

Subject: Geography

Introduction

Countless resources available online support the embedding of a Catholic perspective into lessons across a wide range of school subjects. Some of these resources explicitly mention the teachings of Jesus and refer to scripture but most draw on the rich tradition of Catholic Social Teaching simply by virtue of the subject matter involved, their fostering of particular values and encouragement of learners' consideration of various ethical standpoints, without overt reference to religion at all. Regardless, the integration of key principles of Catholic Social Teaching across the curriculum strengthens and underlines the religious life and identity of Catholic schools.

In these grids, resources for English, Geography, Mathematics and Science learners in P-10 have been selected and arranged according to year level. They have been drawn from, in the main, Caritas, the Global Education Project and the Edmund Rice Centre. The grid shows which principles of Catholic Social Teaching are reinforced by each resource, a brief overview of the activities and the Australian Curriculum content and skills that are incorporated therein.

After finding the phase of schooling in which they teach (Early Years, Lower Primary, Middle Primary, Upper Primary, Lower Secondary or Middle Secondary), users may select a learning area in the right-hand column and find suitable activities on that basis or, alternatively, decide on a principle of Catholic Social Teaching they would like to cover, and identify which learning areas might be supported through the activities suggested.

	Activity	Curriculum
	Lower Primary: F-2	
Caritas	<p>Human Dignity</p> <p>Explore the significance of humans being made in the image and likeness of God. (Discuss concepts of God's love; Read Genesis 1:27; Individualise poem 'The gift of me')</p> <p>Celebrate that God has created each person uniquely, and therefore each person is infinitely loved. (Discuss what makes us special; construct paper doll chain)</p> <p>Explore social implications of individual dignity. (Explain loving one another; read Mark 12:28-31)</p> <p>Question what happens when others are not treated fairly, in light of our knowledge that God created us and loves us equally. (Discuss illustration; introduce the work of Caritas; create 'Basic Needs' poster) http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/lower-primary/dignity-of-the-human-person</p>	<p>Foundation Geography</p> <ul style="list-style-type: none"> The <u>representation</u> of the location of places and their <u>features</u> on maps and a globe (ACHGK001) (Elaboration: how places provide people with basic needs) 
	<p>Stewardship</p> <p>Celebrate creation as a gift from God. (See-Think-Wonder on illustration; 'Snapshots of Wonder' activity)</p> <p>Explore our responsibility to look the gift of creation. (Think-Pair-Share on illustration; Read Genesis 1:26; word cloud of things people do to care for environment with optional photos)</p> <p>Explore the choices of a good steward of creation. (Worksheet; Causes and consequences chart)</p> <p>Explain ways they can personally care for creation.</p>	<p>Foundation Geography</p> <ul style="list-style-type: none"> The reasons why some places are special to people, and how they can be looked after (ACHGK004) Reflect on their learning to suggest ways that they can look after a familiar <u>place</u> (ACHGS006) <p>Year 1 Geography</p> <ul style="list-style-type: none"> The natural, managed and constructed <u>features</u> of places, their location, how they <u>change</u> and how they can be cared for (ACHGK005)

<p>(Choose one action and complete sentence: 'to look after Earth, I will...')</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/lower-primary/stewardship-of-creation</p>	
<p>Common Good</p> <p>Explore connections to other people. (Discuss understandings of friendship and associated values)</p> <p>Consider Jesus as a model for friendship. (Read story/ies such as The Good Samaritan; discuss inclusive strategies to build community)</p> <p>Discuss inclusive behaviours. (Complete 'See-Think-Wonder on illustration; discuss and add to list of inclusive strategies; optional flip book or PPT)</p> <p>Identify behaviours working towards the common good. (Discussion of community and common good; Kindness hunt)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/lower-primary/common-good</p>	<p>Year 2 Geography</p> <ul style="list-style-type: none"> The connections of people in Australia to other places in Australia, the countries of the Asia <u>region</u>, and across the world (ACHGK012) 
<p>Solidarity</p> <p>Explore our global interconnectedness. (‘Globally connected’ game, sharing cultural backgrounds)</p> <p>Consider similarities and differences of children living in other parts of the world. (Discuss global family and view videos from Mozambique and Cambodia, then analysing similarities and differences to their own lives)</p> <p>Understand that we are global neighbours and that the Lord asks to “love our neighbour”. (Complete See-Think-Wonder on illustration and discuss)</p> <p>Identify the nature of standing together in one family. (Review Good Samaritan and construct Y chart)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/lower-primary/solidarity</p>	<p>Foundation Geography</p> <ul style="list-style-type: none"> The reasons why some places are special to people, and how they can be looked after (ACHGK004) <p>Year 3 Geography</p> <ul style="list-style-type: none"> The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019) 
<p>Stewardship: My place, your place</p> <p>Students explore why it is important to have a home, and reflect on what is essential for adequate housing. They investigate different styles of housing around the world and develop an awareness of environmental, cultural and economic factors that influence the kinds of homes people have.</p> <ul style="list-style-type: none"> Activity 1: Our homes Activity 2: Homes in our neighbourhood Activity 3: Homes around the world Activity 4: Helping children feel at home Activity 5: We all need a home 	<p>Geography Foundation</p> <ul style="list-style-type: none"> The representation of the location of places and their features on maps and a globe (ACHGK001) The reasons why some places are special to people, and how they can be looked after (ACHGK004) <p>Year 1</p> <ul style="list-style-type: none"> The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005) <p>Year 2</p> <ul style="list-style-type: none"> Pose geographical questions about familiar and unfamiliar places (ACHGS013) 

Middle Primary (3-4)		
Caritas	<p>Preferential Option for the Poor</p> <p>Explore choices that result in a more just and compassionate world. (Discuss ingredients of 'full and beautiful' life; word cloud; Think-Pair-Share in response to comic; record understandings of 'fair')</p> <p>Identify how acting fairly is an important way to show God's love. (Read comic; investigate scriptural texts; jigsaw activity)</p> <p>Consider Jesus' teaching on the poor. (Review comic; consider meaning of 'poor'; connect Jesus' teachings to attitudes and actions today)</p> <p>Students investigate the work of Caritas Australia. (Complete research table on Caritas' work in Brazil; Explore links between this and scripture directives)</p> <p>http://www.caritas.org.au/images/cst-education-pages/pop_mp_teacher.jpg</p>	<p>Year 3 Geography</p> <ul style="list-style-type: none"> The location of Australia's neighbouring countries and their diverse characteristics (ACHGK016) The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019) 
	<p>Human Dignity</p> <p>Explore the idea of God-given dignity or worth. (Define dignity; discuss its source; feed discussion into word cloud or artwork; read scripture verse; meditate or reflect on its meaning)</p> <p>Explore the implications of God-given dignity. (Discuss need to respect others; write diamante poem based on scripture; read comic; discuss the role of a home in dignity)</p> <p>Explore how a home provides a sense of dignity. (Read comic; Brainstorm what home provides; initiate wondering about whether everyone has a home and whether this is fair; discuss situations of unfairness)</p> <p>Explore responses to situations where people's dignity is not upheld. (Introduce learning about Brazil; read cartoon; what do / could / should we do when we see injustice?; read scripture and explain what it behoves us to do; discuss some ways in which love can be expressed; connect small local action with work of Caritas)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/middle-primary-resources/dignity-of-the-human-person</p>	<p>Year 3 Geography</p> <ul style="list-style-type: none"> The location of Australia's neighbouring countries and their diverse characteristics (ACHGK016) The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019) 

<p>Stewardship of Creation</p> <p>Explore how God is revealed in the activity of the Holy Spirit- creation, Church and the human experience. (Consider a special place; Think-Pair-Share on 3 questions; Explore God's presence in creation' Read / view dreaming story; Explore spirituality of and/or feelings evoked by nature; read scripture; Create poster of favourite nature scene.)</p> <p>Explore accounts of creation in Genesis and begin to understand that they have the capacity to make choices and these choices have consequences. (Read comic; discuss sacred creation and God's wishes; discuss the fine balance of life on earth; discuss rubbish and habits; create an anchor chart; connect to God's presence in creation).</p> <p>Demonstrate ways of living in harmony with and caring for God's creation. (Read comic on Sao Paulo's rubbish problem and solution; discuss cause and lessons of situation; discuss consumerism in relation to special places nominated earlier)</p> <p>Consider a way to work together towards a solution to one environmental issue in the school or community. (Discuss problem and solution process; design a school-wide campaign)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/middle-primary-resources/stewardship-of-creation</p>	<p>Year 3 Geography</p> <ul style="list-style-type: none"> The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018) <p>Year 4 Geography</p> <ul style="list-style-type: none"> The importance of environments to animals and people, and different views on how they can be protected (ACHGK022) The sustainable management of waste from production and consumption (ACHGK025) Develop geographical questions to investigate (ACHGS026) Interpret geographical <u>data</u> to identify distributions and patterns and draw conclusions (ACHGS030) Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS032) 
<p>Subsidiarity and Participation</p> <p>Explore the decision making systems in their school communities. (Read comic and discuss questions; generate list of decision-makers)</p> <p>Explore the decision making process and begin to reflect on the role of conscience. (Read comic; discuss what students think of the process depicted and their own experiences of similar; Create visual representation of structures; Discuss nature of leadership)</p> <p>Analyse decision making makes life easier for the poor using the example of Caritas Australia's work in the favelas of São Paulo, Brazil. (Orientate Sao Paulo; read comic; complete Think-Pair-Share on given questions; Complete PMI about process of change; explain rights and responsibilities; generate list of rights; discuss role of government)</p> <p>Students explore their role in the community. (Examine our role in problem-solving; emphasise responsibilities; read scripture; connect actions of youth in Brazil case study with potential actions of young people in school or local community; create 'What can I do' chart; present response in comic strip form.)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/middle-primary-resources/subsidiarity-and-participation</p>	<p>Year 2 Geography</p> <ul style="list-style-type: none"> The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012) <p>Year 3 Geography</p> <ul style="list-style-type: none"> The location of Australia's neighbouring countries and their diverse characteristics (ACHGK016) The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019) Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025) 

<p>Common Good</p> <p>Explore the value of friendships and the gift of community. (Read comic; consider their own friends and friendships; discuss what can be learned in and from community)</p> <p>Explore how exclusion disrespects human dignity and the common good using the story of the Good Samaritan. (Read and discuss comic; read or view The Good Samaritan)</p> <p>Explore how Scripture shows us that God values relationships and community. (Read comic; discuss similarities between Good Samaritan and favela situation; identify ways in which people reach out to the disadvantaged; emphasise the principle that everyone has the right to a fulfilling life and access to resources; 'the common good is reached when people work together to improve the wellbeing of all'; read key scriptures; discuss what these teach).</p> <p>Analyse and respond to an action that upholds dignity. (Read comic, Conduct PMI blog in response to Brazil case study)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/middle-primary-resources/common-good</p>	<p>Year 3 Geography</p> <ul style="list-style-type: none"> The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019) 
<p>Solidarity</p> <p>Students learn about the ways we are globally connected. (Read two scripture verses, conduct Think-Pair-Share on a synthesis of them; read comic and discuss in light of scripture, explain and explore the notion of interdependence; play 'Globally Connected' game; consider global cooperation in emergencies; emphasise connection and meaning of solidarity)</p> <p>Explore Jesus' commitment to service and justice. (Read comic; discuss leaders and their considerations when making decisions).</p> <p>Students explore leadership lessons from Scripture. (Read comic, discuss leadership deeds and qualities of character; discuss what scripture says about leaders; Use 12 Lessons of Leadership' worksheet; mix and match with summary cards and select one to reflect on)</p> <p>Students demonstrate and reflect on ways of acting justly. (Read comic, discuss meaning of 'stand beside'; Recall times of standing beside others'; generate list of potential actions'; consider the rings in the cartoon and devise a symbol of their own)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/middle-primary-resources/solidarity</p>	<p>Year 3 Geography</p> <ul style="list-style-type: none"> The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019) Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025) 
<p>Upper Primary (5-6)</p>	

<p>Preferential Option for the Poor</p> <p>Explore current personal understandings of justice. (Display editorial cartoon and conduct See-Think-Wonder discussion; Use 3Ts routine; Introduce inquiry question on justice for the poor; collect list of student questions and display)</p> <p>Investigate Church text teachings on caring for the poor. (Display and deconstruct excerpt from <i>Populorum Progressio</i> or alternative; discuss implications; paraphrase)</p> <p>Draw on Scripture and their own experiences of love and compassion to consider ways they can live and act. (Discuss understanding actions of Caritas; read mandate; discuss what this reveals; conduct group research task; read scripture passage and discuss in relation to research; complete consequences chart)</p> <p>Explore how we are all connected in the quest for justice for the poor (Review editorial cartoon; discuss meaning of 'preferential option for the poor'; conduct sentence starter activity or answer questions to be presented visually)</p> <p>As a class or individually, generate questions they still have about justice for the poor.</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/upper-primary/preferential-option-for-the-poor</p>	<p>Year 6 Geography</p> <ul style="list-style-type: none"> • The location of the major countries of the Asia <u>region</u> in relation to Australia and the geographical diversity within the <u>region</u>(ACHGK031) • Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032) • The world's cultural diversity, including that of its indigenous peoples (ACHGK033) • The various connections Australia has with other countries and how these connections <u>change</u> people and places (ACHGK035) • Interpret geographical <u>data</u> and other information using digital and <u>spatial technologies</u> as appropriate, and identify spatial distributions, patterns and <u>trends</u>, and infer relationships to draw conclusions (ACHGS044) 
<p>Human Dignity</p> <p>Explore the Biblical principle that dignity is God given. (Use 'snappy words' to tap into existing understanding; discuss self-worth; conduct think-pair-share; create anchor chart or graffiti board etc;)</p> <p>Explore the connection between dignity and rights. (Discuss personal experience of self-esteem; view editorial cartoon; conduct think-see-wonder; discuss and reveal quote on cartoon; write senryu poem)</p> <p>Explore further the connection between dignity and rights (Read parts of provided script excerpt; use PP to introduce UN Convention; discuss; display illustration; use now-then-later routine; discuss further questions)</p> <p>Discuss how people can uphold the dignity of others. (Explain responsibility to help protect rights; watch 'be more' clip; discuss; write one-sentence statement and display)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/upper-primary/dignity-of-the-human-person</p>	<p>Year 6 Geography</p> <ul style="list-style-type: none"> • Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032) • The world's cultural diversity, including that of its indigenous peoples (ACHGK033) 

Caritas

<p>Stewardship of Creation</p> <p>Identify issues of misuse and mismanagement in the environment. (Define 'steward' and explore source of stewardship; Explain principle – all creation; discuss relationships; emphasise God's self-revelation in humankind)</p> <p>Consider that the respect people show for nature and for all people is an expression of our relationship with God. (Investigate OT scriptures; consider implications using 'if... then' strategy; discuss God's requirements of humanity)</p> <p>Explore God's calls to us to act courageously in issues of environment justice. (Consider editorial cartoon; conduct Think-Pair-Share; discuss effect of individual choices on community; read and clarify Papal speech; Use RAPS strategy; illustrate paragraph; conduct 'Connect-Extend-Challenge' routine)</p> <p>Demonstrate and reflect on ways in which humanity can exercise stewardship. (Consider editorial cartoon and suggest appropriate speech bubbles; explain need for concern for poor; Prompt synthesis with work of Caritas; option – view suggested mockumentary)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/upper-primary/stewardship-of-creation</p>	<p>Year 5 Geography</p> <ul style="list-style-type: none"> The influence people have on the human places and the management of spaces within them (ACHGK029) 
<p>Subsidiarity and Participation</p> <p>Explore decision-making structures and possible consequences of decisions on self, other and environment. (Consider editorial cartoon, deconstruct and discuss using 'what makes you say that?' routine)</p> <p>Consider how Christian decision-making involves reflecting on the teaching of Jesus. (Review Brazil case study and pose suggested questions as well as considering Matthew's gospel account of the Golden Rule)</p> <p>Consider how Christian decision-making involves reflecting on the teaching of the principles of subsidiarity and participation. (Conduct 'slogan vote' activity in which students choose statements that best characterise their views on subsidiarity and participation; these are summarised; create posters or virtual billboards)</p> <p>Students illustrate their thinking around issues of government and citizenship. (Re-draw aspect of editorial cartoon based on the principle explored to demonstrate understanding of concepts; complete 'connect-extend-challenge' routine).</p>	<p>Year 6 Geography</p> <ul style="list-style-type: none"> Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032) The various connections Australia has with other countries and how these connections change people and places (ACHGK035) Interpret geographical data and other information using digital and spatial as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS044) 
<p>Common Good</p> <p>Explore the importance of Christian values in community. (Consider editorial poster; conduct 'Think-Pair-Share'; create T-chart on behaviour and impact; consider classroom behaviours and guidelines)</p> <p>Make connections between Biblical teaching and living in community. (Discuss what Scripture says about working together; read suggested passages; summarise; generate class list; contrast with what is depicted in the cartoon)</p> <p>Make further connections between Biblical teaching and living in community. (Read passage from Corinthians; identify benefits of working together; list examples of students' respective communities and their benefits; review case study and discuss)</p> <p>Demonstrate an appreciation of interdependence in community. (Paraphrase and discuss Paul VI quote; complete 'Think Pair Share'; conduct 'if... then...' exercise)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/upper-primary/common-good</p>	<p>Year 5 Geography</p> <ul style="list-style-type: none"> The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030) 

<p>Solidarity</p> <p>Explore the values of just leaders. (Review part of comic; display poster; complete 'Think Pair Share'; review leadership qualities; complete values worksheet with discussion; complete leaders' values mapping activity; create large collaborative Y chart)</p> <p>Students investigate the call from Jesus for Justice. (Consider Christian leadership, incorporating scripture and Caritas PP; explain works of mercy; conduct pair work to find examples; consider global application, using resources provided; review definition of solidarity; discuss just leadership and solidarity)</p> <p>Students design a personal leadership covenant. (Create presentation on Christian leadership using suggested digital media and focus questions)</p> <p>Students participate in experiences of journaling and the Examen. (Explain the examen and lead individually or in a group)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/upper-primary/solidarity</p>	<p>Year 5 Geography</p> <ul style="list-style-type: none"> The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030) <p>Year 6 Geography</p> <ul style="list-style-type: none"> Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032) The various connections Australia has with other countries and how these connections <u>change</u> people and places (ACHGK035) 
<p>Stewardship, Subsidiarity, Preferential Option for the Poor, Human Dignity: Disaster Preparedness</p> <p>Students investigate different kinds of disasters to develop an understanding of their causes, effects, and the types of assistance people and communities need to recover. They also explore how disaster preparedness can help to reduce the impact of disasters and build hope and resilience for the future.</p> <ul style="list-style-type: none"> Activity 1: When disaster strikes Activity 2: Disaster preparedness Activity 3: Earthquake preparedness Activity 4: Researching disasters and risk reduction 	<p>Year 5 Geography</p> <ul style="list-style-type: none"> The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030) <p>Year 6 Geography</p> <ul style="list-style-type: none"> Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS046) 
<p>Stewardship, Human Dignity, Preferential Option for the Poor, Common Good: Food For the World</p> <p>Students investigate the types and amounts of foods eaten around the world, and the environmental, economic, political and cultural factors that affect access to food. They develop an understanding of why some people in the world have more than enough to eat, while others struggle to have the basics for survival, and explore ways people could work together to achieve food security for all.</p> <ul style="list-style-type: none"> Activity 1: What is food security? Activity 2: Food around the world Activity 3: Understanding food insecurity Activity 4: Investigating rice Activity 5: Rice and rice products Activity 6: Food for all 	<p>Year 5 Geography</p> <ul style="list-style-type: none"> The influence people have on the human characteristics of places and the management of spaces within them (ACHGK029) <p>Year 6 Geography</p> <ul style="list-style-type: none"> Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032)  

<p>Human Dignity, Participation, Common Good: Inclusion and opportunity</p> <p>Students learn about the Convention on the Rights of the Child and the Universal Declaration of Human Rights. They investigate the impact of unequal treatment or discrimination and examine ways of ensuring that everyone's rights are equally valued and protected.</p> <ul style="list-style-type: none"> • Activity 1: Children's rights • Activity 2: Opportunities for girls • Activity 3: Right to participate • Activity 4: Equality and discrimination 	<p>Geography Year 5</p> <ul style="list-style-type: none"> • The influence people have on the human characteristics of places and the management of spaces within them (ACHGK029) <p>Year 6</p> <ul style="list-style-type: none"> • The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031) Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032) 
<p>Human Dignity, Preferential Option for the Poor, Subsidiarity: Microfinance</p> <p>Students use mathematical skills to develop understanding of the poverty cycle and critically evaluate how borrowing to run a small business, microfinance, works.</p> <ul style="list-style-type: none"> • Activity 1: Trapped in the poverty cycle • Activity 2: Operating a small business • Activity 3: Microfinance • Activity 4: Making microfinance multiply • Activity 5: Funding microfinance 	<p>Geography Year 5</p> <ul style="list-style-type: none"> • Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034) • Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039) <p>Year 6</p> <ul style="list-style-type: none"> • Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032) • The various connections Australia has with other countries and how these connections change people and places (ACHGK035) 
<p>Lower Secondary (7-8)</p>	

<p style="text-align: center;">Caritas</p> <p>Preferential Option for the Poor</p> <p>Explore the concept of fair sharing through personal experiences. (Display poster; view film eliciting small group responses; generate response discussion using Placemat proforma'; use suggested online tool/s to record and display class members' responses; introduce inquiry into nature of just world)</p> <p>Explore current understandings of justice. (Define 'preferential' and 'poor', perhaps using Visuwords; consider God's dream for just world; suggest ways in which this has been shared and what it looks like; explicit teachings of prophets; find Prophetic literature and identify aspects of justice canvassed therein; read Caritas Australia's Vision statement; discuss in relation to Caritas film.)</p> <p>Investigate God's dream for a just world – what is the preferential option for the poor? (Read Good Samaritan; connect to meaning of 'preferential option for the poor' and God's dream; brainstorm who the poor are today, locally and globally, perhaps using Bubble.us; use causes and consequences chart provided; pose reflection question; research Caritas project and complete Comparison worksheet)</p> <p>Explore how we are all connected in the quest for justice for the poor. (Explain pursuit of justice and Jesus' vision of right relationship and how we should act as a result; explain the nature of a motto; students design motto encapsulating commitment to 'preferential option for the poor' and how they wish to live it out; present in visual format)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/preferential-option-for-the-poor</p>	<p>Year 7 Geography</p> <ul style="list-style-type: none"> • The influence of accessibility to services and facilities on the liveability of places (ACHGK044) <p>Year 8 Geography</p> <ul style="list-style-type: none"> • The reasons for and effects of international migration in Australia (ACHGK058) 
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Human Dignity

Explore the idea of God given dignity and worth.

(Watch first part of Caritas dignity film; view and discuss given quotes; write a headline for this CST principle; introduce the inquiry; display poster)

Explore what dignity means in everyday life

(Watch second part of Caritas dignity film; small group responses to film based on prompts; use 'connect, extend, challenge' worksheet – compile questions on large piece of paper for display; reflect on meaning of dignity)

Explore how we should honour each other's worth by upholding each other's rights

(Thoughtstorm what is needed for a good life; use Caritas worksheet to introduce UNDHR; differentiate wants and needs; categorise list; discuss Brazil case study objectives as basic human needs)

Take up God's invitation to show his love to others – to love and care for myself and others.

(Use MYST thinking routine to develop an action plan for promotion of dignity)

<http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/dignity-of-the-human-person>

Year 7 Geography

- The classification of environmental resources and the forms that water takes as a resource (ACHGK037)
- The quantity and variability of Australia's water resources compared with those in other continents (ACHGK039)
- The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)
- The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)
- The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)
- The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)
- The influence of accessibility to services and facilities on the liveability of places (ACHGK044)
- The influence of environmental quality on the liveability of places (ACHGK045)
- The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places (ACHGK046)
- The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)

Year 8 Geography

- The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)
The reasons for and effects of international migration in Australia (ACHGK058)



<p>Stewardship of Creation</p> <p>Consider God's creation and our responsibility to look after it. (View first part of Caritas Stewardship film; read Genesis 1 and 2 and discuss implications; Use slides, natural environment and Think-Pair-Share to meditate on nature; point out Pope Francis' questions about responsible care of creation; illustrate nature psalm; introduce inquiry; display poster)</p> <p>Learn about looking after creation – respecting people. (View rest of Caritas Stewardship film; display slide and lead discussion; use text to prompt connection between care of creation and respect for others; we're all connected game)</p> <p>Explore Stewardship (Create short film; brainstorm questions and discuss)</p> <p>Work towards developing a moral conscience – 'be green' (Understand the power of our consumer choices; explain how conscience works; investigate how Jesus demonstrated behaviour towards others; complete Caritas 'decision-making' worksheet; add three new elements to show informed use of power)</p> <p>Decide what we can do? Being green and being ethical consumers. (Illustrate decision-making flow chart using one of a variety of modes suggested)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/stewardship-of-creation</p>	<p>Year 9 Geography</p> <ul style="list-style-type: none"> The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064) 
<p>Subsidiarity and Participation</p> <p>Rights and Duties (View Caritas 'Subsidiarity and Participation' film; introduce church teaching on rights and responsibilities (resting on human dignity); prioritise and rank rights from list on slide 1 from two perspectives; use 'what makes you say that' routine to justify; introduce inquiry and display poster)</p> <p>Who's in charge? Understanding the system. (Explain diagram on slide 3; complete 'levels of rights' worksheet to connect personal, social and institutional rights)</p> <p>How people in positions of authority have to care for people, and how we contribute through participation (Explore necessity of care from people in authority and our contribution to that through participation; re-watch a section of film, then use thinking routine outlined to identify and evaluate actions that might make a situation fair)</p> <p>Understandings of injustice – when should we act? (Scripture hunt on Jesus' understanding of injustice; debrief and connect to Caritas' work in Brazil and Catholics' moral duty to challenge injustice)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/subsidiarity-and-participation</p>	<p>Year 7 Geography</p> <ul style="list-style-type: none"> The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places(ACHGK046) The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe(ACHGK047) Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054) <p>Year 8 Geography</p> <ul style="list-style-type: none"> The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054) 

<p>Common Good</p> <p>Defining the Common Good. (View section of Caritas 'Common Good' film; use 'connect – extend – challenge' routine as outlined; introduce inquiry; display poster)</p> <p>Common Good in Scripture: Loving your neighbour and working as one. (View section of film; explain that common good is enshrined in Jesus' teachings; scripture hunt; complete scripture hunt worksheet; create three-window comic to illustrate)</p> <p>Social exclusion - discrimination. (View section of film; discuss given questions on threats or obstacles to the common good in various contexts; define discrimination; pairs write one-sentence description / headline; explain difference between prejudice and discrimination; discuss powerful and powerless in video)</p> <p>Christian attitudes towards prejudice and discrimination (Review principle of dignity; groups devise short drama to enact Bible verses provided; complete Caritas discrimination worksheet)</p> <p>What can I do for the good of all – family – school – society (social and political action) (Technology brainstorm; use presentation to explore how social media can be used for greater good; view part of film and discuss given points; small groups identify and blog about aspects of their own lives that need transformation)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/common-good</p>	<p>Year 7 Geography</p> <ul style="list-style-type: none"> • The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043) • The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places(ACHGK046) • The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe(ACHGK047) 
<p>Solidarity</p> <p>Leadership values mapping. (View Caritas 'Solidarity' film; Students reflect on role models and sources of advice; in pairs, present these to the class in one of a variety of suggested modes; complete chart showing themselves as 'role model'; introduce inquiry; display poster)</p> <p>What is true discipleship? (Meaning of discipleship; scripture hunt for Jesus' understanding of discipleship and his call using given references; display selected slides and/or Oscar Romero PP exploring our role; create mural of hands and feet with responses as to what it means to be a disciple)</p> <p>Solidarity through just leadership. (View section of 'Solidarity' film; explore the courage and self-sacrifice of Maristely using given questions for reflection; complete 'Maristely – Young Leader Awards' worksheet; Create presentation on the needs of those on the margins in local and global community)</p> <p>Being a true disciple by being a just leader. (Reflect on skills and qualities; brainstorm ways of being true disciple; review 'two feet of love in action' worksheet; write what actions they will take)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/solidarity</p>	<p>Year 7 Geography</p> <ul style="list-style-type: none"> • The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places(ACHGK046) • The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe(ACHGK047) <p>Year 8 Geography</p> <ul style="list-style-type: none"> • Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS062) 

Global Education Project	<p>Subsidiarity, Stewardship: Disasters: Consequences and responses</p> <p>People's lives can be affected by natural hazards at any time. Students examine characteristics of hazards, disasters and the emergency responses. They learn how a hazard becomes a disaster and how disaster preparedness can reduce the impact of the hazard.</p> <ul style="list-style-type: none"> • Activity 1: When hazards become disasters • Activity 2: Responding and recovering • Activity 3: Being prepared 	<p>Geography Year 7</p> <ul style="list-style-type: none"> • The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042) <p>Year 8</p> <ul style="list-style-type: none"> • The causes, impacts and responses to a geomorphological hazard (ACHGK053) 
Edmund Rice Centre	<p>Preferential option for the poor; Common good: Activity 5 - Terms and their meaning</p> <p>Refining understanding of UN Protocols: What is a protocol, what does it mean to ratify one, what protection is Australia supposed to provide, 'non-refoulement', find media articles about rejected asylum claims and investigate http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p> <p>Preferential Option for the poor; solidarity; human dignity: Activity 6 - Definitions</p> <p>Asylum-seeker Refugee Mandatory Immigration Detention Irregular Maritime Arrival Resettlement An Unauthorised Entrant Bridging Visa E Refugee Status Determination TPV Refugee Convention Non-refoulement Refoulement</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 8 Geography</p> <ul style="list-style-type: none"> • The reasons for and effects of international migration in Australia (ACHGK058) <p>Year 7 Geography</p> <ul style="list-style-type: none"> • Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources(ACHGS048) <p>Year 8 Geography</p> <ul style="list-style-type: none"> • The reasons for and effects of international migration in Australia (ACHGK058) • Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056)

<p>Preferential Option for the poor; subsidiarity and participation: Activity 7 – A Fact-finding mission</p> <p>Using Fed Gov website, examine tables and graphs to investigate numbers and percentages of immigrants in various categories. Draw conclusions.</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 7 Geography</p> <ul style="list-style-type: none"> • Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources(ACHGS048) • Analyse geographical data and other information using qualitative and quantitative, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051) • Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052) <p>Year 8 Geography</p> <ul style="list-style-type: none"> • The reasons for and effects of international migration in Australia (ACHGK058) • Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056) • Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS059) • Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS060)
<p>Human Dignity; Stewardship; Preferential option for the poor; solidarity: Activity 8 - Why do people leave their homeland?</p> <p>List three reasons</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 7 Geography</p> <ul style="list-style-type: none"> • Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources(ACHGS048) <p>Year 8 Geography</p> <ul style="list-style-type: none"> • The reasons for and effects of international migration in Australia (ACHGK058) • Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS059) • Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS060) • Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068) 

<p>Solidarity; Preferential option for the poor: Activity 9 - Where do the asylum-seekers and refugees come from? Use Google Earth and a printed map of the world to complete various tasks (labelling, shading, considering routes, optional: calculate distances) http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 7 Geography</p> <ul style="list-style-type: none"> • Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources(ACHGS048) • Analyse geographical data and other information using qualitative and quantitative, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051) • Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053) <p>Year 8 Geography</p> <ul style="list-style-type: none"> • The reasons for and effects of international migration in Australia (ACHGK058) • Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056) • Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS061)
<p>Subsidiarity & Participation; Solidarity; Common Good Activity 10 - Where do asylum-seekers and refugees make their homes? List three suburbs or towns and label /shade on map http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 7 Geography</p> <ul style="list-style-type: none"> • The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043) • The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places(ACHGK046) • Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources(ACHGS048) <p>Year 8 Geography</p> <ul style="list-style-type: none"> • The reasons for and effects of international migration in Australia (ACHGK058) • The reasons for and effects of internal migration in Australia(ACHGK056) 

<p>Solidarity: Activity 24 - Examine the statistics Use UNDHR website to complete research on asylum seeker movements around the world and to Australia. http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 7 Geography</p> <ul style="list-style-type: none"> • Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources(ACHGS048) • Analyse geographical data and other information using qualitative and quantitative, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051) • Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052) <p>Year 8 Geography</p> <ul style="list-style-type: none"> • The reasons for and effects of international migration in Australia (ACHGK058) • Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056) • Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS059) • Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS060)
<p>Preferential option for the poor; Subsidiarity & participation; Solidarity; Common good Activity 26 - What do you recommend? Make a 10-point plan http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 7 Geography</p> <ul style="list-style-type: none"> • Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054) <p>Year 8 Geography</p> <ul style="list-style-type: none"> • Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS062)
<p>Solidarity Activity 27 - Picture book study Read picture books from list provided; create own picture book; review a picture book http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 7 Geography</p> <ul style="list-style-type: none"> • Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053) <p>Year 8 Geography</p> <ul style="list-style-type: none"> • Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS061)
<p>Middle Secondary (9-10)</p>	

<p style="text-align: center;">Caritas</p> <p>Preferential Option for the Poor</p> <p>Explore the concept of fair sharing through personal experiences. (Display poster; view film eliciting small group responses;; view/read <i>The Hunger Games</i> and complete worksheet; display slides and assign groupwork – visual depiction of one statistic per group; pose questions for further discussion; introduce inquiry into nature of just world)</p> <p>Explore current understandings of justice. (In groups, investigate scripture and Church teaching references to concern for the poor; use reflection questions; summarise understanding of this principle)</p> <p>Investigate God’s dream for a just world – what is the preferential option for the poor? (Group research and presentation task using suggested digital tools and inquiry questions; research Caritas project and complete Comparison worksheet)</p> <p>Explore how we are all connected in the quest for justice for the poor. (Explain pursuit of justice and Jesus’ vision of right relationship and how we should act as a result; locate and compare/contrast a range of mission statements – Caritas’, the school’s and seven other NFP and business mission statements; Use Diamond Ranking System to classify these in order according to the principle of preferential option for the poor; pose questions to consider; review and complete Caritas worksheet on justice and charity; evaluate activities at school according to this classification and reflect on why both are important)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/preferential-option-for-the-poor</p>	<p>Year 10 Geography</p> <ul style="list-style-type: none"> • The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076) • The issues affecting the development of places and their impact on human, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078) 
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Human Dignity

Explore the idea of God given dignity and worth.

(Watch first part of Caritas dignity film; use worksheet or Encyclicals app to explore scripture and church teachings that underpin this CST principle to explore the centrality of this principle; use 3-2-1 method to summarise thinking; introduce the inquiry; display poster)

Explore what dignity means in everyday life

(Watch second part of Caritas dignity film; small group responses to film based on prompts; explain that dignity is inherent; students list challenges and realities that threaten human dignity' complete 'Unfair, Fairer' worksheet in small groups; reflect on meaning of dignity)

Explore how we should honour each other's worth by upholding each other's rights

(in groups or pairs, research aspect of 'global issues' page; complete 'problems and solutions' tree; show how Caritas is effecting change; present findings to class perhaps using webtool)

Take up God's invitation to show his love to others – to love and care for myself and others.

(Review lists of challenges; choose one and create an action plan using 'take action' worksheet)

<http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/dignity-of-the-human-person>

Year 9 Geography

- The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity ([ACHGK060](#))
- The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations ([ACHGK061](#))
- The environmental, economic and technological factors that influence crop yields in Australia and across the world ([ACHGK062](#))
- The challenges to food production, including [land and water degradation](#), shortage of fresh water, competing land uses, and [climate change](#), for Australia and other areas of the world ([ACHGK063](#))
- The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world([ACHGK064](#))

Year 10 Geography

- The human-induced environmental changes that challenge [sustainability](#)([ACHGK070](#))
- The environmental worldviews of people and their implications for environmental management ([ACHGK071](#))
- The Aboriginal and Torres Strait Islander Peoples' approaches to [custodial responsibility](#) and environmental management in different regions of Australia ([ACHGK072](#))
- The different ways of measuring and mapping [human wellbeing](#) and development, and how these can be applied to measure differences between places ([ACHGK076](#))
- The reasons for [spatial variations](#) between countries in selected indicators of [human wellbeing](#) ([ACHGK077](#))
- The issues affecting the [development](#) of places and their impact on human, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands ([ACHGK078](#))
- The reasons for and consequences of [spatial variations](#) in [human wellbeing](#) on a regional [scale](#) within India or another country of the Asia region ([ACHGK079](#))
- The reasons for and consequences of [spatial variations](#) in [human wellbeing](#) in Australia at the [local scale](#) ([ACHGK080](#))
- The role of international and national government and non-government organisations' initiatives in improving [human wellbeing](#) in Australia and other countries ([ACHGK081](#))



Stewardship of Creation

Consider God's creation and our responsibility to look after it.

(Watch Caritas Stewardship film, read Genesis 1 and 2 and discuss implications; work through slides 6-8, completing activities on sanctity of creation, Dreaming, attitudes to creation; analyse and display data collected; introduce the inquiry)

Learn about looking after creation – respecting people.

(View rest of Caritas Stewardship film; display slide and lead discussion; use text to prompt connection between care of creation and respect for others)

Explore Stewardship

(Create short film; brainstorm questions and discuss; Read slides 16-18 – Pope Francis' message; Use colour, symbol image routine to distil meaning; and share; complete Caritas 'culture of waste' worksheet)

Work towards developing a moral conscience – 'be green'

(Understand the power of our consumer choices; use 'Circle of Viewpoints' method to explore World Day of Peace paragraphs provided; brainstorm and explore a range of perspectives – prompting questions provided)

Decide what we can do? Being green and being ethical consumers.

(Consider Brazil case study in film. Link ideal and everyday life; group or class discussion or debate; create class 'Stewardship Action Plan')

<http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/stewardship-of-creation>

Year 8 Geography

- The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)
The reasons for and effects of internal migration in China(ACHGK057)

Year 9 Geography

- The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)

Year 10 Geography

- The human-induced environmental changes that challenge sustainability (ACHGK070)
- The Aboriginal and Torres Strait Islander Peoples' approaches to custodial and environmental management in different regions of Australia (ACHGK072)



Subsidiarity and Participation

Rights and Duties.

(View Caritas 'Subsidiarity and Participation' film; introduce church teaching on rights and responsibilities, resting on human dignity; small group work based on Education for Justice worksheet on Rights and Responsibilities with questions to discuss; introduce inquiry and display poster)

Who's in charge? Understanding the system.

(Starter: structure of Australian political system and what each institution is responsible for; complete 'who decides what' worksheet; prepare submission to government body on contemporary issue of injustice)

How people in positions of authority have to care for people, and how we contribute through participation

(Display slide 4 and discuss this principle; questions and answers; groups research and prepare for class debate on topic: 'individuals/institutions should be able to do whatever they like' – examples of points and critical thinking questions are provided)

Understandings of injustice – when should we act?

(Whole class 'tug of war' activity)

<http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/subsidiarity-and-participation>

Year 9 Geography

- The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)
- The perceptions people have of place, and how this influences their connections to different places (ACHGK065)
The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)

Year 10 Geography

- The Aboriginal and Torres Strait Islander Peoples' approaches to custodial and environmental management in different regions of Australia (ACHGK072)
- The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)
- The issues affecting the development of places and their impact on human, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)
- The role of international and national government and non-government organisations' initiatives in improving wellbeing in Australia and other countries (ACHGK081)
- Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS072)
- Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)



<p>Common Good</p> <p>Defining the Common Good. (View section of Caritas 'common good' film; Think-Pair-Share to summarise principle; display slides 1-5 - students identify link between each image and summary; analyse extent of consistency between class summary and Caritas summary; display slide 6 and read quote which students discuss in relation to the film; cut and paste activity or value line using 'common good statements' cards; introduce the inquiry, display poster)</p> <p>Common Good in Scripture: Loving your neighbour and working as one. (View section of 'common good' film; explain that principle is enshrined in Jesus' teachings; read great commandment and Jesus mission, link to Caritas; students research Caritas vision, mission and values; students in groups discuss list of given points; Read <i>Gaudium et Spes</i> and highlight sections related to common good.)</p> <p>Social exclusion - discrimination. (View section of 'Common Good' film; class discussion on threats or obstacles to common good in range of contexts; brainstorm types of discrimination; view TED talk by Chimamanda Adichie ('The Danger of a Single Story'); discuss using given questions; complete Causes and Consequences worksheet; read extract from Corinthians and Think-Pair-Share; create artwork or interactive poster to illustrate 1 Cor 12:26)</p> <p>What can I do for the good of all – family – school – society (social and political action) (Explain nature of shared identity in community and how this is expressed in groups; explain church teaching about relationships strengthening community and communion; watch final section of film; students explain how Youth Empowerment Program is working towards common good in favelas; students create visual representation of community network and identify three areas where they can increase their involvement)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/common-good</p>	<p>Year 9 Geography</p> <ul style="list-style-type: none"> • The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063) • The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064) • The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068) • The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069) <p>Year 10 Geography</p> <ul style="list-style-type: none"> • The human-induced environmental changes that challenge sustainability (ACHGK070) • The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078) 
<p>Solidarity</p> <p>Leadership values mapping. (View Caritas 'Solidarity' film; read slide 1 and discuss pause point question – name leaders and evaluate whether they are leaders for justice; view Archbishop of Perth's video address illustrating qualities of good leader – setting out quotes and linking them to Jesus' ministry; use speech summary and Caritas bios to assess what values and qualities just leaders demonstrate; complete 'Leadership Values' worksheet; summarise 'just leadership' and create video montage; research current day examples of the leadership lessons; introduce inquiry; display poster)</p> <p>What is true discipleship? (Meaning of discipleship; Pope Francis' vision of leadership based on Jesus' example; reflection questions; research examples of servant leadership in local and global community and present creatively)</p> <p>Solidarity through just leadership. (View 'solidarity' film; discuss role of love in solidarity; display editorial cartoon and consider slides 2-5 on how we can be with others in contemporary culture)</p> <p>Being a true disciple by being a just leader. (Complete Maristely – Young Leader Solidarity Rings' worksheet)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/solidarity</p>	<p>Year 10 Geography</p> <ul style="list-style-type: none"> • The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078) • The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079) • The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080) • The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081) 

Global Education Project	<p>Human Dignity, Preferential Option for the Poor: HIV/AIDS: Who's at risk?</p> <p>Students investigate the global distribution of HIV/AIDS. They analyse its association with other factors such as income and the status of women, and discriminate between the purposes and value of different types of maps.</p> <ul style="list-style-type: none"> • Activity 1: Postcode matters • Activity 2: Who is at risk? • Activity 3: Drawing conclusions 	<p>Geography Year 9</p> <ul style="list-style-type: none"> • The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066) • Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066) <p>Year 10</p> <ul style="list-style-type: none"> • The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078) • Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS075) 
	<p>Preferential Option for the Poor: Malaria - preventable and treatable?</p> <p>Students demonstrate knowledge of the symptoms, treatment and preventative measures associated with malaria; analyse data to identify and explain trends, patterns, anomalies and generalisations; and evaluate the effectiveness of programs designed to diminish the spread and impact of malaria in specific communities.</p> <ul style="list-style-type: none"> • Activity 1: What is the link between baldness and malaria? • Activity 2: Preventable and treatable? • Activity 3: Making a difference 	<p>Geography Year 9</p> <ul style="list-style-type: none"> • The perceptions people have of place, and how this influences their connections to different places (ACHGK065) <p>Year 10</p> <ul style="list-style-type: none"> • The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076) • The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078) • The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)
Edmund Rice	<p>Preferential option for the poor; Common good: Activity 5 - Terms and their meaning</p> <p>Refining understanding of UN Protocols: What is a protocol, what does it mean to ratify one, what protection is Australia supposed to provide, 'non-refoulement', find media articles about rejected asylum claims and investigate</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 10 Geography</p> <ul style="list-style-type: none"> • The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)

<p>Preferential Option for the poor; solidarity; human dignity: Activity 6 - Definitions</p> <p>Asylum-seeker Refugee Mandatory Immigration Detention Irregular Maritime Arrival Resettlement An Unauthorised Entrant Bridging Visa E Refugee Status Determination TPV Refugee Convention Non-refoulement Refoulement</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9</p> <ul style="list-style-type: none"> Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) <p>Year 10</p> <ul style="list-style-type: none"> The issues affecting the development of places and their impact on human, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078) The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)
<p>Preferential Option for the poor; subsidiarity and participation: Activity 7 – A Fact-finding mission</p> <p>Using Fed Gov website, examine tables and graphs to investigate numbers and percentages of immigrants in various categories. Draw conclusions.</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9</p> <ul style="list-style-type: none"> Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067) <p>Year 10</p> <ul style="list-style-type: none"> The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079) Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073) Evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076)

<p>Human Dignity; Stewardship; Preferential option for the poor; solidarity: Activity 8 - Why do people leave their homeland? List three reasons</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 10</p> <ul style="list-style-type: none"> • The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077) • The issues affecting the development of places and their impact on human, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078) • The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079) • Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS072) • Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073) 
<p>Solidarity; Preferential option for the poor: Activity 9 - Where do the asylum-seekers and refugees come from? Use Google Earth and a printed map of the world to complete various tasks (labelling, shading, considering routes, optional: calculate distances)</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9</p> <ul style="list-style-type: none"> • Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) • Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070) <p>Year 10</p> <ul style="list-style-type: none"> • Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073) • Present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS079)
<p>Subsidiarity & Participation; Solidarity; Common Good Activity 10 - Where do asylum-seekers and refugees make their homes? List three suburbs or towns and label /shade on map</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9</p> <ul style="list-style-type: none"> • Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) <p>Year 10</p> <ul style="list-style-type: none"> • Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073) 

<p>Solidarity: Activity 24 - Examine the statistics Use UNDHR website to complete research on asylum seeker movements around the world and to Australia. http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9</p> <ul style="list-style-type: none"> • Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) • Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067) <p>Year 10</p> <ul style="list-style-type: none"> • The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079) • Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073) • Evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076)
<p>Preferential option for the poor; Subsidiarity & participation; Solidarity; Common good Activity 26 - What do you recommend? Make a 10-point plan http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9 Geography</p> <ul style="list-style-type: none"> • Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071) <p>Year 10 Geography</p> <ul style="list-style-type: none"> • Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)
<p>Solidarity Activity 27 - Picture book study Read picture books from list provided; create own picture book; review a picture book http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9 Geography</p> <ul style="list-style-type: none"> • Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070) <p>Year 10 Geography</p> <ul style="list-style-type: none"> • Present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS079)