWERPOINT PRESENTATION

TEACHERS NOTES TO ACCOMPANY POWER POINT. OCT. 18TH '12

Slide 1

Introduce topic of Human Trafficking. What do students already know of the topic? Slavery is not a part of past history. It is happening today, growing and expanding helped by modern technology. Note the symbols in the Logo.

APT. (Act to Prevent Trafficking). A voluntary group who raise awareness of TIP.

Slide 2

Definition of TIP. TIP is the 2nd most lucrative illegal 'industry' today across the globe after drugs. It is a multibillion dollar business.

Slide 3

As we see TIP is done for different purposes. (Read them)

There is no knowledge of sale of organs in Ireland as yet.

APT focuses on trafficking for Sexual Exploitation of women and children mainly while boys are also trafficked.

Slide 4

Discuss the distinction Smuggling...Trafficking.

Slide 5

Vulnerable people are trafficked for... Read purposes...

Slide 6

Human Trafficking is based on deceit, and control of vulnerable people. They are deceived, lured and are forced into prostitution to make money.

Slide 7

TIP is a grave abuse of the Human Rights of any person.

Slide 8

Story of Anya. Questions following story.

Slide 9

Who does the Trafficking?

Slide 10

Why not escape? Refer to Story...

Slide 11

Legislation. In Ireland nobody has been convicted for trafficking.

The Criminal Law (Human Trafficking) Act 2008

It is illegal for any person to sell any person or to buy sex from a trafficked person if the buyer knows that the person is trafficked. Penalties of up to life imprisonment apply in respect of these offences.

When there is sufficient evidence of trafficking 60 days for reflection and recovery are given by the state and during this time the person is accommodated in a refugee centre. Extension of time depends on cooperation with the Gardai. A conviction depends on the person testifying in court in front of her alleged Abuser. Further details <http://www.justice.ie/en/JELR/Pages/WPO9000005> : National Action Plan to Prevent and Combat Trafficking of Human Begins in Ireland 2009 - 2012 (PDF, 530KB)

Slide 12

Scale... Map

Slide 13

What can we do?
Day of ACTION.

Slides 14, 15, 16.

Resources

REFLECTION AND ACTION

(View accompanying PowerPoint on Mission Alive Disc)

"The trade in human persons constitute a shocking offence against human dignity and a grave violation of fundamental human rights. Already in the Second Vatican Council had pointed to "slavery, prostitution, the selling of women and children, and disgraceful working conditions where people were treated as instruments of gain rather than free and responsible persons as "infamies" which "poison human society", debase their perpetrators" and constitute "a supreme dishonour to the Creator" (Gaudium et Spes 27) Such situations are an affront to fundamental values which are shared by all cultures and people, values rooted in every human person" Pope John Paul II

Therefore do not be afraid of them. Nothing is concealed that will not be revealed, nor secret that will not be known. What I say to you in the darkness, speak in the light; what you hear whispered, proclaim on the housetops. Matt 10; 26-27

Find out more information to explore what you can do APT Ireland, visit the website. www.aptireland.org

PRAYER SERVICE TO END TO TRAFFICKING OF PEOPLE

Leader

As we gather to mark European day against Human Trafficking, Let us begin by observing a moment of silence in solidarity with the more than 27 million women, men and children who suffer each day from this modern form of slavery.

[Moment of Silence]

Leader

We join our tears with the victims of human trafficking. Let us now listen to the voices of human trafficking survivors, as they tell their stories in their own words.

Reader 1

"I can't describe to you the feeling of terror. No child should ever have to know that kind of fear. I didn't know what I was going to have to endure that night, for how long, or if I was going to come back home."

- Survivor of child sex trafficking

Reader 2

"I did the same thing every day. I was stuck. I did not feel hopeful of what my future was going to be because I could not see what was going to happen tomorrow. But now, I can dream again

- Survivor of trafficking

Leader

Let us pause to reflect on their stories. [brief pause]. Together, we respond: We pray for a hopeful tomorrow.

All

Give comfort to survivors of human trafficking and freedom to those still held captive by modern day slavery.

Leader

When we become aware of the reality of human trafficking, we can easily feel overwhelmed. But let us remember the words of, a survivor of human trafficking. "Now, I feel hopeful. I can dream... I am free now." We join this voice in dreaming for a hopeful tomorrow and for an end to modern day slavery. Our response will be,

All

We pray for a hopeful tomorrow.

Reader 3

For the estimated 27 million women, men and children currently held in slavery like conditions. May human dignity be restored to those who have been bought, sold or kidnapped for the monetary benefit of others.

All

We pray for a hopeful tomorrow.

Reader 4

For those in bonded labour, in agricultural fields, mines and factories, who have been reduced to tools of production, commodities rather than human beings.

All

We pray for a hopeful tomorrow.

Reader 5

For those forced to become soldiers, made into tools for violence. In particular, we pray for child soldiers in Darfur and Burma.

All

We pray for a hopeful tomorrow.

Reader 6

For children exploited and objectified in the commercial sex industry, that they may be free to play, learn and grow up in freedom and safety.

All

We pray for a hopeful tomorrow.

Reader 7

For those who cannot return home due to the stigma of prostitution, illness or shame, that they may receive the solace, healing and support they need.

All

We pray for a hopeful tomorrow.

Reader 8

For women, who are estimated to make up 80% of human trafficking victims, and for changes in societal attitudes that deny the equality and dignity of women.

All

God of hope, guide our actions as we strive to make this dream for a hopeful tomorrow a reality. Help us to end human trafficking in our lifetimes.

BLESSING PRAYER

O God through the intercession of St. Brigid, we pray this day

For all who have burden they cannot bear

For people who live in chains they cannot break

For those who are misunderstood for those who misunderstanding

For those who wander homeless and can't return

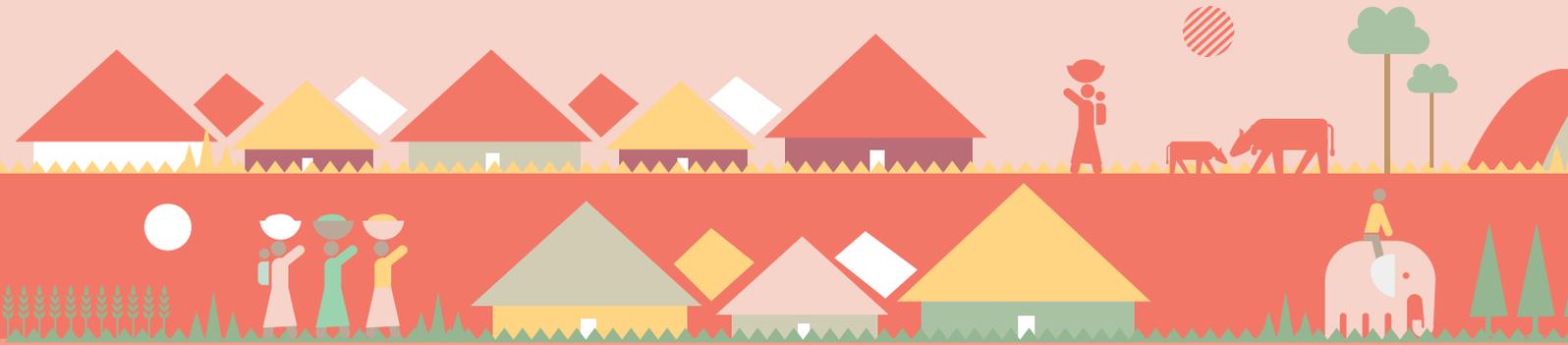
Brigid look upon all of them with love and compassion

Let me see to another's sorrow, Share another injustice, Bear another's Burden.

Amen



SUNDAY OCTOBER 21ST WORLD MISSION SUNDAY





BRING MISSION 'ALIVE' THIS OCTOBER.

WHAT IS WORLD MISSION SUNDAY?

World Mission Sunday is celebrated in every parish in the world. It is a special day in the year when we remember our own call to be missionaries. Our prayers and our donations on World Mission Sunday help the Church in poor countries to reach out to the poor and the vulnerable so that they too can know the love and joy that comes from Jesus. Let's remember that Jesus wants us all to be missionaries so that his love can reach everyone.

WHAT IS MISSION?

- Helping everyone understand God's love for them
- Sharing God's love with others through our words and our actions
- Caring for others even when it is difficult
- Forgiving the mistakes of others and accepting forgiveness

WHAT IS A MISSIONARY?

A Missionary is person who believes in Jesus Christ and the message of hope contained in the Gospels and who dedicates their life to the sharing of that message in word and action. Traditionally, missionaries were people who left the home of their birth to share this message of hope with people in other lands who had never heard of Jesus Christ or wanted more help to live this message. Missionary Societies or Religious Orders were usually asked to go to various places to help establish a local faith community and Church. Mission today is still about bringing this message of hope to everyone we meet. All baptised people are called to bring this message into their lives and the lives of people they meet.

MISSION SUNDAY ACTION

Write a letter to a missionary priest or sister or lay missionary for Mission Sunday. Ask them about their work.

To contact missionaries, contact the Irish Missionary Union at www.imu.ie and see full members list will put you in contact with you Missionaries local to your area...

The political and journalistic world can boast of very few heroes who compare with Father Damien of Molokai... it is worthwhile to look for the sources of such heroism." -- Mahatma Gandhi

MISSION TO PEOPLE SUFFERING LEPROSY; THE LIFE OF SAINT DAMIEN



SAINT DAMIEN OF MOLOKAI: THE LIFE OF A SAINT AND A MODERN MISSIONARY

Goal

Provide students with an awareness of a missionary saint as a positive role model

Rationale

Catholics come to know God through the lives, faith and actions of others "who have gone before us marked with the sign of faith" as well as of those who live in the world today.

Materials needed

this lesson plan, accompanying story, map of the world, picture of Fr. Damien, and any necessary materials for optional follow-up activity.

Objectives

- 1 To assist young people in developing the understanding that God's people are called to reach out to one another and help them as Jesus did - that is, to be missionaries in today's world.
- 2 To help young people respond appropriately to the question: What is a missionary? One who loves and respects everything in God's creation, especially those less fortunate in our world. We look to the words of Jesus to guide us in our response to one another. In doing so we are being missionary.
- 3 To introduce a special missionary: Blessed Damien of Molokai (see attached brief biography) – telling as much of the story that you feel will interest/be appropriate for the young people.
- 4 To present a few facts about the disease called Hansen's Disease/leprosy: the disease is as old as the human race and was considered contagious and incurable. Lepers were treated as outcasts until late in the nineteenth century; in 1873 Dr. Hansen discovered the bacillus of leprosy and in 1881 Dr. Nisser isolated it for study (social studies). There are still millions of lepers in the world, but they are no longer isolated; they receive help through the United Nations. Modern surgery and drugs such as dapsone can arrest the disease and help lepers to be rehabilitated back into society.

- 5 To explore with the young people areas of exclusion in today's world, possibly focusing on the ravaging effects of AIDS in Africa today. Nearer to home we might explore homelessness or racism in the Ireland of today.

SUGGESTED CLASS PLAN

1 Prepare the young people to hear the historical story of Damien. Have a picture of Fr. Damien and either a map or globe.

2 Read the story of Fr. Damien (on page 26) in class (elaborate/abbreviate as appropriate).

3 Use the follow-up questions

- 1 Think back to what you know now of Saint Damien. What makes him a missionary?
- 2 Before Damien went away to be a priest, his name was Joseph! Why do you think he received a new name (he was beginning a new part of his life). When are we given names/new names? (sacraments: baptism, confirmation) What was your name and why did you chose it?
- 3 What are some of the things that Fr. Damien did for the people of Molokai? (refer to story)
- 4 What could you do that would be missionary like for your community?

4 Prayer

"Damien, brother on our journey and generous missionary, who found meaning in life by following Jesus and who loved Jesus more than his own life. Teach us to give to other with a joy like yours. Help us to persevere in compassion for the poor and forgotten so that we might be good disciples of Jesus and Mary. Amen."

5 Present some follow up activity. (optional)

- a Trace Father Damien's journey from Belgium to Hawaii on the map.
- b Do some research on Hansen's Disease - its consequences and treatment today. Can you compare it to the AIDS disease?
- c Write a letter to a missionary priest or sister or lay missionary for Mission Sunday. Ask them more about their work. Thank them for what they are doing.



People with long-term leprosy may lose the use of their hands or feet

WHAT IS LEPROSY?

Leprosy, known today as Hansen's disease, is a chronic infectious disease that primarily affects the peripheral nerves, skin, areas of breathing and eyes. The disease is caused by a bacterium called *Mycobacterium leprae*. It was discovered in Norway by G. A. Hansen in 1873.

Leprosy usually affects the skin, peripheral nerves, and upper airways. All forms of leprosy may cause some degree of nerve damage in the arms and legs that causes sensory loss in the skin as well as muscle weakness. People with long-term leprosy may lose the use of their hands or feet due to repeated traumatic injury resulting from lack of sensation. If left untreated, it can cause progressive and permanent damage to the skin, nerves, eyes, and limbs.

THE MISSION OF FATHER DAMIEN OF MOLOKAI, HAWAII

After serving among the lepers of Molokai, Fr. Damien had contracted the disease of the people he had served for more than 12 years. Continuing to build, serve, and care for this congregation another 4 years, Fr. Damien died among his "fellow lepers" on April 15, 1889.

Born January 3, 1840 at Tremeloo, Belgium Joseph de Veuster studied at the College of Braine-le-Comte, and in 1860 joined the Fathers of the Sacred Hearts of Jesus and Mary and took the name Damien. While still a novice, he volunteered for missionary work, but his request was refused because he had not yet been ordained. His own brother was scheduled to go, but became sick, and Damien was allowed to go in his place.

Two months after his arrival in Hawaii, he was ordained and assigned to a remote parish that covered an area as large as his native Belgium. For nine years, he worked with the peoples of Puno and Kohala. He began by building a chapel with his own hands, and then visited his parish from end to end. One night he came across 30 men who had gathered in a pagan ritual that included an animal sacrifice. As he watched, one man pulled out an effigy of Fr. Damien. Marching into the cave, he snatched the doll and proceeded to rip it up. The men were amazed that he did not self-destruct right there, and they became anxious to share in Fr. Damien's faith.

Many diseases came to the Islands of Hawaii with visitors from Europe and Asia. The first authenticated case of Hansen's disease, then known as leprosy, appeared in Hawaii in 1840, and within thirty years, the disease reached epidemic proportions. The authorities adopted the only policy they knew, that of segregation. In 1868, the Hawaiian government established a settlement on the isolated Kalaupapa Peninsula of Molokai Island. Many of Fr. Damien's parishioners had also contracted this disease and were sent to Molokai.

The board of health supplied the people of Molokai with food and clothing, but in the beginning, the government was not able to provide them with physicians or nurses. On May 10, 1873, Father Damien, at his own request and with the sanction of his bishop, arrived at the settlement as its resident priest. There were then 800 individuals at the settlement, many suffering, many disfigured, many dying. For a long time, Father Damien was the only one to bring them any comfort. He touched them, he embraced them, he dined with them, and he cleaned and bandaged their wounds and sores. He placed the blessed host upon their tongues.

Among the first things he did was to add to the small church of St. Philomena's. (St. Philomena today) He enclosed in the cemetery, helped the people erect cottages, made their coffins, and dug their graves. He organized the Christian Burial Association to provide a decent burial for each deceased. He also sponsored a musical group that played during the funeral procession.

The government insisted that the policy of segregation be strictly enforced. On one occasion, a ship's captain refused to allow Damien's bishop to dock the ship on Molokai, so Damien sailed out to the boat to see the bishop. Damien pleaded with the Captain to come on board saying that he wanted to confess his sins, but was refused. "Bishop," Fr. Damien called to the boat, "will you hear my confession from here?" The bishop agreed, and Damien in an exercise of humility that touched all who witnessed it, confessed his sins aloud to the bishop.

Fr. Damien's own struggles included loneliness. Several priests who had come to work with him proved to be more of a hindrance than a help. His own superior, Father Fouesnel seemed to look on Damien as a troublemaker. He forbade Damien to visit the mission headquarters of the Sacred Hearts Fathers in Honolulu for fear that others would be infected with the disease. In Honolulu, Fr. Damien was welcomed by Mother Marianne Cope and invited to stay at the Franciscan Sisters' leper hospital. The policy for transporting patients to the island of exile from the hospital was on hold and so they only could discuss their hopes for the future. Damien was overjoyed two years later when the Franciscans arrived at the settlement to set up a Home for homeless female patients. The new government had renewed its policy of sending patients to Molokai's remote peninsula. Mother Marianne had replied to an invite to care for the girls and women that she would cheerfully accept the work. Mother Marianne promised that none of her Franciscan Sisters would ever contract the disease, and to this day, none have.

Five months later the good Damien died in peace and the boys under his care also became charges of the sisters. Fr. Damien had written, "The cemetery, the church and rectory form one enclosure; thus at nighttime I am still keeper of this garden of the dead, where my spiritual children lie at rest. My greatest pleasure is to go there to stay by the beds and meditate on that unending happiness which so many of them are enjoying."

Long before his death, he had chosen the place where he wished to be buried among the 2000 that had already been laid to rest. During Holy Week, on April 15, 1889 Damien died. He had told his friends that the Lord wanted him to spend Easter in heaven.

In his lifetime Fr. Damien never stopped working, and advocating for the people he loved and served, regardless of how he was treated on their behalf. Pope John Paul II recognized his dedication and commitment and he was declared Blessed on June 4, 1995.





FOLLOW ON QUESTIONS

STUDY QUESTIONS:

- How did it happen that Damien ended up going on missionary work?
- What was the motivation for Damien to live his life as he did?

We have all heard the story of the Good Samaritan,

- was Damien a Good Samaritan?
- how?

THE GOOD SAMARTIAN

So he asked Jesus, "And who is my neighbor?"

In reply Jesus said: "A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat

him and went away, leaving him half dead. A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. So too, a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan, as he traveled, came where the man was; and when he saw him, he took pity on him. He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. The next day he took out two denarii and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may have.'

"Which of these three do you think was a neighbor to the man who fell into the hands of robbers? The expert in the law replied, "The one who had mercy on him."

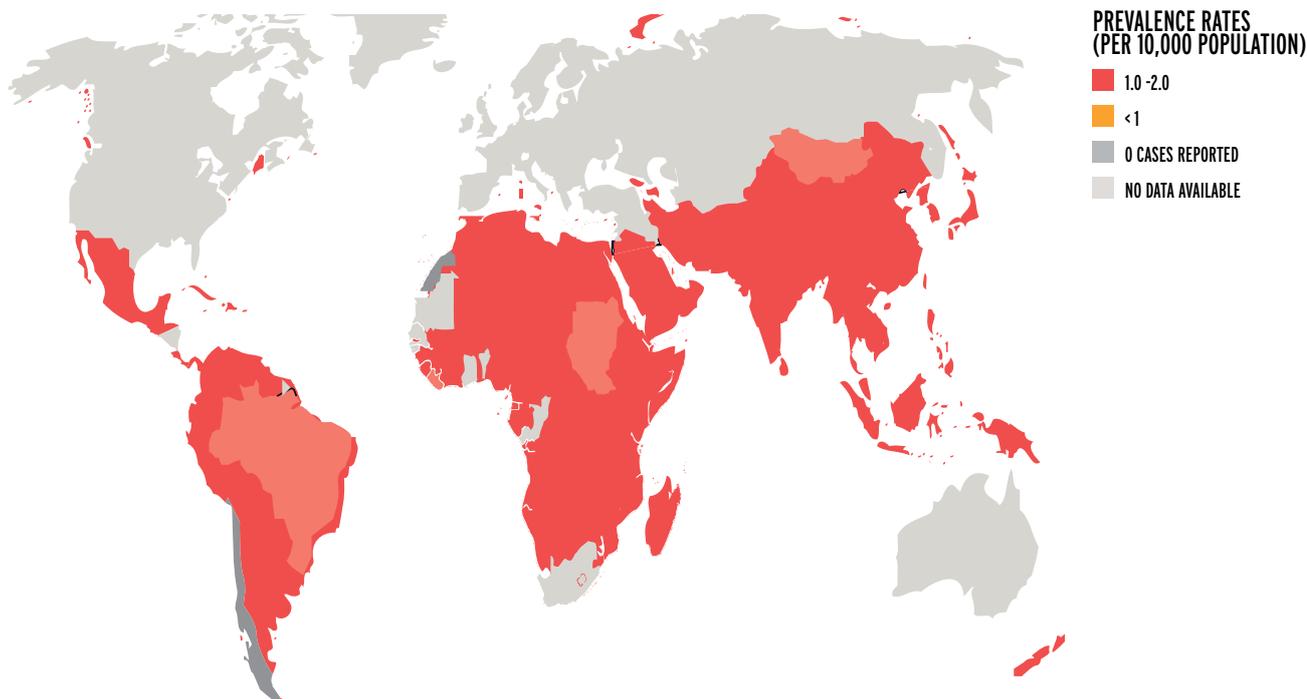
Jesus told him, "Go and do likewise."

WORDSEARCH

B E A P A S S T H E I V E S S
 Y E N R U O J O O D O O G A R
 G O D R S S I E J E R I O M C
 P O S M O H B B E M O A M A O
 M H A L H B E A T D R N S R I
 O C M Z E S B A N A M E S I T
 S I E S A V R E S S O T S T N
 P R I E S T I L D D R A I A O
 S E V E I G E T E O O E V N I
 E J G E H D M O E O B B R T S
 A N O B V R O C H O M A N R S
 S C O M P A S S I O N S S I O
 N R D E B B E S D O O G T N E

BEATEN
 JOURNEY
 ROBBED
 COMPASSION
 LEVITE
 SAMARITAN
 GOOD NEIGHBOR
 THIEVES
 JERICO
 PRIEST

LEPROSY PREVALENCE RATES DATA REPORTED TO THE WORLD HEALTH ORGANISATION (WHO) AS OF BEGINNING JANUARY 2011



LEPROSY IN THE WORLD TODAY

According to official reports received during 2011 from 130 countries and territories, the global registered prevalence of leprosy at the beginning of 2011 stood at 192,246 cases, while the number of new cases detected during 2010 was 228,474 (excluding the small number of cases in Europe).

Pockets of high prevalence of leprosy still remain in some areas of Angola, Brazil, Central African Republic, Democratic Republic of Congo, India, Madagascar, Mozambique, Nepal, and the United Republic of Tanzania. These countries remain highly committed to eliminating the disease, and continue to intensify their leprosy control activities.

History of Leprosy

Because of ancient references going back to at least 1350 BC in Egypt, leprosy is sometimes referred to as the "oldest recorded disease" or the "oldest known disease." In one form or another, leprosy appears to have stalked human beings for millennia, always causing those who suffer from it to be ostracized from their communities and encouraging the belief that sufferers are being punished by the gods.

Leprosy in the Old Testament

In the Old Testament of the Bible, leprosy is frequently referred to as an ailment afflicting not just humans, but also houses and fabric. The key to understanding leprosy in the Old Testament is that it's seen as a form of physical and spiritual pollution which requires one to be excluded from the community.

Leprosy in the New Testament

In the New Testament, leprosy is frequently the object of Jesus' healing miracles. Numerous people who are afflicted with leprosy are "cured" by Jesus, who at times may also forgive their sins. According to Matthew and Luke, Jesus also authorizes his disciples to heal leprosy in his name.

HAWAII AND THE SPREAD OF LEPROSY

18TH CENTURY:

Captain James Cook visited the islands on January 18, 1778 and named them the "Sandwich Islands" in honour of one of his sponsors. These islands and islets are administered as the state of Hawaii, the 50th state of the United States of America.

The Hawaiian Islands are an archipelago of eight major islands in the North Pacific Ocean, extending some 1,500 miles (2,400 km) from the island of Hawaii in the south to northernmost Green Island. The archipelago now takes its name from the largest island in the cluster. The islands are the exposed peaks of a great undersea mountain range. The Hawaiian islands are about 1,860 miles (3,000 km) from the nearest continent.

19TH CENTURY:

The specific date at which leprosy arrived in the islands is not known, nor is it certain by whom it was brought. As early as 1823 missionaries were noting "remediless and disgusting cases" that might have been manifestations of leprosy. Dr. Arthur St. M. Mouritz, physician at the leprosy settlement at Kalawao for a period of four years, from 1884 to 1887, stated in 1916 that he felt there was sufficient proof that leprosy was present to a moderate extent in Hawaii at least as early as 1830. In 1863 the Hawaiian authorities officially recognised leprosy as a serious problem in the islands and in January 1865 "The Act to Prevent the Spread of Leprosy" became law. As a result the Government purchased the Makenalua peninsula on Molokai for a leper settlement with the first leprosy cases arrived at Kalawao, Molokai, in January 1866.

CONGREGATION OF THE SACRED HEARTS OF JESUS AND MARY:

This religious order was founded in France in 1800 by a French diocesan priest called Pierre Coudrin. Pierre lived through the French Revolution as a priest but refused to join the nationalised church set up in France at that time and as a result lived the life of a priest on the run.

He started this religious order in response to the situation he encountered in France at the time of the revolution. He was abhorred by the atrocities he encountered in his native land and in dedicating this new order to the Sacred Hearts his dream was for the order to proclaim and preach the great love that God has for us. In his mind, the proclamation of the love of God would make reparation for the great evils experienced by the people of his time.

The new religious order attracted many new members and quickly spread to other countries in Europe including Belgium with Damien joining the order in 1859.

Fr. Joseph De Veuster sccc: (summary) When Damien entered the Congregation of the Sacred Hearts of Jesus and Mary in 1859, he took the name Damien. He was born in 1840 in Tremeloo, Belgium. He joined the Congregation of the Sacred Hearts volunteering for the mission to the Hawaiian Islands. He arrived in Hawaii in 1869 as a seminarian and was ordained later that year in the Cathedral in Honolulu. He spent a few years working as an assistant priest and in 1873 he went to work as a priest in the leper colony on the island of Molokai.

He died from leprosy in 1889 aged 49. The testimony of the life he lived among the lepers of Molokai led to an intensive study of Hansens disease, eventually leading to a cure. Pope John Paul II beatified Damien in 1995. He was named a saint of the Catholic Church on Oct 11th. 2009.

STATISTICS OF PATIENTS ON MOLOKAI 1866-1908

STATISTICS OF PATIENTS ON MOLOKAI 1866-1908: SIZE

KALAWAO: 800 ACRES	<1%
MOLOKAI: 260 SQUARE MILES	88%

TOTAL NUMBER OF PATIENTS IN MOLOKAI FROM 1866-1908: 1,906

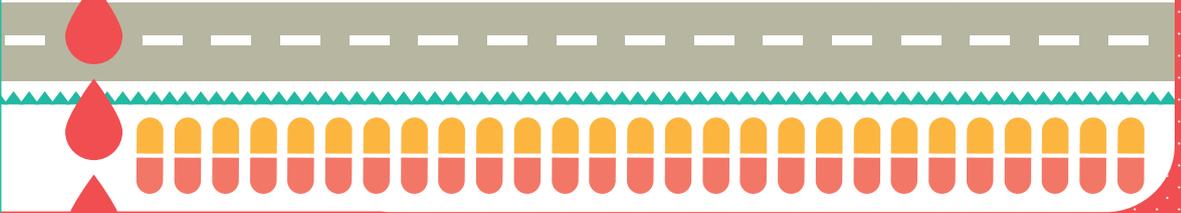
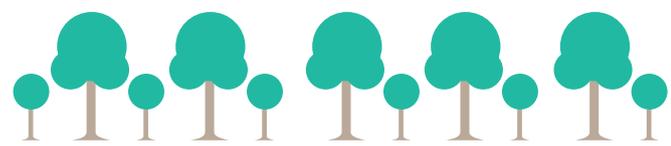
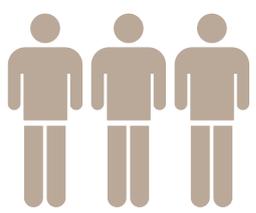
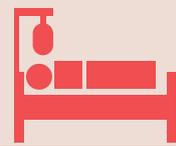
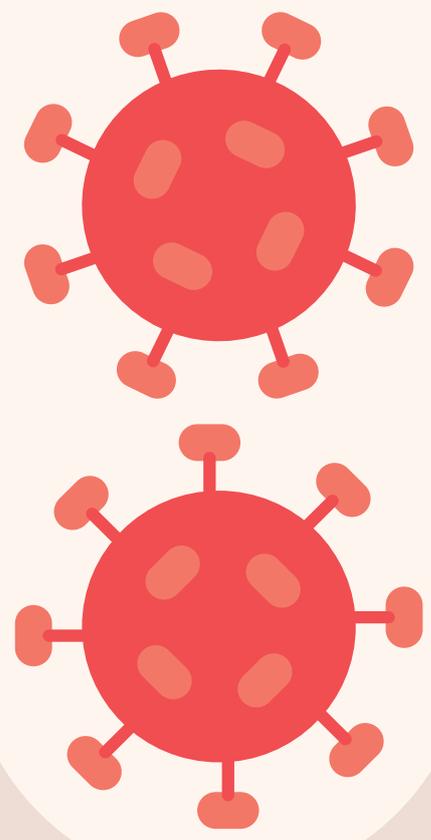
1866: 115 PATIENTS	6%
1880: 1000 PATIENTS	52%
1908: 791 PATIENTS	42%

IN 1908 THE TOTAL NUMBER OF PATIENTS WAS 791. BROKEN DOWN INTO THE FOLLOWING NATIONALITIES

HAWAIIANS: 693 PATIENTS	88%
CHINESE: 42 PATIENTS	5.3%
PORTUGUESE: 26 PATIENTS	3.3%
AMERICANS: 6 PATIENTS	0.8%
JAPANESE: 5 PATIENTS	0.6%
GERMANS: 6 PATIENTS	0.8%
OTHER NATIONALITIES: 13 PATIENTS	1.6%

- Total deportees to Molokai: Approximately 8,000.
- The first case of leprosy was documented in Hawaii in 1835.
- The first group of patients departed from Honolulu Harbor in 1866 on the schooner, the Warwick.

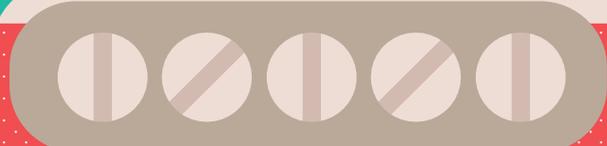
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DECEMBER 1ST 2012 WORLD AIDS DAY ZERO ZERO ZERO



000



**"ZERO NEW HIV INFECTIONS,
ZERO DISCRIMINATION, AND
ZERO AIDS-RELATED DEATHS".**



World AIDS Day is held on 1 December each year and is an opportunity for people worldwide to unite in the fight against HIV, show their support for people living with HIV and to commemorate people who have died. World AIDS Day was the first ever global health day and the first one was held in 1988.



ZERO, ZERO, ZERO

(View accompanying Resources on Mission Alive Disc)

The World AIDS Day Theme from UNAIDS for the next few years is: "Zero New HIV Infections, Zero Discrimination, and Zero Aids-Related Deaths". This is a tall order but one that we Franciscan Missionary Sisters for Africa, (FMSA) have been working on since AIDS came on the scene.

34million people are now living with HIV&AIDS and 22,780,000 are in Africa. Africa is a big continent but it has just 12% of the world's population, but as you see, 67% of all the world's people living with HIV & AIDS are in Africa. The rest of the world makes up 88% of the population but has only 36% of those living with HIV&AIDS. Sub-Saharan Africa Has 70% of all new HIV infections, 67% of all AIDS-Related deaths and 90% of orphans due to AIDS.

2011 POPULATION

SUB-SAHARAN AFRICA	12%	840 MILLION
REST OF WORLD	88%	6.16 BILLION
TOTAL	100%	7 BILLION

TOTAL PEOPLE LIVING WITH HIV & AIDS IN 2011

SUB-SAHARAN AFRICA	67%	22.8 MILLION
REST OF WORLD	33%	11.2 MILLION
TOTAL	100%	34 MILLION

2011 NEW INFECTIONS

SUB-SAHARAN AFRICA	70%	1.89 MILLION
REST OF WORLD	30%	800,000
TOTAL	100%	2.7 MILLION

2011 AIDS RELATED DEATHS IN 1 YEAR

SUB-SAHARAN AFRICA	67%	1.2 MILLION
REST OF WORLD	33%	594,000
TOTAL	100%	1.8 MILLION

TOTAL ORPHANS LOST 1-2 PARENTS TO AIDS

SUB-SAHARAN AFRICA	90%	14.94 MILLION
REST OF WORLD	10%	1.66 MILLION
TOTAL	100%	16.6 MILLION





MORE THAN STATS

Africa's burden is more than statistics. Each number is a human face, a family and loved ones struggling to do what is best in conditions where most people cannot afford to do what is best. The infected person may be in denial, may not have the courage to be tested, to tell loved ones of their condition, or to go for treatment. The HIV&AIDS epidemic has caused huge economic, social, psychological and moral/ethical problems. And often the people have nobody to turn to for help. They live in quiet desperation.

That is where Franciscan Missionaries Sisters of Africa comes in: we have home based care for those living with HIV, orphan care and support programmes, widow and widower's income generation, counselling and testing programmes. Our prevention programmes and peer support clubs have helped hundreds of thousands to remain uninfected. Follow -up is very important to keep the youth on track and the clubs are an ideal way of doing this. Many Youth Alive clubs are all over Africa empowering the youth to help each other.

With the help of our marriage programmes, couples find the courage and support to remain faithful. They in turn have set up couples support groups which have helped in keeping them faithful and boosting their income through various projects. Our call-in radio programmes help people get guidance and answers to their questions.

Most of our programmes include reflection, discussion, information and inspiration to live healthy lives. We try to take the silence out of HIV, so they can talk to or shout at God, and have others to talk to as well.

PONDER AND DISCUSS

- 1 Why has HIV been called the biggest economic disaster in Africa?
- 2 What about the rest of the people in Africa who do not have HIV? How do you think it is affecting them?
- 3 Do you know anyone who is HIV+ or who died of HIV? What are the chances that someone your age in Africa knows someone who is HIV+ or someone who died of HIV?
- 4 Many of the people who die because of HIV were never tested. They were afraid to go for the free test. What would make them afraid?
- 5 Many people who die because of HIV, die because they did not get the ARVs (Anti-Retro-Viral medicines) even though they were free. They were afraid to go to the clinic to get the drug. Why would they be afraid?

ACTIVITIES

- 1 Download the revised and free modules of: Understanding and Challenging HIV Stigma: Toolkit for Action, on the Mission Alive Disc.
- 2 Have a prayer service for all who have died of HIV&AIDS. Each person has a candle and sits in a circle around the Christ- candle in the middle of the floor. Each person has the opportunity to name someone they know who has died because of AIDS and place their candle to form a cross with the Christ candle in the middle. If someone does not have a name, they can name a group of people or a country in Africa.
- 3 Make a remembrance tree, where people tie red ribbons/ strips of red crepe paper on it for all who have died of HIV & AIDS, or all Orphans. Encourage people to say a prayer while they are tying the ribbon on.
- 4 Collect funds for an HIV project in Africa. See the work of Missionary Groups in this area.

AIDS IN IRELAND

As you would guess, the statistics for Ireland are far lower. The statistics about HIV in Sub-Saharan AFRICA can seem far removed from our situation in Ireland. We could be tempted to say, "that's their problem, and anyway it has gone on too long! Why don't they do something about it!" Ireland has a much smaller population than Africa. (4,581,269 in Ireland for 2011). The incidences of HIV in Ireland's population are increasing, so while we focus on Africa, please remember that the same problems are here in Ireland and are growing. Just imagine:

If we in Ireland had a proportion of HIV problems similar to Sub-Saharan Africa, our statistics would look something like this for 2011:

- 124,349 Irish would be living with HIV needing ARVs and care.
- 10,308 Irish people would be newly infected in one year.
- 6,545 Irish would have died due to AIDS in one year.
- 81,841 Irish children would be Orphans having lost one or both parents to AIDS.

RESEARCH AND DISCUSS

- 1 Maybe you could take these numbers and see how many cities or schools in Ireland they would fill.
- 2 If these statistics were true, what would be the implications? How do you think it would change Ireland, its people, the economy, social life? What ethical decisions would need to be made?
- 3 Would the problems be the same as in Africa? What would be different?
- 4 Some people have remarked that AIDS is the best kept secret in the West. Do you know the actual figures for Ireland? Do a bit of research to find out about HIV& AIDS in Ireland.
- 5 If you suspected that you had HIV would you go and be tested?
- 6 If there was an HIV clinic in your town would you go to it or would you go to a different town?
- 7 If you had HIV would you keep it a secret?
- 8 If you suspected that you gave HIV to someone, would you tell them? Why?
- 9 If you had a relative or child that died of HIV would you keep it a secret?



THE WORK OF MISSIONARIES AND THE SPREAD OF HIV/AIDS

ZERO NEW INFECTIONS- PREVENTION:

There are many ways to help people protect themselves from HIV. We teach about preventive treatment in rape cases; prevention of mother to child transmission; risk reduction through contraceptive use and male circumcision; risk avoidance through abstinence and being faithful to one uninfected partner; encouraging people to know their HIV status through counselling and testing to: tell their loved ones and partners; to live positively by avoiding alcohol, drugs, late nights, heavy work, protecting themselves from being re-infected with a new strain of HIV; eating well; and taking their medicine, and to turn to their God for support and guidance.

Sr. Kathleen O'Sullivan, FMSA a doctor and psychologist, heads a prevention programme which is part of Love and Hope Centre. She says. " What helps a lot is support groups and a spiritual life. We give Group and 'one to one' counselling to the students. Many have very low self esteem - parents may have little interest in education and so the child lacks any encouragement. When they come to school the teachers are overburdened and have little time to listen to the child's concerns. The Head Teachers are so appreciative when we help to build confidence in these children. We also give courses/counselling to the teachers and where possible bring parents on board for courses on parenting skills."

Sr. Kathleen and her team of young well trained counsellors and social workers use a behaviour change process called Education for Life. It really helps youth in primary and secondary schools to turn their lives around. Then they follow it up with support groups and clubs which empower young people in schools with knowledge and skills to be able to make life-giving choices and live healthy lifestyles amidst life challenges. They train youth as Peer Educators, to create continuity and sustainability of their life giving choices. They use these leadership skills and abilities to manage their own club activities and to assert themselves. Here are their own words:



"...I feel sorry for those young people who are infected by STIs like syphilis and... (HIV). I now know the importance of saying 'No to Sex' at my age..."

Girl from Kibowen Komen Primary School.

"...After you visited us in school on behaviour formation and relationships I realized that in my life that discipline, relationship and learning is a key to success..."

Boy in class eight.

"...I used to care about nothing in this world. I never shared my feelings with anyone not even my parents... All thanks... for changing my life and making it worth to live..."

Girl in Archbishop Ndingi primary.

"...I feel empowered when I am talking to my fellow students in my club and in class, I was very shy and could never stand in front of others and talk. Leadership skills training has made me confident and that I only have to practice what I have learnt to be better every day, I have shared more on behaviour change with my peers and they are happy and willing to be helped to change their behaviours..."

City Mission secondary.

ZERO DISCRIMINATION - DISCLOSURE

A YOUNG GIRL'S JOURNEY IN SEARCH OF TRUTH

Grace (not real name) is 9 years old, born in Kwanza village and currently resides with her mother and step father. She is first born in a family of two children. Her parents were registered as clients of Love and Hope centre when there was still a Home Based Care program for adults. Grace was diagnosed with TB in 2007 and at this time she underwent HIV test and tested positive. She was enrolled in Love and Hope OVC program 2 years ago. In the initial phase when we met with Grace, She was a shy girl who took time before joining in conversations with other children. However, after being enrolled in the Children Support Group, a noticeable difference was apparent; she began to open up and create friends.

Children support groups are categorized according to age, cognitive and behavioral development where appropriate ongoing discussions about HIV are taught. This is done through visual aid, art and play therapy and individual counselling as well as group therapy session. At the first stage, she was placed in a group of children who do not know their status. However, she was able to identify some of the drugs she was taking by drawing.

Love and Hope staff noted that Grace can express herself by art therapy. Therefore, we brought on board her parents to assist in the process of Grace understanding why she was on daily medication.

Among the young children attending the peer support groups, some suspect that they have HIV from the information they get from the media, schools and in the community and relating it with their real life i.e. getting sick on and off, taking drugs every day, attending clinics regularly. However their guardians due to fear, guilt, ignorance have not been able to inform children about their status.

Grace always attended the fortnightly child support group meetings at Love & Hope Centre. It was obvious that she keenly followed the proceedings during the meetings. However, it was even more apparent that she was determined to know what was happening to her. In the group meeting she asked a lot of questions. "What is wrong with me? Why should I have to go to the clinics every month? Why should I have to take drugs daily while my brother is not taking them?"



Grace was moved to another group of children who wanted to know more about themselves. In this group, she was helped to have basic knowledge on HIV/AIDS. Despite her age, she still persisted more and more. "Why am I taking drugs and my brother is not?" This made her parents become worried.

Grace and her parents were brought for family therapy in addition to individual therapy which would help them disclose both the parents status and hers. When she learned her status from her parents she answered "Hio tu! Nilikuwa najua." (Only that! I was aware of it). She asked her mother "Now, I know I am HIV positive and I was born with it. That means even you and your mother are HIV positive?" This made it possible for her mother to talk to her about her own condition. Despite her acceptance that she is HIV positive, Grace is still coming for more therapy and assistance. In relation to her young age there is more that she needs to understand and it will take time and a lot of patience from the parents and other care givers to fully help her cope with the different changes that might occur in the process of her development and taking medication.

After some time Grace began encouraging other children on the importance of adhering to drugs as she is also concerned on times of taking drugs, honouring her appointments and if given a wrong drug she tends to ask questions as she is aware of the drugs she takes. An example, three months ago, she visited the Comprehensive Care Centre (CCC) clinic and was given different drugs from the ones she usually takes. She asked the Pharmacist "These are not the drugs I always take, why are they different?"

A child has a right to know his/her status sooner rather than later. A good healthy relationship between the caregiver and the child is vital for effective disclosure to take place.



Are people
with HIV
discriminated
against in
Ireland?

PONDER AND DISCUSS:

- 1 Have you seen children or youth being stigmatised (labelled) or discriminated against (treated badly or excluded)? Have you got involved in doing such things? Have you tried to stop it? What happened to those youth and children?
- 2 Think back on your own childhood. Have you ever been the butt of a joke that really hurt you? Were you able to assert yourself and stop the behaviour? How long ago did that happen? Try to tap into your feelings now... does it still hurt a bit? Why?
- 3 Have you ever been labelled for something you had no power to change?
- 4 Try to list all the ways a person could get HIV. What kind of labels do you hear HIV+ people getting? Are people with HIV discriminated against in Ireland?
- 5 Are there things that youth your age worry about but do not discuss with parents, adults or peers? How can this be handled?
- 6 Are there other things that youth your age and their parents don't discuss with each other? Are any of the issues life threatening or could develop into something more serious? What needs to be done?
- 7 Why are people afraid to disclose certain things to their children or parents? What can be done about it?
- 8 If you were a parent and gave your child a disease would you tell them or hope the doctor would leave you out of the picture?

ACTION

- 1 Is there an HIV&AIDS Centre/ clinic in your area? If not find out where HIV+ people go for support in Ireland. Visit an HIV& AIDS Center and talk to some of the people on a regular basis.
- 2 Read more about HIV &AIDS in Ireland and Africa and see if there is something you can do to help.
- 3 When your grandchildren read about HIV& AIDS and ask you if you did anything during this global disaster, what will you be able to say?
- 4 India produces most of the generic drugs used to help the HIV+ in Africa, yet there is a danger that they will be stopped from doing this. Do some research about this and write to your TD.
- 5 Pray for those infected and affected by HIV. Get involved with us in Africa by contributing funds or volunteering.

PREVENTION+ CARE+ SUPPORT+ ZERO DISCRIMINATION= ZERO DEATHS

The Franciscan Missionary Sisters for Africa are working in all areas of HIV & AIDS: Prevention; Care; Support, Stigma reduction. Because of their work and those they have trained, fewer people have HIV and fewer have died. Others have discovered how to live positive and fulfilling lives despite being infected or affected by HIV. Many discovered a newer and more meaningful relationship with their God and were able to reach out to others. Visit our fmsa website www.fmsa.net also, www.eflkenya.org, www.youthaliveuganda.org. Youth Alive Zimbabwe also has a website that is being updated.



CHURCH'S VISION AND CATHOLIC SOCIAL TEACHING ON HIV/AIDS

The Catholic Church has an important role in organizing and providing health care, social services, emotional support, income-generation activities, orphan care, advocacy and self-help programs for and with persons living with or affected by HIV. And most importantly, to provide pastoral care to persons living with or affected by HIV. The Catholic Church has been a witness and an active care provider to the HIV pandemic on literally every continent. The Church seeks to address this pandemic in a caring and compassionate manner in order to encourage greater solidarity for all members of our society and to promote the inherent dignity of the human person in all areas of life.

The Church's mission relative to HIV/AIDS is to teach people both about the facts related to this pandemic, and about the permanent values that should be the foundation of our response.

Key considerations include:

- how to prevent the further spread of HIV by observing sexual abstinence outside marriage and by promoting life-long, mutual fidelity within marriage
- how to respond to those already living with or affected by the virus with acceptance, love, pastoral care and solidarity, without discrimination, rejection, or stigmatization.
- how to arrest the spread of HIV/AIDS focusing on risk avoidance
- how to stop the further transmission of AIDS by promoting deeper and longer-lasting behavior changes that are necessary to make a significant impact on reducing infection rates
- how to identify solutions based on values and on the level of relationships between individuals and in society as a whole.

The Church's teaching offers a vision of the whole person, created in the image of God, gifted with a God-given, unique and irrevocable dignity. Catholic doctrine also reminds us that, as a Church, we are a community and must act as a leaven to

help people, especially those who are most poor, vulnerable and marginalized, and in need of care to develop and thrive.

The Catholic Church has played an active role in addressing needs and responding to the HIV/AIDS pandemic on many levels:

At the national level, the Bishops' Conferences have developed and promoted greater awareness and programs to assist in the struggle against this pandemic, especially in developing countries and among the most marginalized populations. For example, in India alone, more than 100 centers that offer treatment, care and support to AIDS patients have been put in place. Soon, in addition to these institutions, another 45 centers will open in rural and isolated areas.

At the international level, through its various institutions is present in all continents of the world, providing education, treatment, care and support regardless of race, nationality or creed. With the assistance of ten thousand workers and volunteers, they have reached almost four million people with awareness raising and life saving education programs. Further, they provide medical and nutritional care and support to almost 350,000 people living with HIV/AIDS and anti-retroviral treatment to over 90,000 men, women and children. One third of this assistance is provided completely free of charge.

ABC APPROACH

In the late 80's new HIV infections began to decline in Uganda due to the introduction of the "ABC approach" aimed at changing sexual behaviour. Strong leadership involving State, Church and NGO's promoted this effective public education campaign. The ABC programme aims at prevention and is focused on informing young people by addressing the behaviour, attitudes, and culture that spread the disease. Uganda opted for Abstinence and Fidelity, and allowed quiet promotion of the condom. This became known as the "ABC" approach. In the Church programme, the "c" for condom was replaced with "c" for character formation, and later community involvement.



One of the many ways in which the Catholic Church contributes to the struggle against HIV/AIDS in Africa is through continued education. Based on the ABC model a programme called 'Education for life - a behaviour change' programme became widely used in the prevention of/and fight against HIV/AIDS. This was developed by Sr. Kay Lawlor, Medical Missionaries of Mary and Sr Miriam Duggan, Franciscan Missionaries both based in Uganda at the time. This programme came out of a deep belief in the Person and in their capacity to change

CREATE AWARENESS

CREATE AWARENESS IN YOUR COMMUNITY ON WORLD AIDS DAY DECEMBER 1ST 2012

How?

Make Red Ribbons and ask for a donation and support an organisation fighting Hiv/Aids. Copy the A4 Cover page on page 31 and let your school know about World Aids day.

RED Ribbon Day in your School local community

Where did the RED RIBBON idea come from?

In 1991 - a decade after the emergence of HIV - a group of 12 artists gathered to discuss a new project for Visual Aids; a New York arts organisation that raises awareness of HIV. They were photographers, painters, film makers and costume designers, and they sat around in the shared gallery space in New York's East Village.

After a short brainstorm they had come up with a simple idea that later became one of the most recognised symbols of the decade - the red ribbon, worn to signify awareness and support for people living with HIV.

Why did we need a symbol?

When the artists sat down to work on this project, their aim was to get people talking about HIV. This was during a time where HIV was highly stigmatised and people living with HIV were suffering behind closed doors, some too scared to even tell their loved ones they were living with the virus. The artists wanted to create a visual expression of compassion for people living with, and affected by, HIV.

The artists were inspired by the yellow ribbons tied on trees to denote support for the US military fighting in the Gulf War.

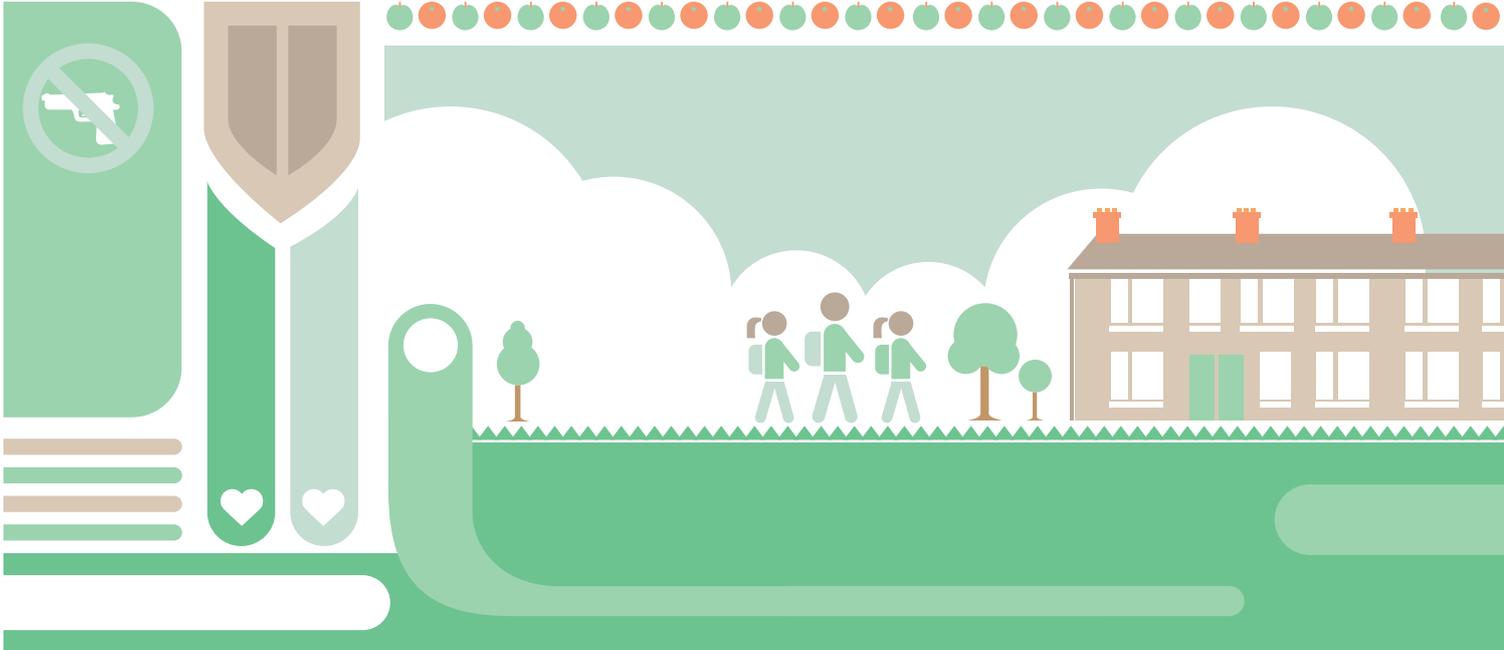
Red was chosen as it is bold and visible - symbolising passion, a heart and love. The shape was chosen simply because it was easy to make and replicate - anyone can make one by just cutting out a piece of ribbon, looping it around your finger and pinning it on.

How did the red ribbon become so well known?

In the early days, the artists made the ribbons themselves and distributing them around the New York art scene and dropped them off at theatres. Initially there was a text that went with it, to explain why they were being worn, but eventually this was dropped as its symbolism no longer needed an explanation.

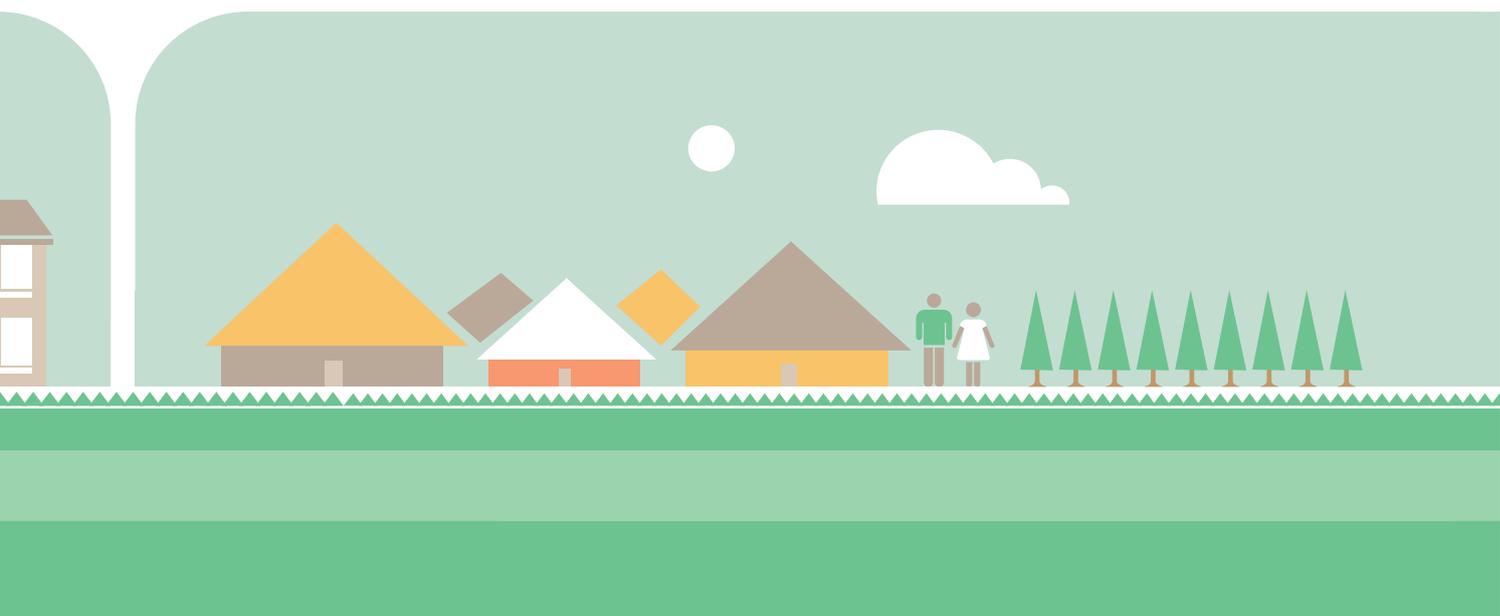
Within weeks of the red ribbon idea being born, world-famous actors starting wearing the red ribbon to high-profile award ceremonies such as the Oscars and talking about why it was important. The media also cottoned on, and within a short space of time the red ribbon symbol became universally recognised.

At the Freddie Mercury Tribute Concert held at London's Wembley Stadium on Easter Sunday 1992, more than 100,000 red ribbons were distributed among the audience, with performers such as George Michael wearing one. The Red Ribbon continues to be a powerful force in the efforts to increase public awareness of HIV.



Remembering Oscar Romero Murdered on March 24th 1980





SOLIDARITY WITH THE POOR:

"...the church... ought to be in solidarity with the poor, running the risks they run, enduring the persecution that is their fate, ready to give the greatest possible testimony to its love by defending and promoting those who were first in Jesus' love". Archbishop Romero

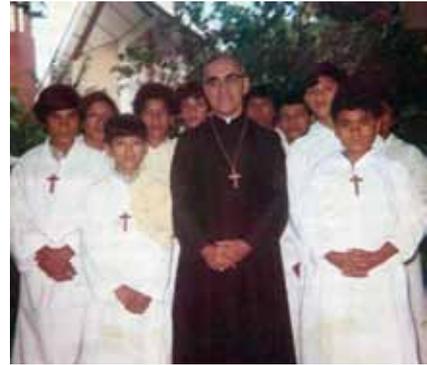
MUCH REMAINS TO BE DONE:

"There are still many questions waiting to be answered. Much thinking remains to be done. We must do it together, pastors and people of God, never separated from our union in Christ. We must do it in the light of our faith and of the social situation of our country". Archbishop Romero

THE VOICE OF THE VOICELESS:

"The church would betray its own love for God and its fidelity to the gospel if it stopped being the voice of the voiceless". Archbishop Romero





PRAYER SERVICE REMEMBERING OSCAR ROMERO ON DISC

MARCH 24TH

The United Nations General Assembly on December 1st 2010 recognizing the values of Monsignor Romero and his dedication to the service of humanity, in the context of armed conflicts, as a humanist dedicated to defending human rights, protecting lives and promoting human dignity, his constant calls to dialogue and his opposition to all forms of violence to avoid armed confrontation, which consequently led to his death on 24 March 1980, proclaims 24 March as the International Day for the Right to the Truth concerning Gross Human Rights Violations and for the Dignity of Victims.

The purpose of the Day is to:

- Honour the memory of victims of gross and systematic human rights violations and promote the importance of the right to truth and justice;
- Pay tribute to those who have devoted their lives to, and lost their lives in, the struggle to promote and protect human rights for all;
- Recognize, in particular, the important work and values of Archbishop Oscar Arnulfo Romero, of El Salvador, who was assassinated on 24 March 1980, after denouncing violations of the human rights of the most vulnerable populations and defending the principles of protecting lives, promoting human dignity and opposition to all forms of violence.

EARLY LIFE

Oscar Romero was born into a large family on August 15, 1917 in El Salvador. Although they had more money than many of their neighbours, Oscar's family had neither electricity nor running water in their small home, and the children slept on the floor. Oscar's parents could not afford to send him to school after the age of twelve, so he went to work as an apprentice carpenter. He quickly showed great skills, but Oscar

was already determined to become a priest. He entered the seminary at the age of fourteen and was ordained a priest when he was 25 in 1942.

Recognising the power of radio to reach the people, he convinced five radio stations to broadcast his Sunday sermons to peasant farmers who believed they were unwelcome in the churches. In 1974, he became a Bishop in Santiago de Maira in el Salvador. At this time, Oscar Romero was described as a conservative, not wanting to break from tradition. He was uncomfortable with social action that challenged political leaders.

GROWING AWARENESS

During his two years as Bishop of Santiago de Maria, Romero was horrified to find that children were dying because their parents could not pay for simple medicines. He began using the resources of the diocese and his own personal resources to help the poor, but he knew that simple charity was not enough. He wrote in his diary that people who are poor should not just receive handouts from the Church or the government but participate in changing their lives for the future.

In 1977, Romero became Archbishop of San Salvador, the capital city. The situation in El Salvador was becoming worse and he couldn't remain silent any longer. The military were killing the Salvadorian people - especially those demanding justice such as teachers, nuns and priests - including Romero's good friend, Fr Rutilio Grande. Thousands of people began to go missing. Romero demanded that the President of El Salvador thoroughly investigate the killings, but he failed to do so.

VOICE OF THE VOICELESS

In his actions and words, Oscar demanded a peace that could only be found by ensuring people had access to basic needs and their rights upheld. He raised awareness globally about the people

in his country who had been killed or "disappeared". When he visited the Vatican in 1979, Oscar Romero presented the Pope with seven detailed reports of murder, torture, and kidnapping throughout El Salvador.

In 1979, the number of people being killed rose to more than 3000 per month. Oscar Romero had nothing left to offer his people except faith and hope. He continued to use the radio broadcast of his Sunday sermons to tell people what was happening throughout the country, to talk about the role of the Church and to offer his listeners hope that they would not suffer and die in vain.

MARTYRDOM

On March 23, 1980, after reporting the previous week's deaths and disappearances, Oscar Romero began to speak directly to soldiers and policemen: "I beg you, I implore you, I order you... in the name of God, stop the repression!" The following evening, while saying Mass in the chapel of Divine Providence Hospital, Archbishop Oscar Romero was shot by a paid assassin.

Only moments before his death, Romero spoke these prophetic words: "Those who surrender to the service of the poor through love of Christ will live like the grain of wheat that dies... The harvest comes because of the grain that dies." Like many great leaders who have fought for truth, Oscar Romero was killed and became a martyr, but his voice could not be silenced. He is a symbol of hope in a country that has suffered poverty, injustice and violence.

THE VOICE OF THE VOICELESS

"The church would betray its own love for God and its fidelity to the gospel if it stopped being the voice of the voiceless". Archbishop Romero



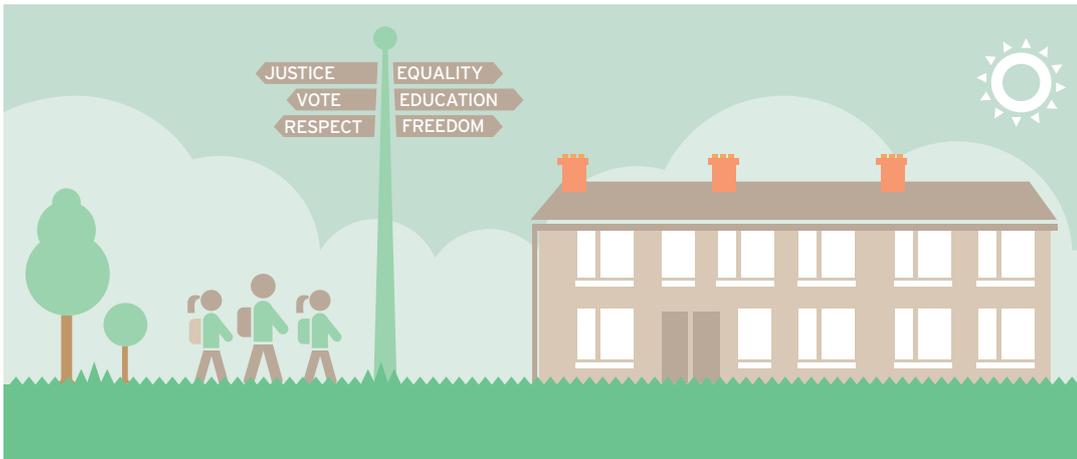
HUMAN RIGHTS

All of us belong to one family. Every member of our family has the same fundamental human and equal rights. Each of us is entitled to have respected and each of us has a responsibility to protect those rights for all others. Difference of race, sex, language and colour do not change these rights. Nor do the difference of property, social origin, political ideas or religious beliefs. Everyone regardless of who they are born with human rights.

Yet day after day, in country after country these rights are being violated. People have the right to food; hundreds of thousands are starving. People have the right to work; millions are unemployed. People have the right to freedom of thought; tens of thousands are imprisoned and tortured because of their beliefs. People have the right to be free of discrimination; radical prejudice is rampant.

DECLARATION OF HUMAN RIGHTS

- 01 Are born free and should all be treated in the same way
- 02 Are equal despite difference in race, sex, language, etc.
- 03 Have the right to life and to live in freedom and safety
- 04 Should be free from slavery
- 05 Should not be subjected to torture
- 06 Have the right to be recognized before the law
- 07 Have the right to be treated equally before the law
- 08 Have the right to ask for legal help when their rights are not respected
- 09 Have the right to not be imprisoned unjustly
- 10 Have the right to a fair trial
- 11 Have the right to be presumed innocent until proven guilty
- 12 Have the right to privacy
- 13 Have the right to travel within and to and from their own country
- 14 Have the right to political asylum
- 15 Have the right to a nationality
- 16 Have the right to marry
- 17 Have the right to own property
- 18 Have the right to freedom of thought, conscience and religion
- 19 Have the right to freedom of opinion and expression
- 20 Have the right to meet with others
- 21 Have the right to take part in government matters and to vote
- 22 Have the right to social security (i.e. To have basic needs met)
- 23 Have the right to work and to join a trade union
- 24 Have the right to rest and leisure
- 25 Have the right to an adequate standard of living and medical help
- 26 Have the right to an education
- 27 Have the right to take part in their community's cultural life
- 28 Are entitled to a social and international order that can provide these rights
- 29 Must respect the rights of others



CATHOLIC SOCIAL TEACHING AND HUMAN RIGHTS - HANDOUT ON MISSION ALIVE DISC

UNDERSTANDING HUMAN RIGHT - QUOTES FROM ARCHBISHOP ROMERO

"One must not love oneself so much as to avoid getting involved in the risks of life that history demands of us; and those that fend off danger will lose their lives."

"When the church hears the cry of the oppressed it cannot but denounce the social structures that give rise to and perpetuate the misery from which the cry arises." (8/6/76)

"Defence of human rights, equality and freedom... is a matter of policy... rooted in the gospel."

"This is the mission entrusted to the church, a hard mission, to uproot sins from history, to uproot sins from the political order, to uproot sins from the economy, to uproot sins wherever they are." (15/1/78)

"Aspire not to have more, but to be more."

"The gospel is the great defender and proclaimer of all the great fundamental rights of the person: the fundamental right to... food and water, shelter, protection, medicine, education, work, rest, freedom, respect, dignity, fullness of life."

"If they kill me, I shall arise in the Salvadoran people."

"Peace is not the product of terror or fear."

Peace is not the silence of cemeteries.

Peace is not the silent result of violent repression.

Peace is the generous, tranquil contribution of all to the good of all.

Peace is dynamism. Peace is generosity. It is right and it is duty."

"The violence we preach is not the violence of the sword, the violence of hatred. It is the violence of love, of brotherhood, the violence that wills to beat weapons into sickles for work."

"Let us not tire of preaching love; it is the force that will overcome the world."

"If we really want an effective end to violence we must remove the violence that lies at the root of all violence: structural violence, social injustice, exclusion of citizens from the management of the country, repression. All this is what constitutes the primal cause, from which the rest flows naturally."

DISCUSSION QUESTIONS

- Which quotation appeals to you most, and why?
- How do you think Romero would define 'sin'?
- Give examples of sin that need to be uprooted from today's society, political or economy.
- In your school or local community, is there an evident commitment to challenge injustice and defend the poorest and most vulnerable?
- What can you do to promote justice?

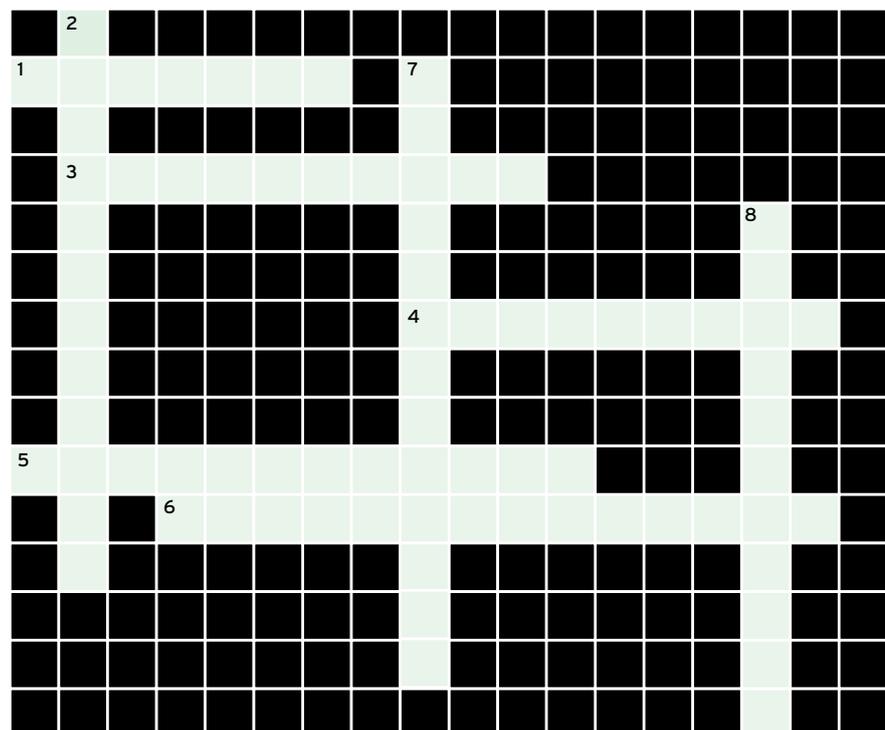
(Students can use the table below to formulate their ideas)

CATHOLIC SOCIAL TEACHING	PERSONAL	FAMILY	LOCAL	GLOBAL
The dignity of the human person: Respect, enhance and build human dignity				
The Common Good: Respect the rights and responsibilities of all				
Subsidiarity: Support, promote and develop capacity in decision-making				
Solidarity: Common vision to establish the rights of all				
Preferential Option for the Poor: Taking up the causes of the poor as our own				
Participation: Everyone has a right and a duty to participate in society				
Stewardship of Creation: Duty to care for the Earth's resources				

HUMAN RIGHTS AND OSCAR ROMERO CROSSWORD

CLUES

- Person who leaves their country in fear (7)
- Action to settle conflicts (5 & 6)
- Treaty between two states (10)
- Type of Government for the people (9)
- Group of people who encounter societal barriers (12)
- Exclusion (13)
- Countries Together (6 & 6)
- Bishop of the Poor (5 & 5)





EL SALVADOR

El Salvador is the smallest Central American country. It achieved independence from Spain in 1821 and from the Central American Federation in 1839. A 12-year civil war, which cost the lives of some 75 000 people, was brought to a close in 1992 when the government and leftist rebels signed a United Nations-brokered peace agreement that provided for military and political reforms.

Capital City

San Salvador (pop. 600 000).

Other Cities

Santa Ana (pop. 237 000), San Miguel (pop. 222,000), Ahuachapán (pop. 100 000), Soyapango (pop. 222,096).

Geography

Location: Central America, bordering the North Pacific Ocean in the south, between Guatemala and Honduras. Area: 21,476 sq. km. (8,260 sq. mi.). Terrain: Mountains separate country into three distinct regions—southern coastal belt, central valleys and hills which have seven volcanoes, and northern mountains.

Climate

Semitropical, tropical on coast; temperate in uplands, distinct 6 month wet and dry seasons - May-Nov wet: Nov-May dry.

People

Nationality: Salvadoran(s). Population: 6.6 million. Ethnic Groups: mixed Indian and Spanish 90%, indigenous 1%, Caucasian 9%.

Religions

Roman Catholic, Protestants Language: Spanish. Literacy: 75-80%.

Natural resources

hydropower, geothermal power, petroleum, arable land.

Agriculture products

Coffee, sugar, livestock, corn, poultry, and sorghum.

Industries

Food and beverage processing, textiles, footwear and clothing, chemical products, petroleum products, electronics.

21 SEPT
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21 OCT
01 DEC
24 MAR

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