

## **The World is About to Turn**

### **Where Social Justice meets the Bible**

#### **Description**

This is a learning unit centered around the theme of social justice. It is designed and curated for high school age students as a post confirmation education unit. This education unit can be done over the course of about a month or could also be done within a retreat setting. Each session is centered around a passage of scripture that uplifts social justice themes in the Bible and serves as a guide for discussions and activities. Each session works well with both a small or large group of people, but with a large group it is suggested to break into smaller groups for some of the discussions.

#### **Who is this for?**

I created this learning unit with my home congregation in mind. Therefore, this learning unit is curated for high school age students who have completed confirmation. Most of the young adults at my home church come from low to middle class, white, suburban families. It is assumed that churches using this learning unit have access to some resources for the activities. My home congregation runs the local food pantry and serves a community meal once a week called Bread and Roses, which are some of the examples of social justice work in the community that I pull on. This unit is also written with the assumption that it would be used in ELCA context, so all of the hymn numbers are from the Evangelical Lutheran Worship Book (ELW).

#### **Sequence and Scope**

	<b>Title</b>	<b>Scripture Focus</b>
<b>Session 1</b>	Introduction	Luke 1:46-55
<b>Session 2</b>	Welcoming the Stranger	Matthew 5:35-40
<b>Session 3</b>	Feeding the Hungry	John 6:35
<b>Session 4</b>	Caring for the Outcasts	Luke 15:1-7
<b>Session 5</b>	Action Plan	Luke 1:46-55

#### **Session 1: Introduction**

## **Part One: Land Acknowledgement**

### **Introduction:**

**Prep:** Before the class do some research about the Native American or Indigenous Tribes whose land the church community occupies. If you do not already know the names of the tribes, the website Native Land (<https://native-land.ca/>) is a useful resource to get started.

**Why?:** We are called to love and serve our neighbors. As part of that call, God uses our hands, work, voices, and advocacy efforts, to restore and reconcile our world. Without acknowledging our past injustices and failures to love our neighbors, we cannot enter into a space of healing and renewal between our community that the community we harmed. The act of land acknowledgement at the beginning of each session is not intended as a complete solution or reconciliation of all past, present, and future wrongs. It is to be seen as a small step toward healing and reconciliation as we become more aware of our history and privilege.

**Note:** *If you have someone of Native American or Indigenous descent, please be sensitive and respectful of them and their background. It is not their job to teach others about their ancestors or heritage unless they choose to do so.*

### **Liturgy:**

The following or similar liturgy may be used.

*Light a candle that can be lit for the duration of the class.*

**Leader:** We begin by recognizing that we are on the land of the \_\_\_\_\_ tribe(s).

**Everyone:** We honor the resiliency of these tribes and indigenous people and recognize the injustices of the past, as well as the current and ongoing injustices that they face.

**Leader:** Let us give thanks for the opportunity to live and learn on this land.

**Everyone:** We give thanks for gathering together as a community to live and learn on this land while also praying for healing and reconciliation of broken relationships. <sup>1</sup>

## **Part Two: Breath prayer**

**What?:** This is a simple prayer practice that can help center people and bring their attention to the present moment. The leader invites people into a prayer position that is most comfortable for them and then begins reading slowly matching a slow breath pace.

**Why?:** We all lead very busy lives, high school students especially. So, taking a moment to center and breath before diving in, especially to difficult topics, can be really helpful in

---

<sup>1</sup> Based upon Land Acknowledgment used in our Education Ministry Class with Mary Hess

decreasing the anxious energy in the room. This practice also invites the young adults to connect directly with God through an embodied experience of breathing. As they are in this important stage in their lives of claiming their faith as their own, it is important to provide a variety of tools to help them discover their own faith practices.

Breathe in the breath of God  
Breathe out your cares and concerns

Breathe in the love of God  
Breathe out your doubts and despairs

Breathe in the life of God  
Breathe out your fears and frustrations

We sit quietly before the One who gives life and love to all creation,  
We sit in awe of the One who formed us in our mother's wombs  
We sit at peace surrounded by the One who fills every fibre of our being

Breathe in the breath of God  
Breathe out your tensions and turmoil

Breathe in the love of God  
Breathe out your haste and hurry

Breathe in the life of God  
Breathe out your work and worry

We sit quietly before the One who gives life and love to all creation,  
We sit in awe of the One who formed us in our mother's wombs  
We sit at peace surrounded by the One who fills every fibre of our being<sup>2</sup>

### **Part Three: Learning Covenant**

**Prep:** Before the session, collect a large poster board or flipchart and some markers

**What and Why?:** DO NOT SKIP THIS PART! Creating a welcoming and safe environment for students to learn and work in is very important. The purpose of this covenant is to form a foundation of understanding from which learning can grow upon.

---

<sup>2</sup> <https://jonnybaker.blogs.com/jonnybaker/2009/03/breathing-prayer-worship-trick-59.html>

Have the participants name things they think should be included in the class learning covenant. It could be helpful to have each person name one thing they would like to add and then do a few minutes of popcorn to add other items to the initial list. Don't worry about it being neat and organized. Once all of the ideas are down, work together to organize or expand them into eight to ten bullet points.

For example, the ideas of "be respectful," "listen to one another," and "don't judge one another" might be combined and expanded to read as;

"We come as equals. We don't have the same contexts, gifts, limits, or experiences, but no person's contexts, gifts, limits, or experiences are more or less important than another's. Be mindful of how power manifests between us with respect to race, gender, sexuality, ability. Remember, too, that power shows up in this room in the form of our past experiences, educational affiliations, and various roles. You are invited to claim authorship of your own story and share it for the sake of our common discernment of the Holy Spirit's work among us. Speak your truth and open yourself to other perspectives."<sup>3</sup>

Don't be afraid to spend some time with this part. This covenant is the foundation for the rest of your time learning together and therefore deserves time.

#### **Part Four: Stretch Break**

Take a moment to stand up and stretch, maybe take a lap or two around the room.

#### **Part Five: Picturing God of justice**

**Prep:** Before class gather, paper, playdough or modeling clay, markers, colored pencils, crayons, or other art supplies.

**What?:** We have all been given images and ideas of who God is while growing up, be it from a children's bible or conversations with parents or friends. Today we are going to explore those preconceived notions of who God is through the lens of justice and then explore questions to challenge and wrestle with those thoughts.

Ask the students to create using the art supplies or their own creativity what comes to mind when you say the word "God". Give the students about 10-20 minutes to work. Once they are done, have them share if they would like what they created and why. Depending upon the

---

<sup>3</sup> Taken from the Learning Covenant in our Education Ministry Course with Mary Hess

conversations that come out of the students sharing, here are some questions to ask if they need help.

1. Who is God? Who is God in relation to justice?
2. What is God? How do we understand this?
3. Where is God?
4. Is it ok if there is mystery in who God is?
5. What does this mean to you?

**Why?:** This activity is based upon a neuroscience research study presented in the book *How God Changes Your Brain* (New York: Ballantine Books, 2009). They were doing the study to look at how concepts of God change as your brain develops from childhood to adulthood, but it is also be an interesting way for students to begin conceptualizing their ideas of who God is in terms of justice and what that means for their faith and life. By expressing their ideas of God with the use of art also opens for discussion of how their perceptions of God can and will change over time.

### **Part Six: Scripture Study**

**What?:** Have a volunteer read Luke 1:46-55. Take a pause and then have a volunteer read it again, but this time ask the students to think about how the text makes them feel. Take a pause and then have a final volunteer read it again, but this time ask the students to reflect on text through the theme of “God of justice”

1. How does your idea of God shape this passage?
2. How does this passage make you feel?
3. Does anything stand out to you more when reading through this theme?
4. Do you understand anything more given previous conversations?

**Why?:** In the next session, we will be diving into the practice of Lectio Divina. This is building up to that practice in a way without throwing too much at the students in the first meeting.

### **Part Seven: Closing Hymn: ELW #723 Canticle of the Turning**

Recording: <https://www.youtube.com/watch?v=F9QeTmRCpW4>

This could also be sung by the group while you or a member of the community plays the accompaniment.

**Why?:** Closing with a hymn opens for the students another way of interacting with the material presented. Music also can be a useful tool to build memory and express oneself.

### **Part Eight: Reflection Time**

**What?:** Pass out a sheet of paper to each student and have them anonymously reflect on what their “Joy” of the session was, what their “Junk” of the session was, and where they saw “Jesus” in the session. Then have them turn in their sheets before they leave that session. Collect everyone’s responses together to go over the next week at the beginning of the session. If people are called out individually in the responses, ask the person’s permission before sharing what was said about them. Also, it is important to keep the responses anonymous, so that people can feel safe in what they share.

**Why?:** This gives feedback to you as a leader in what people are taking with them from the session as well as what they don’t like about the session. Going over them in the next session also allows for the class to have a better understanding of what the collective thought on how the sessions went and where there might be space for improvements.

## **Session 2: Welcoming the Stranger**

### **Part One: Land Acknowledgement**

The following or similar liturgy may be used.

*Light a candle that can be lit for the duration of the class.*

**Leader:** We begin by recognizing that we are on the land of the \_\_\_\_\_ tribe(s).

**Everyone:** We honor the resiliency of these tribes and indigenous people and recognize the injustices of the past, as well as the current and ongoing injustices that they face.

**Leader:** Let us give thanks for the opportunity to live and learn on this land.

**Everyone:** We give thanks for gathering together as a community to live and learn on this land while also praying for healing and reconciliation of broken relationships. <sup>4</sup>

### **Part Two: Breath Prayer**

Breathe in the breath of God  
Breathe out your cares and concerns

Breathe in the love of God  
Breathe out your doubts and despairs

Breathe in the life of God  
Breathe out your fears and frustrations

We sit quietly before the One who gives life and love to all creation,

---

<sup>4</sup> Based upon Land Acknowledgment by Dr. Mary Hess

We sit in awe of the One who formed us in our mother's wombs  
We sit at peace surrounded by the One who fills every fibre of our being

Breathe in the breath of God  
Breathe out your tensions and turmoil

Breathe in the love of God  
Breathe out your haste and hurry

Breathe in the life of God  
Breathe out your work and worry

We sit quietly before the One who gives life and love to all creation,  
We sit in awe of the One who formed us in our mother's wombs  
We sit at peace surrounded by the One who fills every fibre of our being<sup>5</sup>

Then read today's Bible passage twice: Matthew 5:35-40

### **Part Three: Reflection Review**

Review the collected "Joy, Junk, and Jesus" reviews from last session. It might be helpful to project the responses. You do not need to read all of them, just highlight anything that stands out and then ask the students to lift up anything they notice.

### **Part Four: Welcoming the Stranger using Lectio Divina**

**What?:** Lectio Divina is a sacred reading practice that dates to the middle ages and is designed to have readers look for four meanings in a text.

1. Narrative: The straightforward or historical meaning to the text. Look for generally what is going on. Who are the main characters or secondary characters? What is the setting?
2. Allegory: The spiritualized or symbolic meaning. This could also be thought of as revealing the hidden meaning. Pick out a word or phrase that is speaking to you. What stood out to you about the use of that word or phrase? Why do you think the author use that phrase?
3. Contemplation: Applying the meaning to your life or examples from the real world. What memories or emotions are stirred up by this passage?
4. Invitation: What are you being called to do from this passage? What from the text or discussion around the text is revealing that call?

---

<sup>5</sup> <https://jonnybaker.blogs.com/jonnybaker/2009/03/breathing-prayer-worship-trick-59.html>

**Time to practice!** To practice this sacred reading practice, we are going to be using Harry Potter and the Sorcerer's Stone by J.K. Rowling.<sup>6</sup>

**Why?:** Harry Potter is famously mistreated by his Aunt and Uncle. They welcomed him into their home, sure, but their care was the bare minimum beyond that. But, what is the deeper story behind why they treated Harry the way that they did? What can reading deeper into the text tell us about their motivations and how might we reflect differently on how we welcome the stranger?

If you have time, read chapter 2 of Harry Potter and the Sorcerer's Stone. Otherwise, read pages 18-23 (from the beginning of the chapter to when they leave for the zoo). Then do the following steps.

1. Within the pages that you just read, have someone randomly pick a page number and randomly pick a sentence.
2. Instruct the students to place themselves in a comfortable position and allow themselves to become silent.
3. Read the passage then ask the students to answer the steps of Lectio Divina. Read the passage again after each step and more than once during a step if needed.

Note: It is sometimes helpful to have sheets of paper that are folded into quarters so that students can write their thoughts for each section in one of the four quadrants.

### **Part Five: Flipping the Script**

Watch the following video, which complicates how we think about Harry and his aunt's relationship. Can we forgive her?

[https://www.youtube.com/watch?v=iMx006\\_w29I&list=PL229Q8-qvwVJ6Uq\\_bfNB5BInXiquIgDJ](https://www.youtube.com/watch?v=iMx006_w29I&list=PL229Q8-qvwVJ6Uq_bfNB5BInXiquIgDJ)

**Why?:** It can be easier to talk about complicated topics when they are about fictional characters and not ourselves. This can allow for a more open discussion.

Here are some question prompts, if needed...

1. Can you forgive Petunia Dursley?
2. How does this story complicate the idea of welcoming the stranger?

---

<sup>6</sup> <https://www.harrypottersacredtext.com/>



3. How do you see yourself in Harry? How do you see yourself in Petunia?
4. What would you do differently?

### **Part Six: Stretch Break**

### **Part Seven: Closing Hymn**

Be the Change, Justice Choir Songbook, pg. 15

Recording: <https://www.youtube.com/watch?v=xzpkHoiKvPI>

### **Part Eight: Reflection Time**

Once again, pass out a sheet of paper to each student and have them anonymously reflect on what their “Joy” of the session was, what their “Junk” of the session was, and where they saw “Jesus” in the session. Collect these for the next session.

## **Session 3: Feeding the Hungry**

### **Part One: Land Acknowledgement**

The following or similar liturgy may be used.

*Light a candle that can be lit for the duration of the class.*

**Leader:** We begin by recognizing that we are on the land of the \_\_\_\_\_ tribe(s).

**Everyone:** We honor the resiliency of these tribes and indigenous people and recognize the injustices of the past, as well as the current and ongoing injustices that they face.

**Leader:** Let us give thanks for the opportunity to live and learn on this land.

**Everyone:** We give thanks for gathering together as a community to live and learn on this land while also praying for healing and reconciliation of broken relationships.<sup>7</sup>

### **Part Two: Breath Prayer**

Breathe in the breath of God  
Breathe out your cares and concerns

Breathe in the love of God  
Breathe out your doubts and despairs

Breathe in the life of God  
Breathe out your fears and frustrations

---

<sup>7</sup> Based upon Land Acknowledgment by Dr. Mary Hess

We sit quietly before the One who gives life and love to all creation,  
We sit in awe of the One who formed us in our mother's wombs  
We sit at peace surrounded by the One who fills every fibre of our being

Breathe in the breath of God  
Breathe out your tensions and turmoil

Breathe in the love of God  
Breathe out your haste and hurry

Breathe in the life of God  
Breathe out your work and worry

We sit quietly before the One who gives life and love to all creation,  
We sit in awe of the One who formed us in our mother's wombs  
We sit at peace surrounded by the One who fills every fibre of our being<sup>8</sup>

### **Part Three: Reflection Review**

Review the collected "Joy, Junk, and Jesus" reviews from last session. It might be helpful to project the responses. You do not need to read all of them, just highlight anything that stands out and then ask the students to lift up anything they notice.

### **Part Four: Scripture Study**

**What?:** Have a volunteer read John 6:35. Then have a volunteer read it again and lead the students through the steps of Lectio Divina.

1. Narrative: The straightforward or historical meaning to the text. Look for generally what is going on. Who are the main characters or secondary characters? What is the setting?
2. Allegory: The spiritualized or symbolic meaning. This could also be thought of as revealing the hidden meaning. Pick out a word or phrase that is speaking to you. What stood out to you about the use of that word or phrase? Why do you think the author use that phrase?
3. Contemplation: Applying the meaning to your life or examples from the real world. What memories or emotions are stirred up by this passage?
4. Invitation: What are you being called to do from this passage? What from the text or discussion around the text is revealing that call?

---

<sup>8</sup> <https://jonnybaker.blogs.com/jonnybaker/2009/03/breathing-prayer-worship-trick-59.html>

### **Part Five: Taking Action**

**What?:** Coordinating with those who run the local food pantry, soup kitchen, weekly meal program, or something similar have the students volunteer in serving meals or helping as needed.

After, have the student debrief with the staff about their experience. If it is not possible for the staff to say for a debrief, then at least debrief amongst those in the class. Bring in any applicable insights from the scripture reading from before.

### **Part Six: Closing Hymn**

Liberty and Justice for All, Justice Choir Songbook pg. 25

**Recording:** <https://www.youtube.com/watch?v=yCr739Ja36E>

### **Part Seven: Reflection Time**

Yes, even though the class has already done a debrief after serving, it is still important to give them this time to reflect on what they are taking away. Again, pass out a sheet of paper to each student and have them anonymously reflect on what their “Joy” of the session was, what their “Junk” of the session was, and where they saw “Jesus” in the session. Collect these for the next session.

## **Session 4: Caring for the Outcasts**

### **Part One: Land Acknowledgement**

The following or similar liturgy may be used.

*Light a candle that can be lit for the duration of the class.*

**Leader:** We begin by recognizing that we are on the land of the \_\_\_\_\_ tribe(s).

**Everyone:** We honor the resiliency of these tribes and indigenous people and recognize the injustices of the past, as well as the current and ongoing injustices that they face.

**Leader:** Let us give thanks for the opportunity to live and learn on this land.

**Everyone:** We give thanks for gathering together as a community to live and learn on this land while also praying for healing and reconciliation of broken relationships.<sup>9</sup>

### **Part Two: Breath Prayer**

Breathe in the breath of God  
Breathe out your cares and concerns

---

<sup>9</sup> Based upon Land Acknowledgment by Dr. Mary Hess

Breathe in the love of God  
Breathe out your doubts and despairs

Breathe in the life of God  
Breathe out your fears and frustrations

We sit quietly before the One who gives life and love to all creation,  
We sit in awe of the One who formed us in our mother's wombs  
We sit at peace surrounded by the One who fills every fibre of our being

Breathe in the breath of God  
Breathe out your tensions and turmoil

Breathe in the love of God  
Breathe out your haste and hurry

Breathe in the life of God  
Breathe out your work and worry

We sit quietly before the One who gives life and love to all creation,  
We sit in awe of the One who formed us in our mother's wombs  
We sit at peace surrounded by the One who fills every fibre of our being<sup>10</sup>

### **Part Three: Reflection Review**

Review the collected "Joy, Junk, and Jesus" reviews from last session. It might be helpful to project the responses. You do not need to read all of them, just highlight anything that stands out and then ask the students to lift up anything they notice.

### **Part Four: Scripture Study**

**What?:** Have a volunteer read Luke 1:1-7. Then have a volunteer read it again and lead the students through the steps of Lectio Divina.

1. Narrative: The straightforward or historical meaning to the text. Look for generally what is going on. Who are the main characters or secondary characters? What is the setting?
2. Allegory: The spiritualized or symbolic meaning. This could also be thought of as revealing the hidden meaning. Pick out a word or phrase that is speaking to you. What

---

<sup>10</sup> <https://jonnybaker.blogs.com/jonnybaker/2009/03/breathing-prayer-worship-trick-59.html>

stood out to you about the use of that word or phrase? Why do you think the author use that phrase?

3. Contemplation: Applying the meaning to your life or examples from the real world. What memories or emotions are stirred up by this passage?
4. Invitation: What are you being called to do from this passage? What from the text or discussion around the text is revealing that call?

### **Part Five: Stretch Break**

### **Part Six: Abiding in Love**

**What? & Why?:** One way we can abide in love and care for one another is by advocating for the needs of our neighbors to politicians. The following videos serves as a good introduction to what and why, <https://www.youtube.com/watch?v=u4duwTENkdU>

Here is the list of advocacy priorities for the ELCA in 2021

[https://download.elca.org/ELCA%20Resource%20Repository/2021advocacy101foryoungadults.pdf?\\_ga=2.179945895.260339724.1625089305-1655849819.1625089305](https://download.elca.org/ELCA%20Resource%20Repository/2021advocacy101foryoungadults.pdf?_ga=2.179945895.260339724.1625089305-1655849819.1625089305)

Have the students select one that they feel strongly about. If more than one person is interested in a topic, then they can work together if they would like to. Have the students craft letters to their representatives or senators about the given topic. More help can be found here,

<https://www.elca.org/Resources/Advocacy>

### **Part Seven: Closing Hymn**

Listen to the People, Justice Choir Songbook pg. 29

**Recording:** <https://www.youtube.com/watch?v=14I-i9Ha4J4>

### **Part Eight: Reflection Time**

Once again, pass out a sheet of paper to each student and have them anonymously reflect on what their “Joy” of the session was, what their “Junk” of the session was, and where they saw “Jesus” in the session. Collect these for the next session.

## **Session 5: Action Plan**

### **Part One: Land Acknowledgement**

The following or similar liturgy may be used.

*Light a candle that can be lit for the duration of the class.*

**Leader:** We begin by recognizing that we are on the land of the \_\_\_\_\_ tribe(s).

**Everyone:** We honor the resiliency of these tribes and indigenous people and recognize the injustices of the past, as well as the current and ongoing injustices that they face.

**Leader:** Let us give thanks for the opportunity to live and learn on this land.

**Everyone:** We give thanks for gathering together as a community to live and learn on this land while also praying for healing and reconciliation of broken relationships. <sup>11</sup>

### **Part Two: Breath Prayer**

Breathe in the breath of God  
Breathe out your cares and concerns

Breathe in the love of God  
Breathe out your doubts and despairs

Breathe in the life of God  
Breathe out your fears and frustrations

We sit quietly before the One who gives life and love to all creation,  
We sit in awe of the One who formed us in our mother's wombs  
We sit at peace surrounded by the One who fills every fibre of our being

Breathe in the breath of God  
Breathe out your tensions and turmoil

Breathe in the love of God  
Breathe out your haste and hurry

Breathe in the life of God  
Breathe out your work and worry

We sit quietly before the One who gives life and love to all creation,  
We sit in awe of the One who formed us in our mother's wombs  
We sit at peace surrounded by the One who fills every fibre of our being<sup>12</sup>

### **Part Three: Reflection Review**

---

<sup>11</sup> Based upon Land Acknowledgment by Dr. Mary Hess

<sup>12</sup> <https://jonnybaker.blogs.com/jonnybaker/2009/03/breathing-prayer-worship-trick-59.html>

Review the collected “Joy, Junk, and Jesus” reviews from last session. It might be helpful to project the responses. You do not need to read all of them, just highlight anything that stands out and then ask the students to lift up anything they notice.

#### **Part Four: Scripture Study**

**What?:** Have a volunteer read Luke 1:46-55. Then have a volunteer read it again and lead the students through the steps of Lectio Divina.

1. Narrative: The straightforward or historical meaning to the text. Look for generally what is going on. Who are the main characters or secondary characters? What is the setting?
2. Allegory: The spiritualized or symbolic meaning. This could also be thought of as revealing the hidden meaning. Pick out a word or phrase that is speaking to you. What stood out to you about the use of that word or phrase? Why do you think the author use that phrase?
3. Contemplation: Applying the meaning to your life or examples from the real world. What memories or emotions are stirred up by this passage?
4. Invitation: What are you being called to do from this passage? What from the text or discussion around the text is revealing that call?

#### **Part 5: So what now?**

**What?:** This part is really open for the youth/young adults to get creative. Reflecting back on the last month, what are they taking with them? What are they hoping to explore more? How had their faith changed? How has their image of God changed?

Have each student write down three goals they want to work towards after leaving this class. Once everyone has them done, go around and share. As a community brainstorm ways of achieving the goals.

**Why?:** Leaving the class or retreat with something actionable give agency back to the students to take ownership of what they have learned.

#### **Part Six: Closing Hymn**

##### **ELW #723 Canticle of the Turning**

Recording: <https://www.youtube.com/watch?v=F9QeTmRCpW4>

This could also be sung by the group while you or a member of the community plays the accompaniment.

#### **Part Seven: Final Reflection Time**

Pass out a sheet of paper to each student and have them anonymously reflect on what their “Joy” of the session and overall was, what their “Junk” of the session and overall was, and where they saw “Jesus” in the session and overall. If people feel comfortable, have them share with the group.

### **Part Eight: Sending Blessing**

On the day when  
the weight deadens  
on your shoulders  
and you stumble,  
may the clay dance  
to balance you.  
And when your eyes  
freeze behind  
the grey window  
and the ghost of loss  
gets into you,  
may a flock of colours,  
indigo, red, green  
and azure blue,  
come to awaken in you  
a meadow of delight.  
When the canvas frays  
in the currach of thought  
and a stain of ocean  
blackens beneath you,  
may there come across the waters  
a path of yellow moonlight  
to bring you safely home.  
May the nourishment of the earth be yours,  
may the clarity of light be yours,  
may the fluency of the ocean be yours,  
may the protection of the ancestors be yours.  
And so may a slow  
wind work these words  
of love around you,  
an invisible cloak  
to mind your life.<sup>13</sup>

---

<sup>13</sup> <https://www.scottishpoetrylibrary.org.uk/poem/beannacht-blessing/>



Rita Argus  
Education Ministry  
Summer Term 2021  
7/1/2021