


MUSIC, MERCY AND YOUNG PEOPLE

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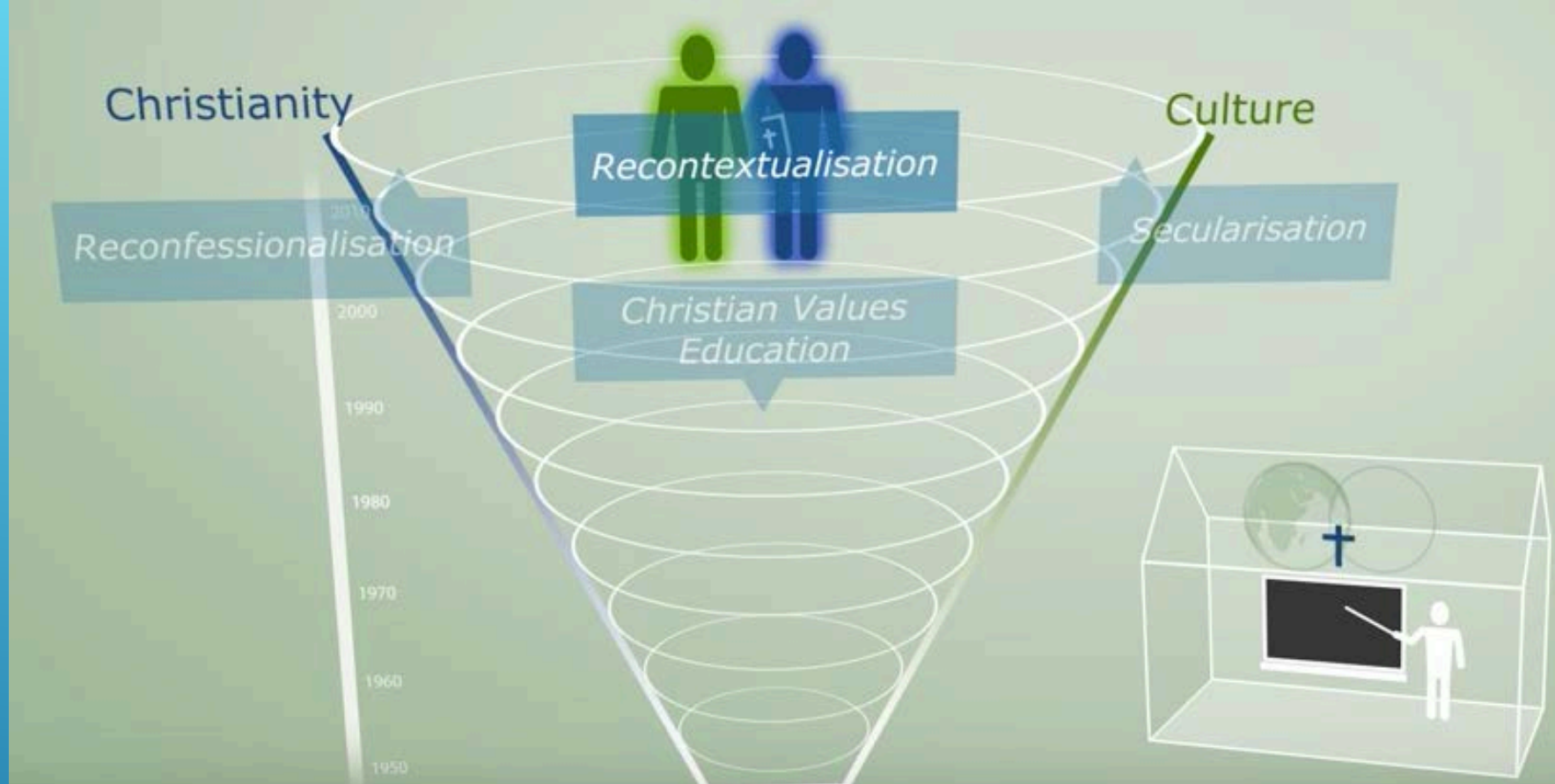
- ▶ Go to YouTube and click on https://www.youtube.com/watch?v=ff2lz6hnQRA&list=RDEMfv7T9qfu_OUq3M98v5B7BQ&index=4

- ▶ What do you see?
 - ▶ What does that make you think?
 - ▶ What do you wonder?
- 
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- ▶ Incarnation
- ▶ Trinity
- ▶ Lasallian
- ▶ Franciscan
- ▶ Passion for music

BASIS OF MY APPROACH

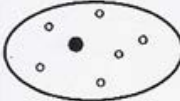
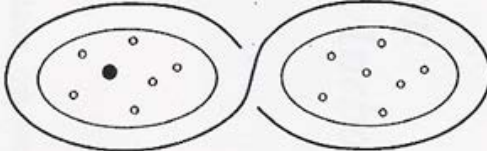




Recontextualisation explicitly puts forward the Christian faith in dialogue with the plural context out of the conviction that faith and culture enrich each other

The Dialogue School explicitly highlights the Catholic tradition while appreciating the value of other religions, philosophies and cultures and enters into dialogue with them. The dialogue aims to learn from and enrich one another. It challenges the school and its members to reflect upon their own inspiration and to constantly renew it.



SUBJECT	OBJECT	UNDERLYING STRUCTURE
1 PERCEPTIONS <i>Fantasy</i> SOCIAL PERCEPTIONS IMPULSES	Movement Sensation	Single Point/ Immediate/ Atomistic ●
2 CONCRETE <i>Actuality</i> Data, Cause-and-Effect POINT OF VIEW Role-Concept Simple Reciprocity (tit-for-tat) ENDURING DISPOSITIONS Needs, Preferences Self Concept	Perceptions Social Perceptions Impulses	Durable Category 
3 ABSTRACTIONS <i>Ideality</i> Inference, Generalization Hypothesis, Proposition Ideals, Values MUTUALITY/INTERPERSONALISM Role Consciousness Mutual Reciprocity INNER STATES Subjectivity, Self-Consciousness	Concrete Point of View Enduring Dispositions Needs, Preferences	Cross-Categorical Trans-Categorical 

LINES OF DEVELOPMENT	
K	COGNITIVE
E	INTERPERSONAL
Y	INTRAPERSONAL

DEVELOPMENTAL PLACE OF JUSTICE

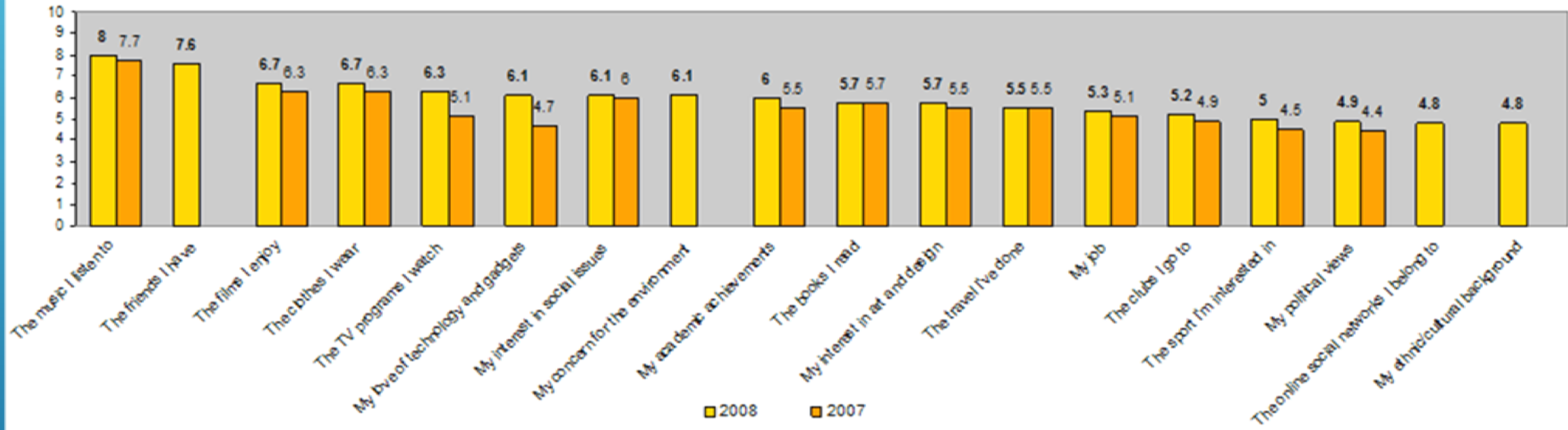
It is cross-categorical consciousness that the religious educator wants to nurture, since it enables the individual to see beyond their own concerns to the concerns of another. Being able to see and empathise with the concerns of other people means that a person is capable of a broader and more inclusive notion of justice than previously. The religious educator wants to encourage this cross-categorical consciousness as it enables a conception of justice that is closer to the scriptural conception of justice exemplified in passages such as Luke 4: 17-21 and Matt 25:31-40. Cross-categorical consciousness is needed before the young person can see a link between contemporary music with a justice theme and with scriptures where the least are looked after first. The task of the religious educator is to integrate the motivation with the scripture and with the thinking behind it.

DEVELOPMENTAL PLACE OF JUSTICE

- ▶ How important do you think justice and mercy are to young people?
- ▶ Justice – near and far
- ▶ Biblical sense of justice and mercy

JUSTICE AND YOUNG PEOPLE

FACTORS THAT DETERMINE WHO YOUNG URBAN ADULTS ARE [SCALE 0-10] [MEANS]



MUSIC AND YOUNG PEOPLE

- ▶ Go to YouTube and click on <https://www.youtube.com/watch?v=0FB6VLv6H1g>



- ▶ Genres of music – is there a gender link?

MUSIC AND YOUNG PEOPLE

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- Lingua franca

Gaudium et spes #44: the Church's "purpose has been to adapt the Gospel to the grasp of all as well as to the needs of the learned, insofar as such was appropriate. Indeed this accommodated preaching of the revealed word ought to remain the law of all evangelization".

MUSIC AND YOUNG PEOPLE

- ▶ What resonates?
- ▶ What jars?
- ▶ What do you already use like this?
- ▶ What ideas have been generated for you?
- ▶ One idea that you will try?

TIME TO REFLECT/SHARE IDEAS

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