Caritas AUSTRALIA

CATHOLIC SOCIAL TEACHING

PREFERENTIAL OPTION FOR THE POOR

	Lower Primary	Middle Primary	Upper Primary
Sequence:	**Big Question: What is justice for the poor? OR What is justice for people living in poverty?**		
Teacher Introduction	**Teacher introduction** By the end of this unit, students will have explored the idea that some choices result in a more just and compassionate world; identified how acting fairly is an important way to show God's love; considered Jesus' teaching on the poor; and investigated the work of Caritas Australia related to this CST principle. A note on talking about "the poor": At Caritas Australia, we aim to communicate in an inspiring and respectful tone. Much of the messaging that exists about international aid and development encourages us to see 'poor people' as different to us, rather than recognising that it's the unjust circumstances that people are in that are different. We want to steer away from perpetuating the construct of 'them and us' and turn it into a construct of 'we'. While we are talking about people in difficult situations, it is important to emphasise human dignity and people's strengths, their resilience and perseverance. It is more challenging to communicate such nuances to a younger audience, so at this level, we suggest starting to use language such as 'people living in poverty' or 'experiencing poverty' rather than 'the poor', so as not to reduce people to the conditions they may be experiencing at the time. Teachers, before you start: 1. Watch the CST 'Preferential Option for the Poor' film for your own understanding and familiarise yourself with the Lower Primary cartoon (found within the Learning Experience below). 2. Download the various resources referenced (worksheets, slides, etc.) and have them ready to go on your computer/interactive whiteboard. 3. Locate the Scriptures and copies of Church texts (all hyperlinked within the Learning Experience below). 4. Familiarise yourself with and decide on the use of the suggested online or app technologies.		
LEARN-Focus	**Teacher's Note*:*** The Big Question for this Learning Experience may need to be rephrased for lower primary students. For example: *'How should we share what God has given us?' 'What is fair sharing?' 'How should we share with people around the world?* Students may already be aware of injustice in the world through media and family discussion. We suggest using the idea of 'unfair sharing' to introduce young students to facts around global poverty and unequal distribution of the world's resources. This notion is deepened in the learning activities across all the Catholic Social Teaching principles. Depending on the group it may be more beneficial to restrict the context of this example to sharing within the classroom, or school. **Explore the concept of fair sharing through personal experiences.** **Tune into students' current understanding of the concept of sharing.** **Discuss:** *How do students share at home and at school? What are the kinds of things that are shared? For example, toys, food etc. Why do they share these things?*	**Students explore choices that result in a more just and compassionate world.** ***Teacher's Note:*** *We discuss poverty and inequality in the world in relation to/based on Jesus' words; "I have come so that they may have life and have it to the full." (John 10:10). When reflecting on this verse, Pope Francis said: "Men and women of all times and all places desire a full and beautiful life... a life that is not threatened by death but that can mature and grow to its fullness."* **Tune into students current understanding of inequality in the world.** **Discuss:** What are the things we need to live a 'full and beautiful' life? For example, a house, medicine, school, food. **Record** answers in a Word Cloud or poster. **Discuss:** Does everyone in the class have those things? Does everyone in the world have these things? How do you know? **Read and display page 1, section 1 of the cartoon. See teacher cartoon.**	**Explore current personal understandings of justice.** **Display the Preferential Option for the Poor Editorial cartoon poster.** **http://www.caritas.org.au/docs/default-source/cst/up_pop_cartoon.pdf** **Use the thinking routine** 'See- Think- Wonder' to **discuss.** **[http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html]** Some questions to initiate or further the discussion could include: *What does the cake represent?* *What are the world's resources?* *What are the people in the cartoon expressing? What makes you say that?*

	Students share their experiences of sharing at home and at school. **Discuss:** *What are the things that God gives people to live?* **Generate a list** of the world's resources such as water, land, food and necessities such as shelter, jobs, education etc. **Briefly discuss**: *Does everyone in the class have these? Do all people in the world have these things? How do you know? Have you heard about this before?*	Teacher copy **Explore the question in response to the cartoon:** *Why don't some people have a fair share of the things they need to live?* In a **think-pair-share routine**, students are given time to think about their own response and then discuss with a partner*:* *What have they been taught is the right or best way to share? Do any stories in the bible teach us about how to help us know what the best thing to do in this situation is?* **Record students'** ideas about what would be fair. *Should everyone get exactly the same? Should some people get more? Why?* For example, families with more children might need more resources, or someone with a disability might need extra help. ***Teacher note:*** *Emphasise the preferential need for those marginalised groups such as women, children, people, the elderly or people with disabilities. This is the preferential option for the poor.*	**Tune into students understandings of justice** using the **Text Connections Tool: 3T'S** Write examples where an injustice or a situation of unfair sharing has occurred or is represented. **Text to self:** A relevant personal example. **Text to Text:** A text, movie, song, book that contains similar themes. **Text to World:** An example of in society. This could be written in a reflection book, or completed electronically on an app such as TYPO3's. [https://notes.typo3.org/] You can set a time limit on the routine, 1 minute for each connection, or simply do it as a class discussion. **Introduce the broader inquiry**: *What is justice for the people experiencing poverty?* **Collect a list** of student generated questions around this concept. These could be displayed each session and added to throughout the sequence. This could also be completed individually on paper, or using an interactive pinboard app 'Lino' [https://itunes.apple.com/au/app/lino-sticky-photo-sharing/id416718906?mt=8]
LEARN-Explore	**Students consider a situation of unfair sharing. Explain that as a class you are going to explore the right or best way to share the things God has given us.** **Cake Simulation activity** Create a simulation of the cake illustration in the Lower Primary Preferential Option for the Poor cartoon [http://www.caritas.org.au/docs/cst/lower-primary-'preferential-option-for-the-poor'-cartoon-vignette.pdf?download=true], using an object or items that can be divided or shared. For example a range of plastic toys or images representing necessities such as food, water, shelter or simply paper in the shape of a cake or pizza that can be cut into different sizes. Cut the object into as many pieces are there are students. Split the class into five even groups. Give one group the majority of the items or pieces- ie. the largest share of resources. For example, if you have a class size of twenty, one group would get around 12 pieces, the second group 4, the third 2, and the last two groups would get 1 or half a piece, or the smallest share. Teachers can watch the Preferential Option for the poor' film clip [https://www.youtube.com/watch?v=EcL2iUfef9c] to see an example of this done with coloured tiles.	**Identify how acting fairly is an important way to show God's love.** **Read and display page 2, sections 2 of the cartoon. See the teacher cartoon.** **Discuss:** *What do you think about this? What does it mean if we are in the richest group?* *What do they think God thinks about this?* *What does Jesus want us to do?* **In small groups, students investigate a variety of Scriptural texts** to identify messages about concern for the poor and disadvantaged. Some examples of scripture passages include: Deuteronomy 15: 1; Isaiah 58:6-7; *Jesus' Mission* Luke 4:16-21, Luke 7:18-23; *inclusion* Luke 14:13, James 2:1-4, 1 John 3:17-18; Martyrdom of Stephen Acts 6: 8, 13 -15,7: 54 – 8:1; *Conversion of Paul* Acts 9: 1- 19; *'You did it to me'* Matthew 25:34-40; Rich Young Man, Matthew 19: 16 – 21, Mark 10: 17 – 21, Luke 18: 18 – 23; *People of prayer* John 14:1. **Students form groups of 5 and investigate** a variety of scriptures and church teaching using the Jigsaw strategy. Each expert group explores the scripture using the Y chart strategy. Alternatively, you could have each 'expert group' study 2 scriptures each. As a re- joined group (see Jigsaw strategy instructions) **students create a billboard message** using the online tool ***'Billboard: Say it Big"*** that summarizes what they have learnt about the biblical concern for the poor. It could answer the question "What does the Bible say about caring for people experiencing poverty?" or "Why should we care for people living in poverty?", or "What should people remember about caring for people who are living in poverty?" Alternatively, students could create badges, jingles or bumper stickers with their phrases and share these with other students in the school.	**Students investigate church text teachings on caring for people experiencing poverty.** **Select one of the excerpts from** *Populorum Progressio- On the development of people* document provided, (pop_up_churchdoc). **Display the selected excerpt in large text, with space around text for annotation and elaboration. Analyse and discuss the excerpt as a class. Define and annotate any unfamiliar and key words**. Read through as a whole passage, and break up into phrases. Discuss, define and visualise concepts in the excerpt. Have students discuss in pairs what the main message of the excerpt is. Discuss the implications for us as Christians. Paraphrase the main teaching and write beneath the annotated excerpt. Alternatively other church texts such as Pope John Paul II (1987) *On Social Concern (Religious Life of the School P-12) Vatican II – Pastoral Constitution on the Church in the Modern World* could be used, or students could research the words of Pope Francis.

	Explain that around the world, all the things that God has given us to live are not always shared fairly, just like with the 'cake' or in the activity above. **Discuss:** *How do students feel about the cake simulation? How did the students with the least feel? How did the students with the most feel?* In a think-pair-share routine [http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPairShare/ThinkPairShare_Routine.html], students are given time to think about their own response and then discuss with a partner: *What have they been taught is the right or best way to share? What do they think the bible teaches us about sharing?*		
LEARN- Demonstrate	**Students explore what Jesus requires us to do in the face of 'unfair' sharing.** Students explore what Jesus requires us to do when we see 'unfair' sharing. **Pose the question:** What does the Bible tell us about this? How would Jesus want us to treat people who are not getting their fair share? **Isaiah 58 analysis** **Read Isaiah 58: 6-9.** **Distribute** the **Isaiah 58 cartoon images or the images and Scripture** [http://www.caritas.org.au/docs/cst/isaiah-cartoon.pdf?download=true].Select student/s to read these verses. Alternatively, only use the images and explain that they illustrate the Scripture verses. After the task, the cartoons could be displayed around the classroom. **Discuss:** *In this Scripture passage, who does Jesus teach us to love?* **Emphasise** how Jesus instructs us to love everyone, with particular emphasis on the poor- the people who do not have what they need to live. This is the preferential option for the poor: *"People who do not have what they need (food, water, work, housing, school, medical care) are poor. Our Church teaches that these brothers and sisters of ours must be treated with extra respect and given what they need. Those of us who are not poor must share what have with those who are." (Anne Neuberger)* **Highlight** that while it might sadden us to think that some people do not have what they need, the good news is that we are all able to do something about it! ***Teacher's Note:*** *It is important to include hope and opportunities for positive action alongside what can be distressing facts or discussion about global poverty. You may like to informally discuss some things that*	**Students consider Jesus' teachings on how we are to care for people living in poverty.** **Read page 2, section 3. See teacher cartoon.** **Discuss:** *What does it mean to 'live in poverty'? What do you think about this?* *What connections can be made with the scriptures explored?* **Create** a class list answering the question: *What did Jesus Do? Who did he look out for in particular?* **As a class or in groups, Students discuss** Jesus' teachings. **Emphasise** how Jesus instructs us to love everyone but with particular emphasis on people who are marginalized, excluded and living in poverty. This is the Preferential option for the Poor. Visually capture the class list on a poster, or use apps such as ***Phoster*** [http://www.bucketlabs.net/portfolio/phoster/].	**Students draw on scripture and their own experiences of love and compassion to consider ways they can live and act.** **Discuss** existing understanding of what an organisation like Caritas does to be part of God's dream for the world. **Read Caritas Australia's** *Mandate, inspiration and mission [http://www.caritas.org.au/about/at-a-glance/mandate].* **Discuss:** *What does this statement reveal about Caritas Australia's role in God's dream for the world?* ***Teacher's Note:*** Caritas Australia believes caring for people experiencing poverty is everyone's responsibility. Preferential care should be shown to poor and vulnerable people, whose needs and rights are given special attention in God's eyes. This is preferential option for the poor. Jesus taught that God asks each of us what we are doing to help the poor and needy: "Amen, I say to you, whatever you did for one of these least brothers of mine, you did for me" (Matthew 25:40). **How it guides Caritas Australia's work:** Reaching people who are experiencing poverty and marginalisation often requires greater effort in discovering where they are to be found. This sometimes means additional resources of time and money. **Group research task** **Students Research** in groups and present about a Caritas Australia project that promotes and supports the wellbeing of others. Caritas Australia short videos and PowerPoint stories for research can be found on the Caritas Australia website, searching **Primary School Resources, Topic: "Project Compassion –Past"** **[http://www.caritas.org.au/learn/schools/secondary-school-teaching-resources?topic=project+compassion+-+past]** **Students present** their findings to the class using the proforma provided: (Document name: pop_upper_primary_worksheet_caritas_project_research) **Read** Matthew 25:34-36 [https://www.biblegateway.com/passage/?search=Matthew+25%3A34-36&version=TLB] Discuss: *What does Jesus ask us to do for people experiencing poverty? What is our responsibility?* As a class, choose one action or aspect and make connections by using the Consequence chart strategy

	can people can do to help each other at this point or in the 'prayer' section of this learning experience. **Extension:** In small groups, students create a collage to show who Jesus identifies himself with; who he teaches us to love. This could be a mixed media artwork, with magazine image cut outs, images from the Internet and Caritas Australia Website, drawings or photographs. Groups present and explain their selection of images.		[http://www.globaleducation.edu.au/verve/_resources/consequences_chart.pdf] See below for a guide:
ACT	**Students identify what Jesus requires us to do in when we see 'unfair' sharing.** **Display the Lower Primary 'Preferential Option for the Poor' cartoon vignette [http://www.caritas.org.au/docs/cst/lower-primary-'preferential-option-for-the-poor'-cartoon-vignette.pdf?download=true]** **Discuss:** How should the cake be shared? What have we learned about how things in the world are shared? Does everyone in the world get a fair share? **Review** students' ideas and learnings about the best way to share. As a class or individually, collect questions students may still have about sharing, or people experiencing poverty. What do students still wonder? Students may be encouraged to use video software or voice recording software to continue investigating a further question.	**Students investigate the work of Caritas Australia.** **Explain** to students that they are going to learn about what is happening in a city in Brazil. Revise the 'Preferential Option for the Poor' comic. Watch the Brazil 2014 film (6'02'') http://www.youtube.com/watch?v=WP-SkGu_7SI Complete the research table as a class or i**n small groups, students research and present** about how the 2014 Brazil Caritas Australia project promotes and supports the wellbeing of others, using the Caritas Project Worksheet (Document name: pop_middle_primary_worksheet_caritas_project_research) Display the list of scriptures or the class' summary of Jesus' teaching. **Explore the links between the Scriptures the issues raised in the Brazil film.**	**Explore how we are all connected in the quest for justice.** **Review the Preferential Option for the Poor Editorial cartoon poster.** **Discuss:** ***So what is preferential option for the poor?*** *What has been learnt about caring for the poor in the bible?* **Students individually reflect the sentence starters**, exploring new learnings or changes in thinking. 'I used to think….now I think', 'One thing I found out was….' Or the **questions:** *What is one way that we can support members of our global family living in poverty?* *What does our research make us wonder more about?* Students present their reflection visually in a poster, or using an app such as Phoster [http://www.bucketlabs.net/portfolio/phoster/] or Canva [https://www.canva.com/]. As a class or individually, **students generate questions** they still have about justice for people experiencing poverty.
PRAY	**Students write** a prayer for help to work towards a world where the things that we all need to live are shared fairly.	**Students reflect on how they can remember and help people living in poverty.** **Revise:** "People who do not have what they need (food, water, work, housing, school, medical care) are poor. Our church teachers that these brothers and sisters of ours must be treated with extra respect and given what they need. Those of us who are not poor must share what have with those who are." (Anne Neuberger) **Discuss:** Who can help us to care for people living in poverty? Encourage students to draw on their relationship with God to help them. **Read** a classroom or school prayer. Integrate a concern for people who are experiencing poverty or disadvantage into the prayer demonstrating their commitment to	**Read a classroom or school prayer**. **Integrate a concern** for people experiencing poverty around the world, into the prayer. Alternatively **write a new class prayer** concerning people experiencing poverty around the world. Students could also set themselves a personal challenge *'How will I live and act out love and compassion?'* and track their progress and reflection in a video journal or blog.

		the principle and to working towards a more just and fair world. Alternatively, **a new class prayer could be written.**	