



Learning Experience

Colour code: **CST Cartoon** (found in the zip file)

Name of worksheet or additional document (found in the zip file)

Suggested discussion question

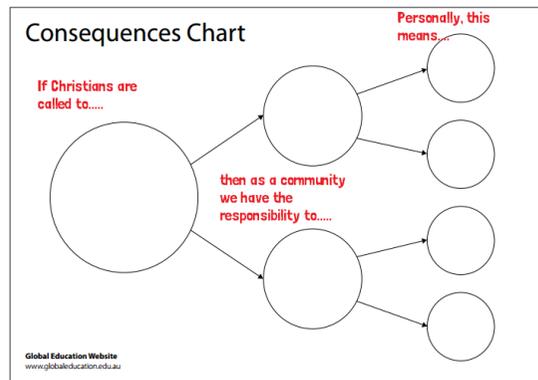
Curriculum descriptors

Teacher note

	Upper Primary
Big Question:	<i>What is justice for the poor?</i>
LEARN (Focus)	<p>Explore current personal understandings of justice.</p> <p>Display the Preferential Option for the Poor Editorial cartoon poster.</p> <p>Use the thinking routine 'See-Think-Wonder' to discuss.</p> <p>Some questions to initiate or further the discussion could include:</p> <p><i>What does the cake represent?</i></p> <p><i>What are the world's resources?</i></p> <p><i>What are the people in the cartoon expressing? What makes you say that?</i></p> <p>Tune into students understandings of justice using the Text Connections Tool: 3T'S</p> <p>Write examples where an injustice or a situation of unfair sharing has occurred or is represented.</p> <p>Text to self: A relevant personal example.</p> <p>Text to Text: A text, movie, song, book that contains similar themes.</p> <p>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</p> <p>You can set a time limit on the routine, 1 minute for each connection, or simply do it as a class discussion.</p>
	<p>Introduce the broader inquiry: <i>What is justice for the poor?</i></p> <p>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'</p>

<p style="text-align: center;">LEARN (Explore)</p>	<p style="text-align: center;">Students investigate church text teachings on caring for the poor.</p> <p>Select one of the excerpts from <i>Populorum Progressio- On the development of people</i> 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.</p> <p>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.</p> <p>Alternatively other church texts such as Pope John Paul II (1987) <i>On Social Concern (Religious Life of the School P-12) Vatican II – Pastoral Constitution on the Church in the Modern World</i> could be used, or students could research the words of Pope Francis.</p>
<p style="text-align: center;">LEARN (Demonstrate)</p>	<p style="text-align: center;">Students draw on scripture and their own experiences of love and compassion to consider ways they can live and act.</p> <p>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. Discuss: <i>What does this statement reveal about Caritas Australia’s role in God’s dream for the world?</i> <i>Teacher’s Note: Caritas Australia believes caring for the poor 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.</i></p> <p>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).</p> <p>How it guides Caritas Australia’s work: Reaching the poorest and most marginalised people often requires greater effort in discovering where they are to be found. This sometimes means additional resources of time and money.</p> <p style="text-align: center;">Group research task</p> <p>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”</p> <p>Students present their findings to the class using the proforma provided: (Document name: pop_upper_primary_worksheet_caritas_project_research)</p> <p>Read Matthew 25:34-36 Discuss: <i>What does Jesus ask us to do for the poor? What is our responsibility?</i></p>

As a class, choose one action or aspect and make connections by using the [Consequence chart strategy](#). See below for a guide:



Explore how we are all connected in the quest for justice for the poor.

ACT

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](#), [Canva](#), or an online web tool such as [Pin Words](#)

As a class or individually, **students generate questions** they still have about justice for the poor.

PRAY

Read a classroom or school prayer.

Integrate a concern for the global poor and disadvantaged into the prayer. Alternatively **write a class prayer** concerning the global poor.

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 using the app [Videolicious](#) or blog using the online tool such as [Wordpress](#).