

CATHOLIC SOCIAL TEACHING PROJECT

Holy Spirit School, Bray Park

CONTEXT

Year 6 class of 24 students (out of a cohort of 3 classes)

Target Subjects: English, History and Visual Art

Implementation for 10 Weeks

CST Principles :

- Dignity of Human Person
- Human Equality
- Stewardship of Creation

OVERVIEW OF CST IN YEAR 6

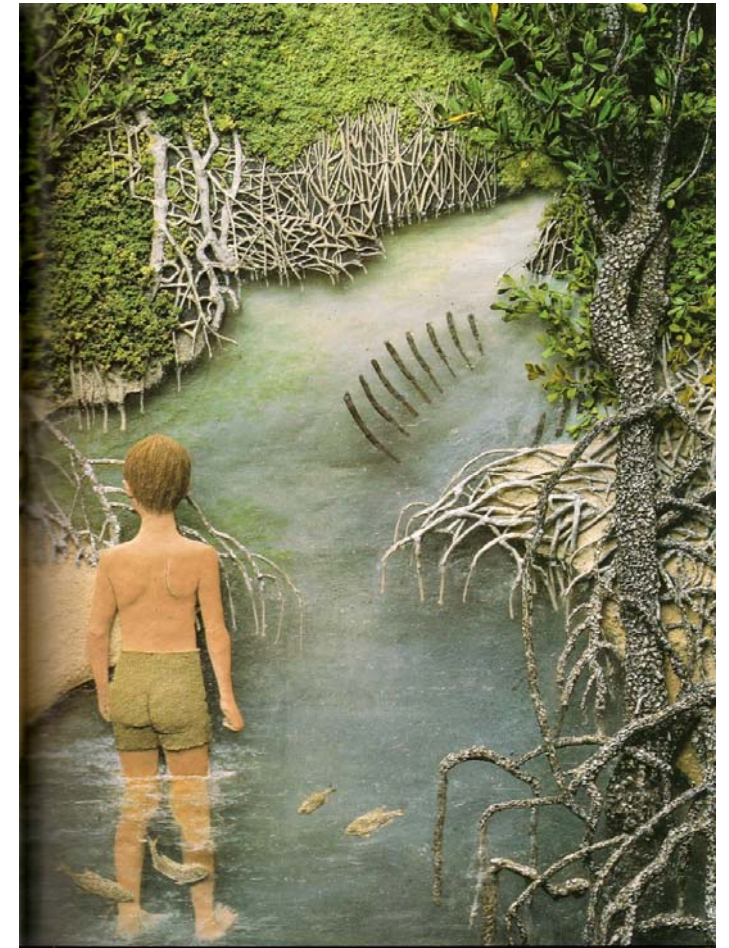
Subject: Learning Objective	Resource
English: How authors create messages	Jeannie Baker author study (Dr Seus, Jackie French)
History : Stolen Generation	Rabbit Proof Fence – film Stolen Girl – picture book Four Corners Documentary – “Out of Sight Out of Mind” (1969, Cunamulla)
Visual Art: Story telling; purpose and audience	Stimulus images – picture book and internet sourced

ENGLISH

Literature study of: Jeannie Baker (ACELA1518 / ACELT1616)

- Author who conveys socio-political messages in her work
- Books: “Window” “Where the Forest Meets the Sea”
“Belonging”
- Study of illustrative techniques and how authors convey messages
- Message of text: protecting the earth and care for creation

JEANNIE BAKER'S WORKS



ENGLISH

TASK:

Students created a visual representation of their ideas about the protection and care of the environment using the techniques of collage that we have studied. The image needed to reflect their understanding of CST.

Written explanation and review about how authors use images/texts to persuade their audience. Rationale for the creation of their collage

- Classroom task daily discussion about issues in the media – great opportunity for discussion of CST
- Resourcing

PHOTO: EARTHQUAKE IN CHILE

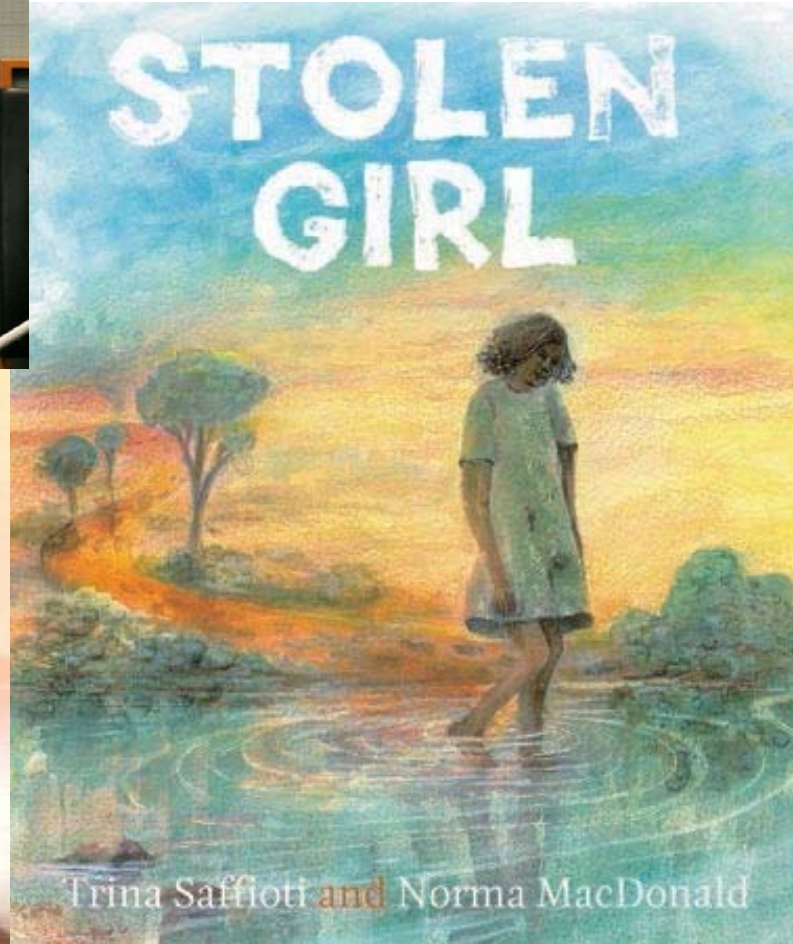
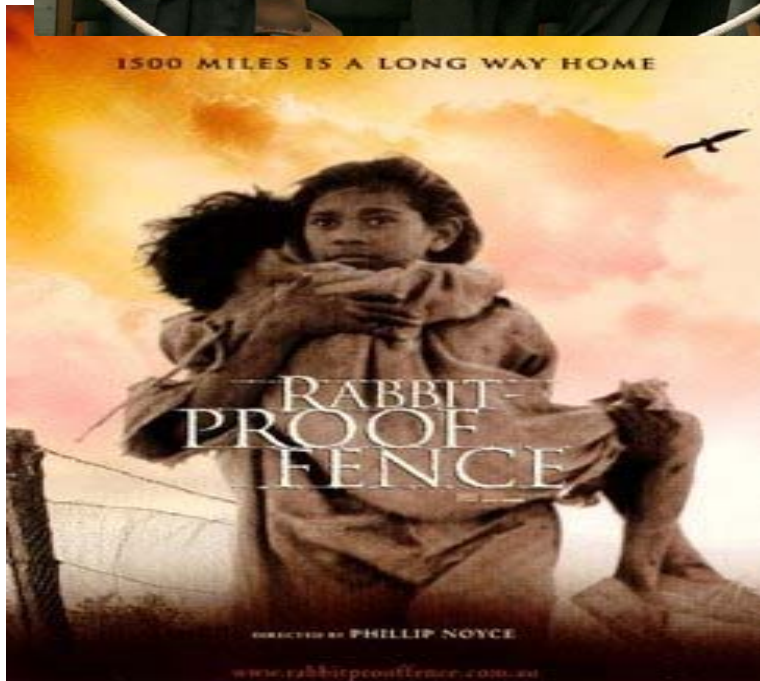


HISTORY

- Students had to collect information and examine different viewpoints on issues of the past.
- Generate a response and present a viewpoint on an issue.
- Students studied source material, personal accounts, “Stolen Girl” picture book, viewed “Rabbit Proof Fence” and “Out of Sight Out of Mind”
- Engaged in analysis of these sources and the impact of specific legislation on the Aboriginal community.

TASK:

To write a “Letter to the Editor” in response to the Stolen Generation reflecting their understanding of the historical context of the time.



VISUAL ART

Depicting the effect of racism through art

History Unit- Stolen Generation through the medium of “Rabbit Proof Fence”

Exploring various artistic techniques and media used to portray emotion through Visual Art

Exploring familiar and unfamiliar media

Exploration of colour theory and using colour to evoke emotion

Dignity of the human person

Human equality



"Dust", Colin Thompson

PLANNING FOR THE UNIT

- Preliminary work was done previous term to introduce CST
- Collaborative planning between Rebecca and Helen
- Consulted Australian Curriculum requirements and discussed how CST could be integrated
- Integration strategies used: infused/teachable moments/bolt on tasks in other subjects areas (Geography and RE)
- Planning: termly overview with unit objectives and weekly planning of focused learning experiences
- Added CST to existing planning template
- Planned how teacher would engage in self-observation

LINKS TO RELIGIOUS EDUCATION

- Linked well with Year 6 RE curriculum and also the role they played in the Religious Life of the School as leaders.
- Explicit teaching of CST → relate to the Catholic Tradition
- Specific Curriculum Links: Just leadership, Gospels, Corporal Acts of Mercy

RESOURCES

- Literature : e.g. “Dust” “Window” “Where the Forest Meets the Sea” “Belonging” “Stolen Girl”, “The Lorax”, “Fire”, “Flood”.
- Visual imagery : images from photo journalists and cartoons
- Websites: e.g. www.stolengenerationtestimonies.com
- Media: Newspaper and online articles (especially for incidental teaching)
- Caritas: CST posters and videos

WORK SAMPLES



COLLAGE: “THE FUTURE IS IN OUR HANDS”



STUDENT OUTCOMES

- Examples of work samples and discussions
- Data collected: Pre and post open ended response task
- Many unplanned teachable moments
- CST provided an excellent framework for discussing and analysing news items and events in the media
- Greater confidence when dealing with controversial issues (e.g. asylum seekers) as framework to base discussions
- Address social and personal issues within the classroom among students
- Students continually making links across the curriculum (e.g. Geography/Health)

TEACHER REFLECTIONS

- Planning: explicit teaching of CST, many unplanned opportunities
- Resourcing: visual display of CST, practical examples, interactive examples e.g. Apps
- Student Learning: students need time to grow their understanding CST (not 1-2 lessons)
- Students need opportunity to discuss and engage with CST in different contexts to allow deeper understanding of concepts.
- Documentation of Process: alternative way to reflect student learning rather than pre-post test.
- Teacher observations were helpful at times practicalities of this was a challenge
- Find an effective way to capture class/individual discussions

IMPLICATIONS FOR FUTURE PLANNING

- Standardised set of CST resources → ensure common language
- Alternative subject areas / Year levels
- Experiment with other resources
- Encouraging others: staff meeting, mentoring, professional dialogue
- Administration support for a strategic, whole-school approach
- In 2016 → 3 more teachers are undertaking the project (Year 2/3/4/6).