S4: Catholic Social Teaching and the Equality Act

This learning plan is intended to form part of a holistic learning journey for pupils which focuses on addressing discrimination and prejudice based bullying.

This theme complements the learning and teaching outlined in “Called to Love” and should be used in conjunction with the activities and resources for S4: **Committed in Love**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Teaching and Learning Methodology | Notes | Resources | Teacher comments/notes |
|  | Introducing topic :Pre-lesson starter activity(Pupils could be encouraged to think back to Level 4 lesson on Equality Act)**Part One: What is Catholic Social Teaching?**Participating in prayerReview and consolidate prior learning – whole class activityVideo taskReading for informationAnalysing and interpreting information from a textSummarising a text**Sharing Opinions****Part Two: What are the 4 Principles of Catholic Social Teaching?****Participating in Prayer****Defining terminology****Discussion: sharing ideas; listening to the ideas of others; taking turns****Relating ideas to experience****Defining terminology****Discussion: sharing ideas; listening to the ideas of others; taking turns****Discussion: sharing ideas; listening to the ideas of others; taking turns**Applying new learningNote taking/note making**Defining terminology****Discussion: sharing ideas; listening to the ideas of others; taking turns**Applying new learning to personal/wider experience**Defining terminology****Discussion: sharing ideas; listening to the ideas of others; taking turns**Applying new learning to personal/wider experience**Part Three: Catholic Social Teaching in Today’s World****Participating in Prayer****Reviewing prior learning**WHOLE CLASS ACTIVITY – DISCUSSIONPAIR/SMALL GROUP ACTIVITYWHOLE CLASS ACTIVITYSummary | Encourage students to talk about what it’s like living in the 21st century and to think about how things are different from the past (carrier pigeon onwards!)Points to draw out: 1. Our world is very different from the past and the world is constantly changing.
2. Does this change mean we can treat people unjustly? No, only circumstances change, not how we treat our neighbour.
3. How do we know how to treat the other? Catholic Social Teaching which is a firmly rooted in scripture and Church teaching.

Teacher to put up slide 1Teacher to lead pupils in prayer:Dear Lord,During your life on earth you were often in the company of the poor, the outcasts, the working people, the lepers and the widows - those who had nothing to give you in a material sense. Give us respect and compassion for those who struggle with material poverty. Increase our awareness of those who are struggling in our communities and around the world. Teach us to be generous and always ready to share what we have with others here at school, at home and in our communities. Amen.SLIDE 2Ask pupils what they know/remember about Catholic Social Teaching; what they understand from that term.Clicking the image to play the video. (Video can also be found at <https://www.youtube.com/watch?v=ELyLdMlFdzA&t=26s> ) Points to draw out from the video:1. The kind of issues that Catholic Social Teaching addresses (poverty, injustice, migration, the environment etc.)
2. CST is drawn from lots of sources: scripture, papal encyclicals (letters), writings of saints etc.
3. That CST looks at the issues that affect us today in light of the scripture.
4. Any of the 7 themes of CST:
	1. Life and dignity of the human person,
	2. call to family, community and participation,
	3. rights and responsibilities,
	4. the dignity of work and the rights of workers
	5. option for the poor and vulnerable
	6. Solidarity
	7. care for God’s creation.

Activity: What does Pope Francis say to young people about Catholic Social Teaching? Give out handout entitled: **Pope Francis writes to young people about Catholic Social Teaching.** This is a summarised version of the letter that appears at the beginning of the DOCAT (a book for young people about Catholic Social Teaching). Emphasise that he is speaking to each one of them. There is a speech bubble as part of each paragraph to allow students to summarise each part of the letter and enable them to give structured feedback at the end of the activity. SLIDE 3After activity feedback: invite pupils to share their responses to the information on the worksheet.Gather main points of feedback on board or similar, helping pupils to arrive at key ideas:* The development of Catholic social teaching (CST) will always be ongoing because our development as a society is always ongoing.
* The video showed us that there are 7 themes of CST; the 4 main principles are:

Dignity of the Human PersonCommon GoodSolidaritySubsidiarityLearning Intention:I understand the four main principals of Catholic Social TeachingSLIDE 4Show slide to consolidate learning from previous taskTeacher leads class in prayer:Holy Spirit,     We praise and thank you! You anoint us to     bring glad tidings to the poor     proclaim liberty to captives     recover sight for the blind     free the oppressed     and build communities in keeping     with God's vision of justice.Show us how to be     light of the world     salt of the earth     seeds that sprout love     and leaven that infuses humanity     with the desire to promote     human dignity and solidarity.Help us to listen so that     those in poverty can lead our efforts to     proclaim a more hopeful vision     liberate captives from injustice     heal the blindness of the powerful     free us all from self-centeredness     and build community to overcome poverty.Amen.This section will focus on the four principles of Catholic Social Teaching.**SLIDES 5/6 – HUMAN DIGNITY****SLIDE 5**Ask students what we mean by ***“human dignity”.*** Alternatively, ask students to jot down a one sentence definition of the term and seek feedback.Click to reveal three points about human dignity and a quote from the catechism. Points to draw out:1. That dignity belongs to every person, not because of anything we have done to deserve or earn it, but because we are made in the image and likeness of God. Dignity is a God-given gift.
2. Because of this dignity we are compelled as Christians to make sure everything we do as human beings respects our own dignity and the dignity of others.
3. The quote from the catechism makes the point that human beings are not objects, we are not things to be used and thrown away at will but instead are “someone” and as such, should be treated at all times in a just and compassionate way.

**SLIDE 6**Ask students for examples either in our own lives, or in a worldwide context, of times when human dignity is ignored.Examples might include: -the way we conduct relationships,-the conditions that some people work/live in, -our attitude towards those who are different from us in any way.SLIDES 7,8 – THE COMMON GOODSLIDE 7The next principle is: The Common Good. Ask students what we mean by “The Common Good”. Alternatively, ask students to jot down a one sentence definition of the term and seek feedback.Click to reveal descriptions of the Common Good and a quote from an Encyclical (letter) written by Pope Benedict XVI to us. Points to draw out:* The Common Good is different from utilitarianism. It does not mean what is best for most people. Instead it means working together for what is best for every single person.
* We are social because we don’t exist in isolation. We all interact with someone at some level in our lives and this is what we call society.
* The quote from *Caritas in Veritate* emphasises the need for us all to agree to respect each other and work towards a world that is good for everyone.

SLIDE 8Students should discuss:how can we work to achieve the Common Good, in our schools, families, parishes and globally? (The format for this is at the teacher’s discretion: groups/pairs/etc). Students should take notes while their classmates are sharing ideas. The teacher may choose to note key points on the board.Again, using teacher’s discretion as to whether this is done in groups, pairs or individually, ask them to note down three suggestions that demonstrate how they could do this.SLIDES 9,10 – SOLIDARITYSLIDE 9The third principle is: Solidarity. Ask students what we mean by “solidarity” or contexts where they might have heard the term used. Alternatively, ask students to jot down a one sentence definition of the term and seek feedback.Click to reveal three points about solidarity and a quote from an Encyclical (letter) written by Pope John Paul II to us. Points to draw out:* We must see everyone as our neighbour and as our equal. No one person deserves better treatment than another.
* It is not enough for us to feel empathy for those who are treated unjustly, solidarity requires action of us when we recognise unjust situations.

SLIDE 10Working in pairs/small groups, ask students to reflect on and then discuss with the person nearest to them, times in their own lives when they have demonstrated the principle of solidarity, or they have seen that principle in action. This may involve standing up for others in school; taking part in a Rich Man/Poor Man lunch where they went hungry to try to ease the plight of others who go hungry; looking at people who take part in sleep-outs to raise awareness of and better understand the problems of the homeless; taking part in demonstrations; aspects of the #MeToo campaign, etc . . .SLIDES 11, 12 – SUBSIDIARITYSLIDE 11The final principle is: Subsidiarity. It is quite likely that students may not have come across this termClick to reveal descriptions of subsidiarity and another quote from Pope Benedict XVI’s letter *Caritas in Veritate.*Points to draw out:* If a decision will affect you then you have a right to part of the decision making.
* Decisions should be made by those most affected by them.
* An example might be a school football team. It would be inappropriate for the government to set down rules for your team about how many games they are allowed to play and what the strip should look like. These decisions should be left to the school, coaches and the members of the team to decide because they will be most affected by them.

SLIDE 12Think about either your own school, family, clubs or societies you belong to and, similarly to the example of the football team, explain how the principle of subsidiarity is at work in your example. Eg do you have family meetings about where to go on holiday, for example? Or on big decisions like moving house?How would you feel if your school got rid of the Pupil Council?Ask for feedback on examples.To summarise: * Ask students what the four principles of Catholic Social Teaching are (Human Dignity, The Common Good, Solidarity and Subsidiarity)
* Emphasise that they work together and rely upon each other for social justice to become a reality in our world.
* Each one of us has a responsibility to do as much as they can to bring this vision to life.

Learning Intention: I am learning about the four main principals of Catholic Social Teaching.SLIDE 13Teacher to lead class in prayer:**Prayer for peacemakers:**Spirit of God,give us the openness, deep within usto recognise, daily,all people as made in your image and likeness.Help us to learn from one another the ways of being fully alive,at peace with ourselves and with those around us.Give us the courage to transformthose parts of ourselves and our worldthat separate and create enmity.Help us to take steps to stopthe cycle of violencein our homes, in our workplaces,in our neighbourhoods, in our country,in our world.May we be open to our deepest yearningfor a world alive with your justice and truth,to dream of a societywhere all are treated with respect,and, with the power of your Spirit,to take steps to bring it about.As an introduction, ask students to recap on previous learning about the four principles of Catholic Social Teaching are (Human Dignity, The Common Good, Solidarity and Subsidiarity)Ask students to consider the following question: What is the relationship between the Church’s Social Teaching and how the government protects people from discrimination?SLIDE 14Introduces the Equality Act 2010In Scotland The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it’s unlawful to treat someone.The characteristics that are protected are:AgeDisability Gender reassignmentPregnancy and maternityMarriage and civil partnership Race Religion or beliefSexSexual orientation Remind pupils that they covered this in the Level 4 unit on Prejudice, Discrimination and Stereotypes.SLIDE 15 – CASE STUDY 1Pupils are now going to work their way through a number of Case Studies (1 – 7), and apply their knowledge of CST and the Equality Act to identify the Protected Characteristic in each situation and to identify discrimination. They will also be asked to apply principles of Catholic Social Teaching to each.N.B. THE TEACHER SHOULD LEAD THE TASKS FOR CASE STUDY 1 AND CASE STUDY 7Case Study 1Give students the handout **Equality ACT 2010 Quiz – Case Studies**. You may also wish to make the handout **Four Key Catholic Social Teaching Principles** available for reference**Scenario 1 and 7 (the first and last) should be done as a whole class activity.**Points to draw out:* The protected characteristic being discriminated against is sexuality.
* Human dignity belongs to every person because they are made in the image and likeness of God.
* A person is not defined or judged based on their sexuality.
* It is because of our dignity that we are compelled to make sure everything we do respects our own dignity and the dignity of others.

Allow students to work in pairs or small groups to work their way through scenarios 2-6SLIDE 16 – CASE STUDY 7N.B. – THE TEACHER SHOULD LEAD THE EXPLORATION AND DISCUSSION AROUND THIS CASE STUDYPoints to draw out: * The protected characteristic being discriminated against is gender reassignment.
* The principle of subsidiarity requires that if a decision affects you, you have a right to be part of the decision making process.
* It also means that people in authority have the responsibility to listen to you. If they can’t agree with you, they should explain why and try to find a solution.
* Subsidiarity states that decisions should be made by those most affected by them.
* You could also say that to ignore someone’s request is to ignore their dignity. If you cannot accede to a genuine request, you should explain why to the person/people involved.
* Solidarity suggests that if someone is going through a difficult time/process, we should do what we can to be supportive.

SLIDE 17* Over the last few lessons, we’ve learned about the principles of Catholic Social Teaching and about the protected characteristics of the Equality Act.
* We’ve also learned about the relationship between these two things and how understanding and living Catholic Social Teaching means that we must never discriminate against another person and that we are all equal in dignity as children of God.

In summary, the final part of this section asks students to consider the difference between having different beliefs or opinions and discrimination.Ask students to read both of the quotes and take some time to think about what each of them means. They could, perhaps be asked to write in their jotters what they think each one means and their reaction to it. This should then lead into a whole class discussion.Points to draw out:* That it is possible to hold different beliefs and opinions without this resulting in prejudice or discrimination
* That each person’s beliefs must be respected.
* That there can be common ground found in serving the common good.
 | POWERPOINT SLIDES 1, 2 AND 3, VIDEO CLIP “CATHOLIC SOCIAL TEACHING IN 3 MINUTES”HANDOUT “POPE FRANCIS WRITES TO YOUNG PEOPLE ABOUT CATHOLIC SOCIAL TEACHING”CLASSROOM BOARD, MARKERSPOWERPOINT SLIDES 4 – 12PUPIL JOTTERS**POWERPOINT SLIDES 13 – 16****HANDOUT: “WHAT ARE PROTECTED CHARACTERISTICS?”****HANDOUT: “EQUALITY ACT 2010 QUIZ – CASE STUDIES”** **HANDOUT: FOUR KEY CATHOLIC SOCIAL TEACHING PRINCIPLES****POWERPOINT SLIDE 17** |  |

|  |
| --- |
| **Resources:** |
| PC and Projector For Powerpoint PresentationPrinter for handouts/worksheetPupil Jotters/NotebooksVideo Clip – Catholic Social Teaching in 3 MinutesHandout – Pope Francis Writes to Young People About Catholic Social TeachingHandout – What Are Protected Characteristics?Handout – Four Key Catholic Social Teaching PrinciplesWorksheet -Equality Act 2010 Quiz – Case Studies |