

Action Research Problem: How to integrate Catholic Social Teaching (CST) in a planned way

Leann Bridge, St Anthony's Catholic Primary School, Alexander Hills: Overall Unit Reflections

<p>Student outcomes – knowledge, understanding, attitudes, behaviour</p>	<p>Observed outcomes with respect to knowledge and understanding of CST The CST Principles addressed in the Creation Calls Unit as seen by the students.</p> <p>New understanding of Caring for Creation.</p> <p>Ten Principles of Social Justice Teaching – Children's Version</p> <ol style="list-style-type: none">1. Everyone is created in the image of God and should be treated with respect.<ul style="list-style-type: none">• Everything is made in the image of God• People are part of creation2. Everyone has the right to a happy, healthy life.<ul style="list-style-type: none">• Some people don't have clean water to drink• To be healthy people need clean air, fresh water and good land• If the air isn't clean we get sick• If the land is bad you can't grow food to eat3. Everyone is different and we should accept each other's differences.<ul style="list-style-type: none">• God created everyone differently4. Everyone has a responsibility towards shaping a fair and just world.<ul style="list-style-type: none">• Some people have more than others• We should share our resources not have rich and poor• Only buy what we need5. Everyone should put the needs of the poor and vulnerable first.<ul style="list-style-type: none">• People on the islands can't grow their crops because of rising sea levels
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6. Everyone should care for our neighbors both near and far around the world.

- The islands near us are sinking because of climate change
- The refugees

7. Everyone has a responsibility to care for all of God's creation.

8. Everyone's role is to help others to help themselves

- We need to help each other to help the environment
- Caritas taught people how to grow foods better in different ways
- They give people education

9. Everyone is created equal in the eyes of God and deserves a fair go.

- Nature deserves a fair go as well as people

10. Everyone has a responsibility towards making it a better world for everyone and everything.

This reflects the students' deepened understanding of **Laudato Si**.

Observed outcomes with respect to related **attitudes and behaviour**.... (in case of behavior, intentions to change behavior might be noted)

- At the beginning of Year Three the students are very self-orientated.
- **Throughout the unit the students have become globally aware students who have taken ownership of the small actions that they can take to bring about a more fair and just world for all of creation.**
- They have pulled together as a class, showing a great deal more respect for each other's differences.
- They have enjoyed being positive leaders for the rest of the school.
- Less reliant on extrinsic rewards as motivation.
- Proud of their achievements.
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<p>Teacher outcomes – knowledge, understanding etc.</p>	<p>Impact on your own knowledge, understanding, attitudes, behavior, teaching?? E.g. attitudes towards planned integration of a Catholic perspective; your awareness of Catholic Social Teaching...</p> <ul style="list-style-type: none"> • Don't underestimate the younger students' ability to understand and act on global environmental and social justice issues.
<p>Teacher reflections e.g. changes for future/lessons learned from action research.</p>	<p>What were the successes? Why?</p> <ul style="list-style-type: none"> • The students deepened understanding of Laudato Si and their role in the ongoing creation story. • The students level ownership of their leadership projects – Advent Prayer Parade based on Laudato Si, promotion of St Vincent de Paul Christmas Hamper Appeal, Koala Conservation Agreement Program and the Adopt-a-Creek Project. • Their level of commitment to the prayer activities. <p>What areas might be improved? Why?</p> <ul style="list-style-type: none"> • Continue to find resources suitable for youngers students • Instead of a general report card from God – Use the report card to reflect how the School is doing with respect to caring for creation or an individual report card. <p>If I was to attempt integration of CST again with this or another Unit what would I do differently? Why?</p> <ul style="list-style-type: none"> • Conducting the rubbish audit with the students and have them make suggestions as to how we can show leadership in this area e.g. NUDE FOOD DAY • Creating a class consequences web about climate change • I would make use of Children's books like My Two Blankets By Irena Kobald, Freya Blackwood (Illustrator) To help the students how we can make refugees feel welcome in our community.
<p>Conclusion, other comments</p>	<p>What is/is not feasible with respect to integration of CST in a planned way?</p> <ul style="list-style-type: none"> • It is imperative that we integrate the CST Principles across the subject areas. Not only does it help connect the subjects, it is of real relevance to the students as it enables them to take positive action for a better future for themselves, each other and the earth. • Catholic Social Justice teaching needs to permeate everything we do with our students if they are to be actively involved in bringing about a more fair and just world for all of creation.

