

# IDENTITY IN CURRICULUM IN CATHOLIC EDUCATION

**Embedding Catholic Social Teachings,  
Preferential Option for the Poor  
in HASS**

# PREFERENTIAL OPTION FOR THE POOR

We live in a world that is very special and precious.  
But sometimes, our world is unfair.



Lots of people in our world go without.  
They don't have enough food,  
they don't have clean water,  
they don't have medicine,  
and they don't get to go to school.



God made our world, and God wants everyone to share the things we need.

How do we share?  
Let's imagine you want to share a cake between 5 people.





To be fair,  
everyone should get a piece  
that's the same size.



But what if one person got  
an extra big piece, and the  
others got tiny pieces?



## CONTEXT

- St Ita's Regional Primary School, Dutton Park
- 22 students participated from Year 6 in this project
- 1 of those students is verified with Downs Syndrome (he worked with a teacher aide)

## ACHIEVEMENT STANDARD LINKS

Religious Education	Humanities and Social Sciences	English
<p><b><u>Christian Life Mission and Justice:</u></b>  <i>Church's teaching about concern for the common good.</i></p>	<p><b><u>History:</u></b>  <i>Migration (ACHASSK16)</i></p> <p><b><u>Civics and Citizenship:</u></b>  <i>Active and informed global citizens (ACHASSK148)</i></p>	<p><b><u>Literacy:</u></b>  <i>ACELY1709</i></p> <p><b><u>Creating Texts:</u></b>  <i>Use a range of software... to create texts (ACELY1717)</i></p>

## GENERAL CAPABILITIES

Religious Education	Humanities and Social Sciences	English
<p><i>...appreciate and interpret different perspectives, challenge prejudice ... respect cultural diversity and the human rights.</i></p>	<p><i>.. respect for cultural diversity and human rights and understand different perspectives</i></p>	<p><i>... appreciate intercultural meaning and sensitivity.... empathise people in various cultural settings.</i></p>

## PREFERENTIAL OPTION FOR THE POOR IN REGARDS TO REFUGEES

- **Knowledge:**

- Students will investigate **Catholic Social Teachings** on caring for the poor.

- **Understanding:**

- Students will explore how we are all connected in the quest for **justice** for the poor.



## STUDENT ACTIVITIES

- Watch the Caritas [‘Preferential Option for the Poor’ film](#).
- Introduce the broader inquiry: *What is justice for the poor?*
- As a class, read and view some refugee stories using newspaper and online articles.
- Agencies that work with migrants – Caritas focus.
- Students worked in pairs to find out how works of mercy were enacted locally and globally by creating posters.
- On the move – a refuge game from CAFOD website.
- Students response (literacy link) – messages of hope.

# POSTERS OF ORGANISATIONS

**Example of Corpse / Spiritual work of mercy:**  
The Sisters of St Joseph shows mercy by raising money for the people that don't have food or water and are less fortunate than a lot of people. They also show mercy by caring for others because a lot of people would not spend their time and money on helping other people there probably not going to even see again and they do it without thinking of a reward.

**By Deane & Lafaille**

**Sisters of St Joseph**

**Area of Contribution:**  
Sisters of St Joseph contribute to many charities such as...

**Good Grief!**  
Good grief has a suite of programs and resources developed to support children, young people and adults to effectively work through change, loss and grief in their lives. There aim is to enable them to achieve resilience and new hope. This charity is proudly sponsored by the sisters.

**Founder key people:**  
Mary Mackillop and Fr Julian Tenison Woods were the two people who started sisters of St Joseph and found a place to build it.

**Ways in which the group has changed overtime and how it has stayed the same:**  
The group has changed as they help and serve many more charities & people they provide so it will be faster to make the world a better place.

**Mary Mackillop International**  
Mary Mackillop International is the international aid agency of the Sisters of St Joseph. In the spirit of 'Go forth and evangelize' to Australia they empower communities through literacy education programs, across health services & develop a livelihood.

**Mary Mackillop Foundation**  
Mary Mackillop Foundation is an Australian charity of St Joseph. They spread good schools and students in need.

**St Vinnie's**  
by Dylan and Jonathan

**1. Founder and Key People:** The St Vincent de Paul Society in Australia was founded by Fr Gerald Ward and was originally founded by a 20 year old University student called Frédéric Ozanam and the key people of St Vinnie's is all the staff and the professional staff who helped change lives for people.

**2. Date and Place of Foundation:** The Vinnie's Foundation started in Paris and the date was April 23th, 1833. The Australia St Vinnie's Foundation started on the 5th of March 1854 at St Francis' Church, Lonsdale Street.

**3. Area of Contribution in Australia:** St Vinnie's works in all areas of Australia but Canberra and mostly works in Victoria and New South Wales and has a total of 2,243,261 people who have assisted in Australia. The Problems that St Vinnie's has are Health, Education, Refugees and Migration.

**4. Examples of Corporal/Spiritual Works of Mercy:** St Vinnie's tries to help people have shelter, people to go to education, visiting the sick and raising money to the poor people in the world so they can change their lives.

**5. Ways in which the group has changed overtime and how it has stayed the same:** St Vinnie's are always changing because they are always employing new assisters everyday and creating different societies in the world. St Vinnie's has changed because they keep the 7 values. (Commitment, Compassion, Respect, Integrity, Empathy, Advocacy and Courage)

**Vinnies**

**St Vincent de Paul Society**  
Good Work!



## LAMPEDUSA CROSS

My message of hope for refugees is...

I pray that the refugees of this world do not struggle to migrate to safety and also to follow the light as there's no ending to your dreams.



My message of hope for refugees is...

I hope that you're reunited with your family one day and that you find a safe place to stay. Never give up.

We are praying for you



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## LAMPEDUSA CROSS

My message of hope for refugees is...

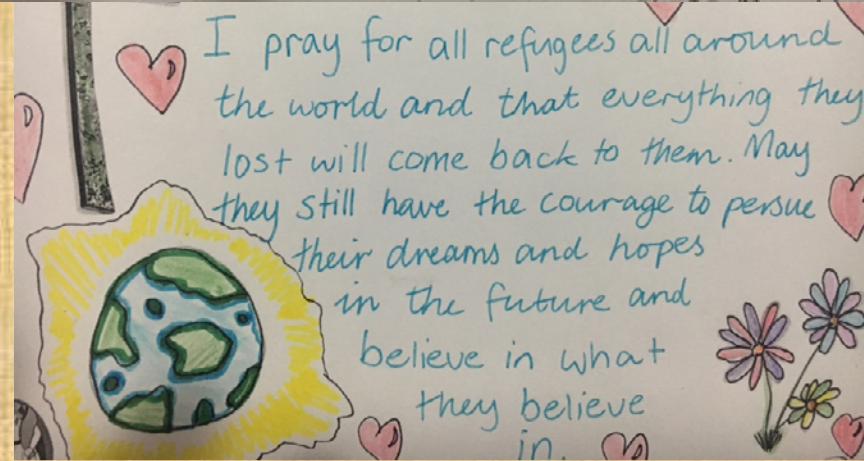
Dear refugees,  
Have hope as hard as it seems you can't give up. Have courage and faith and keep believing. The light will come to you soon and you will live in happiness. We are praying for you.

PEACE



HOPE  
ON  
LAND  
AND  
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I pray for all refugees all around the world and that everything they lost will come back to them. May they still have the courage to pursue their dreams and hopes in the future and believe in what they believe in.





People arrive in new countries in search of safety and a better life.



## FORMATIVE/SUMMATIVE ASSESSMENT

1. Locate information in sources about the experiences of two migrants/refugees including:
  - leaving home country (including dates and reason)
  - journey to Australia
  - arriving in Australia (including dates)
  - life in Australia.
2. Students create newspaper articles on an organisation of their choice, which has contributed to the educational, health and welfare needs of Australians.
3. Students develop an awareness of the needs of refugees by imagining an experience of being forced to leave home to seek safety. They are to write a diary entry describing the experience.



## PRE/POST QUESTIONING

- What is the difference between charity and justice?

Student's response before:	Student's response after:
Charity is giving money to people and justice is actually being there and helping people.	Charity is something that helps people that aren't as fortunate as those that run the charity organisation. Justice is what we can do as human beings to help and make a difference to others.

- What does Catholic Social Teaching mean?

Student's response before:	Student's response after:
Helping others and being kind.	Being good citizens to others even if you're not from the same religion. Accepting others for their beliefs.

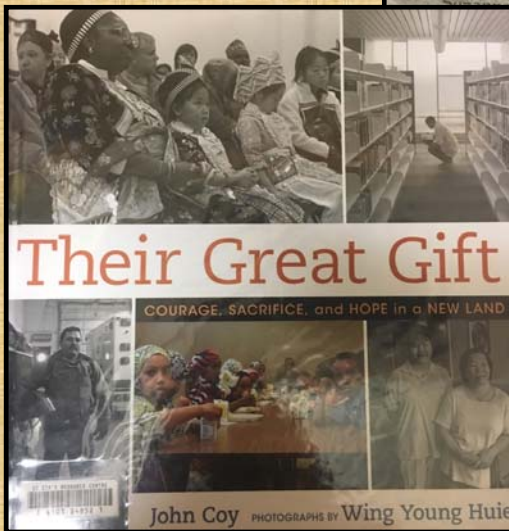
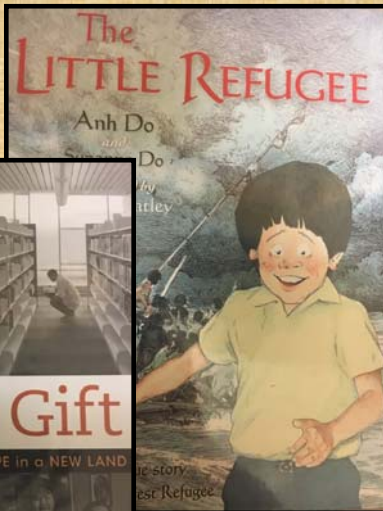
- Whose job/responsibility is it to help the homeless, refugees and the poor?

Student's response before:	Student's response after:
The government.	Everyone's. We should all be coming together and standing up for other people's rights.

#### WEBSITES USED

- CAFOD: [www.cafod.org.uk](http://www.cafod.org.uk)
- Caritas: [www.caritas.org.au](http://www.caritas.org.au)
- ACU: <http://www.acu.edu.au/625124>
- Amnesty International: [www.amnesty.org.au/](http://www.amnesty.org.au/)
- Global Words: <http://www.globalwords.edu.au>
- Global Education:  
<http://www.globaleducation.edu.au/>

## BOOKS USED





### TEACHER REFLECTION: STUDENTS

- Students were very sincere and engaged in learning.
- During the pre questioning, the students' answers were vague and very simple. Afterwards, I have found that the students' knowledge was deeper and more meaningful.
- Students seemed to enjoy researching and doing something relevant to what is happening around them in the world today, especially looking through news paper articles and online articles for more information.
- The students were able to share their ideas and work cooperatively throughout this unit.
- Students were engaged in the unit so much that they took more interest in current affairs than they would normally. They would bring in news paper articles and information on their own.

### TEACHER REFLECTION: TEACHER

- There was lots of discussion and sometimes the lessons went on longer than expected/planned.
- It was difficult to stay neutral during this unit – I gave the students the information and they came up with their own conclusion.
- It was a challenging topic for students. I noticed that students had taken the topic seriously and thought that things were unjust and unfair.
- To do this again, I will cut down on the information I was giving to students as lessons were too long.