

CST into the English Classroom

Grade 8

ASSISI CATHOLIC
COLLEGE
P-12 Franciscan school
Upper Coomera

- Participated in the Leuven Project
- Results showed students were interested in a values based education

○ Challenge: Take students from wanting a 'values' education to wanting a 'Catholic Social Teaching' education.

Grade 8 English

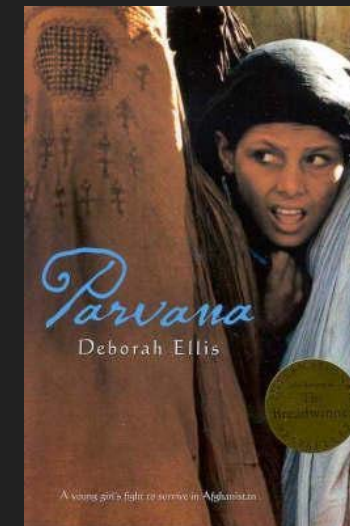
WHY?

- Term 4 is already based on CST
- Novels align nicely
- I see them three times a week

TERM 2



TERM 3



TERM 4



What did I hope to
achieve from this?

Learning Intentions:

- Students to see the worth of CST across the curriculum
- Myself to develop my practice

Success Criteria:

- Students make connections for themselves
- Students justify a range of things using CST as a primary focal point
- I feel confident teaching from a CST perspective

Unit Planning – General tips

- Get help!
- Middle Leader, Middle Years Religion - also happens to be my class's teacher.
- P-12 Leader of Learning and Teaching.
- **Caritas website and Principles!**
- Links to RE curriculum were overt
<http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx?search=Mark%204:1-10,%2013-19&version=NRSVCE>

Unit Planning Term 2

'Wonder', R. J. Palacio

- What is 'Wonder' about?
A novel centered around a boy with a severe facial disfigurement. It follows his trials and tribulations when he enters mainstream schooling for the first time.



*You can't blend in
when you were born to stand out.*



R. J. Palacio

New novel to the curriculum.

Planned from the start with CST in mind.

Assessment piece devised around CST (two assessment items for the term – one incorporated CST).

Class activities – orientating

- PowerPoint on Dignity of the Human person. This included:
 - Definition
 - Some quotes from Gospel passages and The Church
 - Opened discussions about how Jesus was a role model for this / what Bible stories confirmed this
 - Links to bullying and novel

REFLECTION

- Know what you're talking about!
- My knowledge base wasn't enough. What I had learnt in high school 10 years ago wasn't going to cut it.
- Discussion questions: *"How did Jesus treat people who were a bit different?" and "Can you think of any Bible stories that celebrate Jesus accepting people's differences?"*
- *I thought this would be quite straight forward and they would come up with stories like Jesus and the leper, the washing of the feet, Mary Magdalene, etc. However, the student's perspective was often that Jesus DIDN'T accept people's differences and instead 'fixed them'.*

Class activities - enhancing

- Analysis lyrics to songs. All songs we used were referred to in the novel.
- Picture books were modelled and analysed for messages.

The Island by Armin Greder >



Assessment

Defining –

- In small groups choose one of the narratives written for your individual task in response to the text 'Wonder'.
- Transform this narrative into a picture book.
- You will need to simplify the language without losing the essence of the plot, characters and setting.
- You will need to give thought to visual literacy when choosing how to present the images within your group picture book.
- Students will also be expected to write an explanation of their picture book and why they have chosen the language, images, title and other features of their storybook to suit the audience of Year 3/4 students. Within the explanation, address why this picture book would be an appropriate text to use when studying the Catholic Social Teaching-The dignity of the human person.

Should have been specific
place for CST element on the
marking rubric.

REFLECTION

Model

Dear educator,

Please find attached my justification for the inclusion of my picture book (title) in your curriculum.

(title) is the story of(brief plot outline). The story has been transformed from a narrative to a picture book by.....(outline of your choices of language and how your images enhance the meaning. Consider visual literacy elements such as colour, space, size, etc.)

As you are in a Catholic Education setting, (title) would be the perfect picture book for your students as it aligns with the Catholic Social Teaching Principle of Dignity of the Human Person. It achieves this through... (moral, themes, etc. In this section you must refer to a specific Gospel story / Church Teaching)

(Finish by thanking them for considering your book and remind them of why this would be such a great book for their classroom.)

(Sign off with your name).

Student Outcomes

Dear educator,

Please find attached my justification for the inclusion of my picture book *Her Battle* in your curriculum.

Her Battle is the story of a boy and his sister. When his sister is diagnosed with kidney cancer they move school, however when they move schools Mia Finds it hard to make friends. The story has been transformed from a narrative to a picture book by the pictures as they have been set in cartoons and colours. how

As you are in a Catholic Education setting, *Her Battle* would be the perfect picture book for your students as it aligns with the Catholic Social Teaching Principle of Dignity of the Human Person. It achieves this through the story about when Jesus heals the man with leprosy. - how?

Student Outcomes cont.

As you are in a catholic Education setting, the book "Headscarf," would be the perfect picture book for your students as it aligns with the Catholic Social Teaching, Principle of Dignity of the Human Right Person. This is achieved though the Gospel story of when Jesus anointed the Sinful Woman, Jesus accepted and treated the Woman right, who happened to be sinful but he was taught that Human dignity originates from God and is of God because we are made in God's own image and likeness. ✓

Student Outcomes cont.

As you are in a Catholic Education setting, 'One Boy Fighting the Tornado' would be the perfect picture book for your students as it aligns with the Catholic Social Teaching Principle of Dignity of the Human Person. It achieves this through the moral dilemma^s whether he joins the club with other people that have anxiety or not. Martin proves the Catholic Social Teaching of the Dignity of the human person as he accepted himself that he has anxiety but at the support group he has others that are accepting himself as they are going through the same things as Martin is. People who suffer anxiety should be treated with dignity anyway but it is nice that Martin has the support group that accepts him for him. "See what love the Father has for us, that we should be called Children of God." This shows that everyone is God's children and everyone should be accepted no matter what they look like. ✓

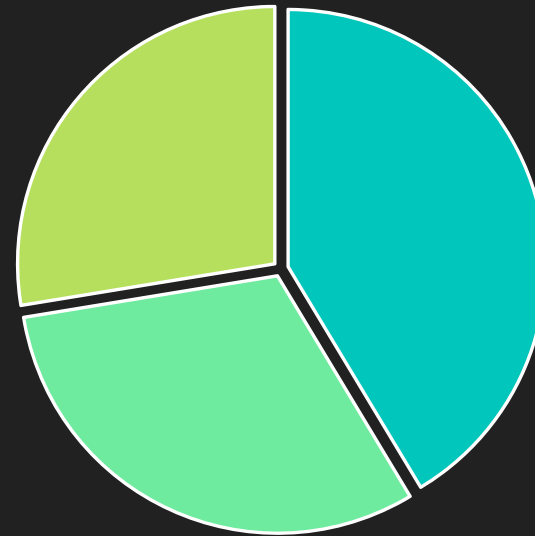
Student Outcomes cont.

One Boy Fighting the Tornado is also a perfect example of the Catholic Social Teaching, **Dignity of the Human Person**. This is clearly shown towards the end of the book after he chooses to join the club, as he chooses to accept that he has anxiety and agrees to not hide it. Human dignity is also clearly shown when it mentions that Martin met other students who had anxiety too, as they know to not care about what other people think and have respect for themselves and each other, as they are all going through the same thing. The CST in the picture book is more about **personal human dignity rather than social human dignity**, as Martin learns to accept his difference and join a group of people who will all have respect for him, as they understand his daily struggle. Joining the group and talking about his anxiety has in turn made him have more personal respect for himself, as he now knows he is not the only person with anxiety. This story all clearly relates to the Bible passage **"So God created man in his own image, in the image of God he created him; male and female he created them" -Genesis 1:27**. This relates to the story as no matter how different everyone may be from each other, everyone is created to be like God. God loves you no matter what, just like the other people in the support group show dignity

Survey – end of term on LMS

- we are made in the likeness of God
- should not judge others by their appearance/everyone should be treated the same
- societal concerns around equality

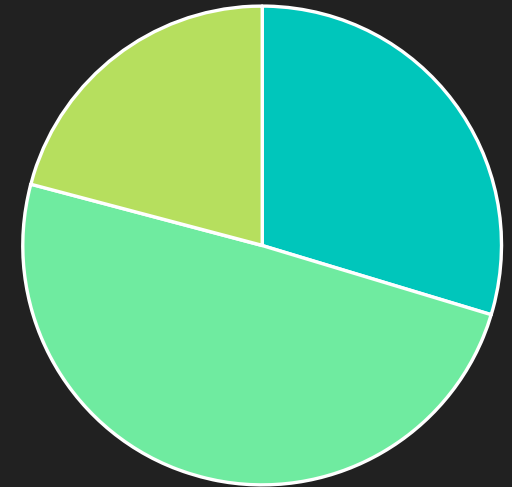
Links between unit and CST



Survey – end of term on LMS

Do you believe implementation of Religion and English is worthwhile?

- it helps to see how our Catholic identity shapes us
- it's kind of helpful because we wouldn't have thought of it ourselves
- No, English should just be English'



Overall reflections from Term 2

- Starting from scratch was extremely helpful.
- When asking for student responses, give them examples to work with, rather than leaving it to them to find them.
- Make the marking clear for students and other teachers.
- Ability to incorporate CSTs and **justify** their choices was sound.

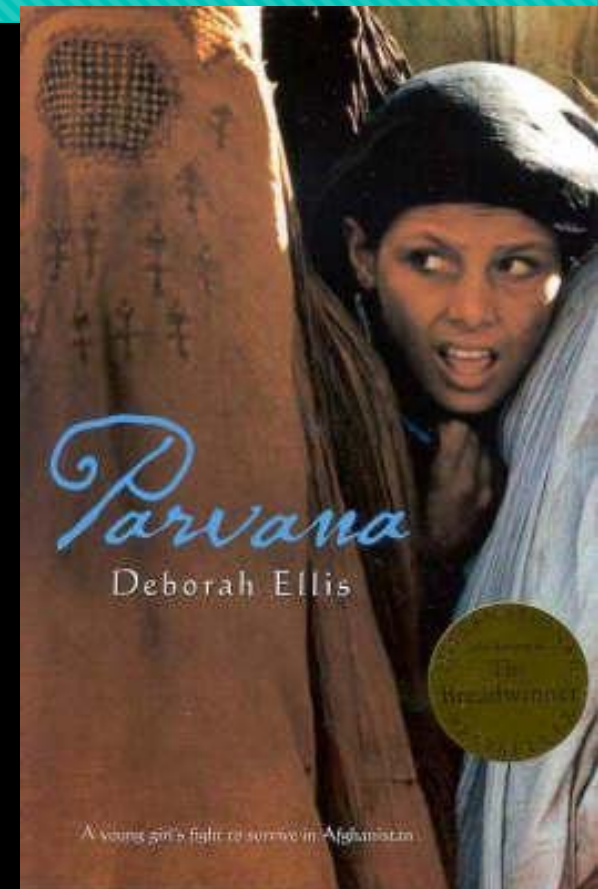
Unit Planning Term 3

'Parvana', Deborah Ellis

*Term 3 – each class does a different Asian based novel.
Because of this, I was the only teacher to incorporate CSTS.*

○ What is 'Parvana' about?

A novel set in Afghanistan during Taliban rule and follows the life of a young girl trying to help her family survive.



Established in the curriculum.

My third year teaching this novel.

Always been taught this with a big social justice lean, so CST seemed to be very doable.

No formal assessment in regards to CST.

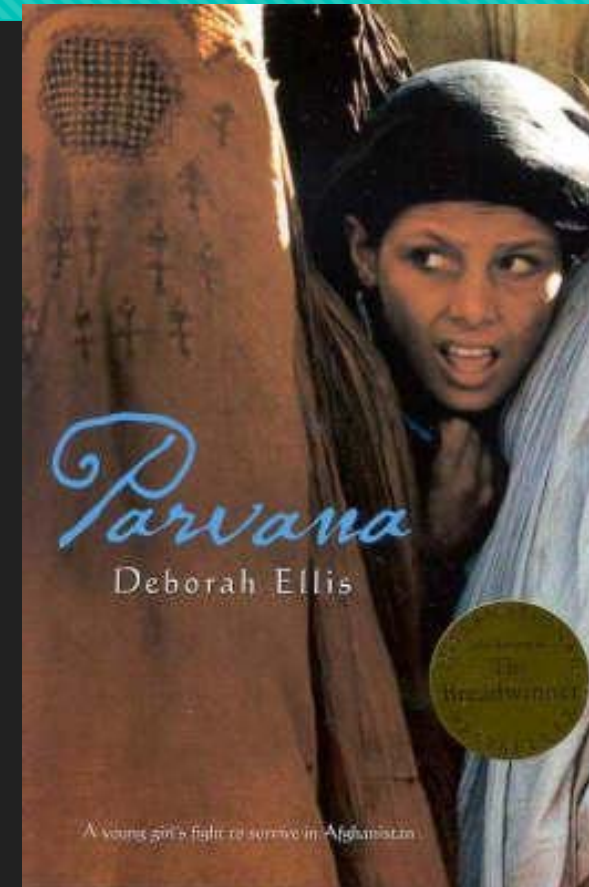
Unit Planning Term 3

'Parvana', Deborah Ellis



My biggest struggle with this was choosing the right CST.

- *Dignity of the Human Person?*
- *The Common Good?*
- *Solidarity?*



Lessons learnt and implemented

- Be selective with the sources you provide the students.





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Sample responses

How can you show solidarity?

■ Stand up for refugees

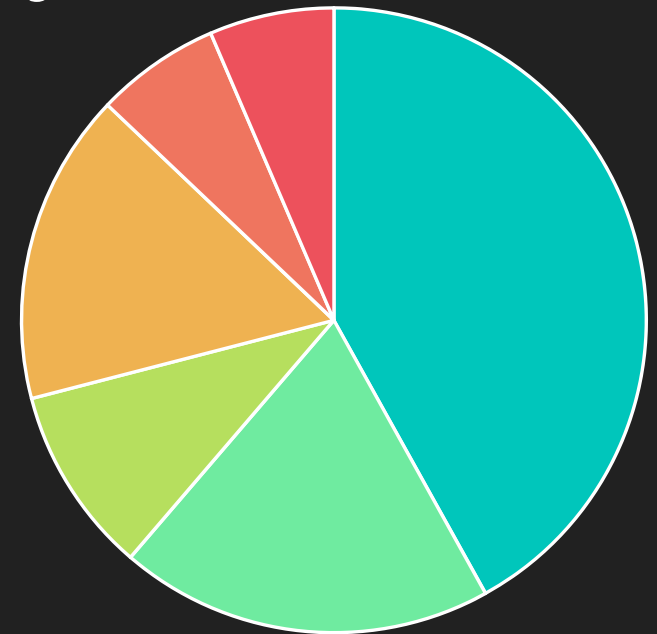
■ Rosies

■ Laundry for homeless

■ Stand up against bullies

■ Clean up Australia

■ Lifeline



Sample responses

Who are Servant Leaders?

■ Jesus

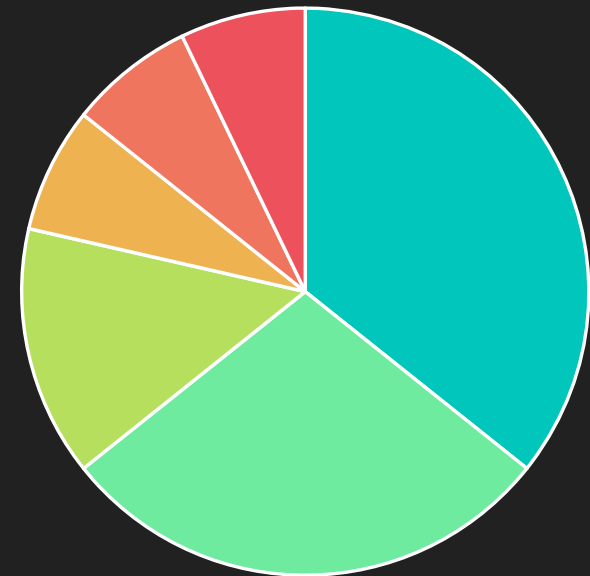
■ Pope Francis

■ Moira Kelly

■ Angelina Jolie

■ Nelson Mandela

■ Mother Teresa



Student outcomes

- Students were NOT assessed on any CST element.
- Came back to students making overt connections between the three texts – Parvana, Moira Kelly and Pope Francis' messages.

Comprehension Strategies

○ Making
Connections

○ Making
inferences

○ Synthesising

Once they had assessed all texts

- How do these texts all promote Solidarity?
- What makes Solidarity an intrinsic part of Catholic Identity as opposed to a human value? Consider Scripture passages, official writings from the Church, global messages from Popes, etc.

Unit Planning Term 4

'Blueback', Tim Winton



- What is '*Blueback*' about?
A small coastal town which is threatened by developers and overfishing.



Assessment task 2

Defining –

Students are to construct a letter to the editor of *The Catholic Leader* critiquing a recent decision the government has made that affects the marine environment in some way. You must decide to be either for or against the decision made and be able to justify your position using a range of relevant ideas and information.

Locating and Selecting –

Students must explore an environmental marine issue that arises from their reading of the novel *Blueback*. It must be an environmental issue that affects the local Gold Coast community.

In recognition of your audience, it is necessary to appraise elements of Catholic Social Teaching, in specific relation to Stewardship, and reflect on its relevance to the local community. You must use quotes from a variety of relevant sources.

Pope Francis' messages:

"We Are 'Stewards, Not Masters' of the Earth."

Saint Francis of Assisi bears witness to the need to *respect all that God has created* and as he created it, without manipulating and destroying creation; rather to help it grow, to become more beautiful and more like what God created it to be.

What kind of world do we want to leave to those who come after us, to children who are now growing up?

The vocation of being a "protector", It means protecting all creation, the beauty of the created world, as the Book of Genesis tells us and as Saint Francis of Assisi showed us. It means respecting each of God's creatures and respecting the environment in which we live.

The book of Genesis tells us that God created man and woman entrusting them with the task of filling the earth and subduing it, which does not mean exploiting it, but nurturing and protecting it, caring for it through their work.

We must protect creation for it is a gift which the Lord has given us, it is God's present to us; we are the guardians of creation. When we exploit creation, we destroy that sign of God's love. To destroy creation is to say to God: "I don't care". And this is not good: this is sin.

Every creature, particularly a living creature, has an intrinsic value, in its existence, its life, its beauty and its interdependence with other creatures. We Christians, together with the other monotheistic religions, believe that the universe is the fruit of a loving decision by the Creator, who permits man respectfully to use creation for the good of his fellow men and for the glory of the Creator; he is not authorized to abuse it, much less to destroy it.

This is our sin, exploiting the Earth and not allowing her to give us what she has within her.

The Earth, our home, is beginning to look more and more like an immense pile of filth.

All of us can cooperate as instruments of God for the care of creation, each according to his or her own culture, experience, involvements and talents.

There is a nobility in the duty to care for creation through daily actions.

Society... must put pressure on governments to develop more rigorous regulations, procedures and controls.

Scripture passages:

<p>Genesis 1:1-31 <i>God made the heavens and the earth and it was good.</i></p>	<p>Genesis 2:15 <i>Humans are commanded to care for God's creation.</i></p>	<p>Leviticus 25:1-7 <i>The land itself must be given a rest and not abused.</i></p>
<p>Deuteronomy 10:14 <i>All of heaven and earth belong to the Lord.</i></p>	<p>Psalms 24:1-2 <i>All the earth is the Lord's.</i></p>	<p>Daniel 3:56-82 <i>Creation proclaims the glory of God.</i></p>
<p>Matthew 6:25-34 <i>God loves and cares for all of creation.</i></p>	<p>Romans 1:20 <i>Creation reveals the nature of God.</i></p>	<p>1 Corinthians 10:26 <i>Creation and all created things are inherently good because they are of the Lord.</i></p>

Lessons learnt and implemented

Assessment task 2 marking rubric

		A	B	C
		The student work has the following characteristics:		
Receptive Modes		Discerning use of relevant ideas and information about Catholic Social Teaching and the environment from a variety of texts to form justified interpretations and judge the reliability of sources.	Effective use of relevant ideas and information about Catholic Social Teaching and the environment from a variety of texts to form justified interpretations and judge the reliability of sources.	Use of ideas and information about Catholic Social Teaching and the environment from a variety of texts to form justified interpretations and judge the reliability of sources.
			Effective selection and	Selection and combination of

Class activities – orientating

- Break down and define **stewardship**
- Explore teachings



As stewards of God's creation, we
are called to make the earth a
beautiful garden for the human
family.

— *Pope Francis* —

AZ QUOTES

**“Together, we pledge our
commitment to raising
awareness about the
stewardship of creation.”**

- Pope Francis



**“If present trends continue,
this century may well witness
extraordinary climate change
and an unprecedented
destruction of ecosystems,
with serious consequences
for all of us.”**

—Pope Francis, Laudato Si’



Happy Teacher!

- Students used Stewardship as a persuasive technique (without being told to)!

Overall reflection & recommendations for the future

What did I learn?

Reflections

- Know what you're talking about and know it well
- Provide resources / texts to students rather than letting them find them
- This was most effective when unit was planned from scratch
- Much more effective when it is a constant rather than dumped on them at random times
- If other teachers are supposed to be doing it, make sure they understand it as well as you do.

- Will it continue in grade 8 English? Units where it is assessed – yes.
CONSULTATION BEFORE IT BEGINS.
- **Cross-curricular** conversations and collaboration.
- It needs to be a part of the **common language** used in the school, not just in the classroom.

Implications for the
FUTURE

What DID I achieve
from this?

Learning Intentions:

- Students to see the worth of CST across the curriculum
- Myself to develop my practice.

Success Criteria:

- Students make connections for themselves.
- Students justify a range of things using CST as a primary focal point
- I feel confident teaching from a CST perspective.