

## Session 4

# Pursuing Justice

### Key learning

Justice is an important part of peacemaking.

### Application

Recognise the existence of injustice in the world and join with others in pursuing a just and flourishing world.

### Habits focus

Reimagine the possibilities when we join with others to pursue a just and flourishing world.

## Before the session

### You will need:

- Newspapers (go through them beforehand to check that there's nothing that would be inappropriate for your group)
- Scissors
- Glue
- Blank paper for the vision board activity in Sanctuary
- Your group's vision board



### Set up your room

During the **Space** activity, students will gather round the vision board.

# Intro

 00:00

 5mins

 Slide 1

## Aim of the session

This session is called **Pursuing Justice**.

**In this session we are going to:**


- Recognise the existence of injustice.
- Explore how we respond to situations of injustice.
- Practise reimagining by discovering the power of coming together to pursue a just and flourishing world.



### Recap

Recap the previous session and remind the group of the three habits of being curious, being present, and reimagining.

Ask your group what they remember from the previous session and if they have any examples of actions or stories from the past week related to the theme.

 Slide 2

## Story

 00:00

 20 mins



### Film

**Discuss:**

**What do we learn about justice in this film?**

You might like to draw out examples of the following: the power of coming together, seeking hope, telling a new story.

 Slide 3

 Slide 4

Choose either Option 1 or Option 2

## Option 1






### Bible story

#### Jesus and Zacchaeus (Luke 19:1-10)

**Read the retelling of the passage to your group.** You can find this in Appendix 6 on p85, at the end of this guide. You may like to invite students to read out the roles of Jesus, Zacchaeus and the crowd.

#### Questions for discussion:

-  In what ways had Zacchaeus contributed to injustice?
-  Zacchaeus gives half his money to the poor and repays those he's cheated four times as much. Is this a fair response? Why is making amends an important part of justice?
-  How do you think Jesus' actions help Zacchaeus to change his behaviour?



### Key learning

#### Please highlight the points below:

- Zacchaeus had treated people badly and misused his powerful position within the Roman tax system. By changing his behaviour, Zacchaeus was challenging the unjust system he was part of.
- The experience of being seen by Jesus, even though he had done things wrong, helped Zacchaeus find the courage to put things right.
- When Zacchaeus made amends for the injustice he contributed to, he was able to be part of his community again.
- Also draw on the **Key learning** from the Bible verse on p47.

## Option 2






### Bible verse Micah 6:8

**Share the verse:**

"[W]hat does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?" (NRSVA)

**Question for discussion:**

-  What do you think it means to 'do justice' and why is this important?
-  What have kindness and humility got to do with justice?
-  Where do you see similar principles and values in other faiths, worldviews or cultures and community traditions

Slide 7

Slide 8



### Key learning

**Please highlight the points below:**

- Doing justice is about treating others well and pursuing a world where everyone can flourish.
- The way we pursue justice matters – we should seek to challenge injustice while not harming others.
- Humility encourages us to listen deeply to those who have experienced injustice and to recognise when we get things wrong.
- We can sometimes feel awkward about naming injustice for fear of offending another person – this verse shows that doing justice and being kind go together.



## Activity

# What would you do?

🕒 10 mins

Discover different examples of justice and injustice, and how we respond to them.

**Start here**



1

Use the slides to show these scenarios to students. Ask them for their responses and how they arrived at them.

### Scenario one

You visit your gran's house and scoff down a massive doughnut you find in the fridge. You then discover from your mum that your gran has been saving it for her tea.

**Do you:**

- a) Own up immediately?
- b) Say nothing and hope she doesn't notice?
- c) Leave the wrapper and a smear of cream in the dog's bowl and try to blame Rover?
- d) Buy your gran another doughnut and try to put it in her fridge without her seeing?

### Scenario two

Your mate brings a new player to football club. You think he says that her name is Dani, but when you call her that, she looks at you weirdly. Then you realise that your mate might have said 'Sammy' or even 'Jenny'.

#### Do you:

- a) Never speak to her, pass the ball to her or even acknowledge her existence?
- b) Ask her what her name is and then apologise if you got it wrong.
- c) Think of a nickname for her and attempt to get everyone to call her it?
- d) Sneak up to your mate and ask her what her name is and then write it on your hand so you don't forget?

### Scenario three

You go shopping and get a load of new clothes for not very much money. Then you see a video on social media about the collapse of a factory in Cambodia, a factory which made garments from the shop where you bought your new clothes.

#### Do you:

- a) Take the clothes back and ask to speak to the manager?
- b) Do nothing – Cambodia is thousands of miles away and you don't know anyone who lives there.
- c) Do nothing, but feel guilty about it?
- d) Find out about the supply chain of the shop and what their policy is about workers' rights and modern-day slavery?

Your mate gets stopped leaving a shop by a security guard, who asks to see their receipt for what they've got in their bag. They look humiliated and outside the shop they tell you that this is the third time this has happened to them this month, even though they've never stolen anything in their life.

**Do you:**

- a) Work together to start a campaign about the discrimination your friend has experienced?
- b) Tell them they're making it up – it's never happened to you?
- c) Tell them to forget about it. If they've never stolen anything, they've got nothing to worry about?
- d) Go back to the shop and demand an explanation from the security guard?

**2**

**Use these questions to unpack students' responses:**

- Q** Even if you could see there was an option that was the right thing to do, was it easy to choose that option?
- Q** Did you think of other ways to act in each situation? What would you have done differently?
- Q** What stops us from confronting the problems in the world, especially if we are part of the problem?



## Key learning

**Please highlight the points below:**

- Justice is an important part of building a world where everyone can flourish.
- Some of these examples may feel very familiar – others may be quite different from anything you've experienced.
- While we might not cause an injustice, we have the power to respond in ways that reinforce or challenge injustices.



## Activity Newspapers

10 mins

**Identify where there is injustice in our world today.**

**Start here**



**1**

Gather students around the vision board.

Share out the newspapers, magazines, paper, scissors, pens and glue.

**2**

Invite participants to look at the newspapers and magazines and find headlines or pictures that show issues of justice or injustice in the world

Ask the students to cut these out and stick them on to the vision board.



3

Gather participants around the large piece of paper and invite them to reflect on what they see, using some of these questions:

- What injustices do you notice?
- How do you feel when you see these?

4

Share this quote from Nelson Mandela:

**“We can change the world and make it a better place. It is in our hands to make a difference.”**

Explain that, although there are many injustices in the world, when we come together we are able to bring hope and change. There is injustice but there is also hope.

Ask students to share anyone they know who has inspired them by joining with others to bring positive change in the world.



## Key learning

**Please highlight the points below:**

- The stories in these newspapers reflect the fact the world isn't as it should be – injustice and inequality are real.
- We cannot fix everything but we can do a little bit of good where we find ourselves.
- By coming together, we can make a positive difference. This is reimagining – pursuing hope of a better future by joining with one another.

## → Optional extra activity ⌚ +10 mins

Find **'You be the judge'** in Appendix 7 on p86.



## Vision board

**Guide your group through this activity using the instructions below:**

- 1.** Give out a piece of paper to each person in your group.
- 2.** Place your hand on the paper and draw round it. (If your group is small enough, students could draw round their hand directly on the vision board.)
- 3.** Inside the hand, complete the sentence: 'I long for a world where...' (e.g. '...where all are treated fairly', '...where climate change is reversed').
- 4.** Cut out the hand and stick it on the vision board.
- 5.** One person writes the title 'We long for a world where...'



## Key learning

**Please highlight the points below:**

- There is power in coming together in our shared hope to see justice and peace in the world.
- Pursuing that better future together is an act of reimagining.



## Top takeaway

**Ask your group (to write down or say aloud):**

What is something you want to remember from this session?

Give them a minute to reflect before answering.



## Prayer and reflection

**Please use this as a prayer or guide for reflection:**

Loving God, fill us with your Spirit now.

**We think about the stories we have heard about the transformation of injustice.**

Help us to **be curious** about others' stories – listening as often as we speak.

**We think about what we have learnt about recognising the injustice experienced by many.**

Give us the courage to **be present** – showing up and sticking around.

**We think about the things we have learned about pursuing justice in this session.**

Inspire us to **reimagine** what's possible – finding hope, knowing that you can transform all things.

In Jesus' name. Amen

## Notes

**End of session 4**