



THIS IS
our faith

RERC

THIS IS OUR FAITH PLANNING EXEMPLARS

S5

Core Themes:

Dignity of the human person and our response to international issues

Suggested Timescale:

Dates:

Teacher:

Class:

TIOF CORE LEARNING:

In the Image of God (i)

I have explored the ways in which the Catholic vision of the dignity of the human person has implications for how we respond to moral and human rights issues including Creation of a just society.

Word of God (ii)

I have explored aspects of Evangelium Vitae and I have studied one issue which encompasses ethical views today. Including worker's rights and responsibility and ethical business practices.

Reign of God (iii)

- I have explored what Sacred Scripture reveals about our duty to tend to the needs of others.
- I have explored Church teaching on the response to human need (Evangelium Vitae and Pacem Terris).
- I am able to recognise and express my understanding of how global issues affect the needs of others. Distribution of wealth, environmental issues and globalisation.
- I have had the opportunity to reflect upon the example of Christ and to respond to the needs of others.

Reign of God (iv)

- My response to natural disasters, war and the plight of others.
- I have explored how an informed conscience affects my response to international issues.

EXPERIENCES AND OUTCOMES:

S5 SENIOR PHASE

In the Image of God (i) I can describe how the dignity of the human person, made in the image and likeness of God, is grounded in humanity being relational, rational, creative and having free-will.

Word of God (ii) I have considered the belief that God speaks to us in Sacred Scripture and Sacred Tradition as expressed in the ongoing life and teaching of the Church. I can describe how these have affected my own and others' understanding of the truth and meaning of life.

Reign of God (iii) I have reflected on Church Teaching and I can describe how this has affected my understanding of my value as a person, my awareness of the needs of others and my willingness to contribute to service of the common good.

Reign of God (iv) I have considered the importance of an informed conscience. I can describe how an informed conscience affects my response and the response of others to moral issues.

LEARNING INTENTIONS:

I am learning:

1. How Scripture and Church Teaching can shape my understanding of global issues, and how I respond to the needs of others.
2. About the example of Jesus and how he met the needs of those he met with dignity.
3. About international issues and my response to war (and the effects of) and the plight of others.
4. How aspects of Evangelium Vitae encompass ethical views in relation to worker's rights and responsibility and ethical business practices.
5. About SCIAF's place within the Catholic Church in Scotland and how by supporting the work of SCIAF overseas in prayer, campaigning and by giving, I am putting my faith into action.
6. How SCIAF advises and influences the government through policy, advocacy and campaigning.

SUCCESS CRITERIA:

1. I can share examples of Scripture and Church Teaching that have shaped my understanding of the needs of others and how I respond to those needs.
2. I can bring to mind examples of Jesus responding to the needs of those he met with dignity and I have had the opportunity to respond following Christ's example.
3. I have reflected on the international issues and impact of war and the plight of others and I have had the chance to respond in prayer.
4. I can recall aspects of Evangelium Vitae and how that relates to worker's rights and ethical business practices.
5. I know that SCIAF is part of the Catholic Church in Scotland and I have played my part in praying for its work overseas and in learning about how people's lives have been transformed because of my actions.
6. I know that SCIAF plays an important role in policy writing, campaigning and advocacy and I have had the opportunity to be involved in these activities.

PLANNING OUTLINE:

LESSON ONE

This first lesson will explore how the Catholic vision of the dignity of the human person has implications for the way we respond to moral and human rights issues. This 'vision' comes from Sacred Scripture, Church Teaching and the example of Christ's life.

Pupils will look at these three areas which will encourage and challenge their belief in a just society and, how playing their part, they can respond to the needs of others. SCIAF will include case studies, research and policy papers to support this learning but recognises that responding to the needs of others does not only relate to international circumstances.

Show the short clip of people answering questions as an introduction to the lesson.

[Click here](#) to view the video

Use the PowerPoint provided to help guide the lesson.

Share the dictionary definition of 'Human Dignity' (slide 2) and discuss with the pupils their thoughts as well as their thoughts about the answers from the video clip.

Explain that the principle of human dignity is amplified by Scripture and Catholic Social Teaching (slide 3&4).

Tell the young people that God sees them as precious, made in his image. We are created for good but unfortunately the world is not perfect and we live in an unequal world. How we respond to the needs of others will reflect the dignity we have as children of God. We will explore the ways in which SCIAF responds and why it is important that it does and how we can help, but first we'll turn our attention to what Scripture and Church Teaching reveals about our duty to respond to the needs of others.

Print and cut out the 'Responding to the needs of others' cards and depending on the size of your class, give a set to each small group. Have them spend some time picking a card each and, using slide 5 with guidance questions, generate discussion around the verse or quote within the small groups.

Bring this activity to a close by asking each group to feedback to the rest of the class two of their cards in relation to the questions on slide 5.

For a closing activity read the 'Looking to Jesus' meditation with the students. Use this as a meaningful opportunity to respond in prayer and reflection. Not only in thanksgiving to God for the example of Jesus' actions and dignity that he showed, but in challenging the pupils to ask what their response is, or should be, to the needs of others.

If your students are used to using music, closing their eyes, or even lying down, please set a context that will help the pupils to relax, focus and reflect. Lead the pupils in the meditation or have prepared a pupil beforehand to lead it for the class.

LESSON TWO

This session is very much about the pupils gathering knowledge and recognising the link between our faith and how that can shape our political responsibility to speak up for those not heard.

Evangelium Vitae states very strongly that "whatever is opposed to life..." including "disgraceful working conditions, where people are treated as mere instruments of gain rather than free and responsible persons... poisons human society." The encyclical tells us that these 'oppositions' are a "supreme dishonour to the creator."

There are many things that oppose life but this lesson will concentrate on the issue on ethical business practices that continue to make and keep people poor. We will refer to a paper written by SCIAF's Policy Officer Joanne O'Neill called 'Taking Care of Business' and we will highlight a case study of a SCIAF beneficiary where business has improved her own and her family's life.

It is worth quoting from Joanne's paper that "SCIAF does not believe that all companies behave irresponsibly or that all business is somehow 'bad'. We live in a world, however where the number of billionaires is increasing while 1 in 8 people around the world remain hungry."

The paper was written in 2014 so while some figures may be a little dated it is a very useful paper that will inform pupils about the impact of big business on people living in poverty.

The full 'Taking Care of Business' paper is online as part of this resource. Sections will be used in the PowerPoint presentation but there is real benefit in reading through it as the teacher leading the pupils.

Show the short clip of people answering questions as an introduction to the lesson and create a little discussion asking your pupils to answer the questions in the clip.

[Click here to view the video](#)

Express the purpose of this session to the pupils (first paragraph of lesson two).

After the initial discussion, show slide two and then slide three while telling pupils that Scripture and Church Teaching offers a perspective on business practices that confirms that integral human development (taking the whole person's needs) and human dignity should be at the heart of all policy making.

Unjust business practices are pushing people into or further into poverty. SCIAF works in solidarity with those living in poverty and acts as a voice for justice; challenging the practices and behaviours that cause poverty and hunger in the first place. An increasingly important part of our work is to support partners in advocating for themselves too.

Group task – Our suggestion is that you print the 'Taking Care of Business' paper and split it into chunks and have small groups read and summarise that section for feedback to the rest of the class. Groups can feedback in the order they are given the sections.

Suggestion of split (slide four)

Pages 5-8

Pages 9-13

Pages 14-19

Pages 20-25

Ask the pupils to note any facts and figures that stick out, also note links made to Church Teaching and the way SCIAF respond in supporting the needs of our sisters and brothers in poverty. Tell the pupils that this paper was written specifically for politicians and page 27 has recommendations that they will look at later.

Facilitate the feedback session and finish by covering some of the key recommendations that were made to the Scottish/UK government and to companies. Please note that these 'asks' were made in 2014/15.

The point of doing this is to see how our faith can lead us to take action at a political level. By joining SCIAF in campaigns we, collectively, become a voice that cannot be ignored.

Use slide five to encourage pupils to sign up to be a SCIAF campaigner. Explain that they would be kept up to date with current and up-coming campaigns that SCIAF are promoting in support and solidarity with our sisters and brothers in need.

Extra resource

If you have time you can share the story of Loko Duba from Southern Ethiopia. Loko benefitted from SCIAF's help and the presentation tells the story of change through business and that business, when used well, can transform families lives and be a model for effective development. Loko's story can be found on a separate PowerPoint presentation titled 'Loko Duba'. Notes are under slide and on a separate pdf document titled 'Loko Duba'

LESSON 3

This lesson will explore how an informed conscience affects our response to international issues and in particular our response to war and the plight of others.

Some of the content may be distressing as we look into the lives of those who have been forced to flee their homes. Please make judgements based on your knowledge of your class and be aware of any pupils present that may have experienced such events in their life. This may change how you deliver the material.

Suggested activities will take you well over a regular lesson period but you don't need to use all of the activities. You can even use the refugee simulation activity as an optional lunchtime input or if possible give over an extra period.

Begin by sharing the SCIAF refugee animation as an introduction to the issue ([available here from the beginning of September](#)). This may throw up questions and discussion without prompting so please allow the pupils to take the lead.

The objective of the next activities is to inform the young people of the reality of war/conflict and the consequences of fleeing from danger. It's a huge subject area and this input will not cover everything.

If you have one period to complete this then you will have to choose either the PowerPoint led option with case studies or use the simulation activity. Both have their merit so the choice is yours.

PowerPoint

Simply lead your class through the presentation using the notes provided with each slide and include the case studies of the people SCIAF has met and heard from. The story from Bangladesh is particularly harrowing so use with discretion. Our aim is not to sensationalise these stories but to share the reality of people's lives. Notes appear at the bottom of each slide but a separate word document can be downloaded and printed (Notes for refugee presentation). Pause on slide 7 to look over Shawkat Ava's story (Print the pdf called 'Shawkat Ava') Pause on slide 11 to look at the pdf of two parents sharing their story (Experiences from Parents).

Simulation activity

Download and print the simulation document and use as instructed. This requires a little preparation to set up but is worth the time as pupils will experience decision making under pressure and, although it cannot compare to the real life experience of refugees, the difficulty and challenge of the ordeal of escape and a journey into the unknown might become clearer.

RESPOND

There are some suggested prayers that can be used as a way of responding to the learning and they can be found on the pdf document called 'Prayers'. Please encourage pupils to write their own prayers.

As a way to consolidate the pupils learning, you may wish to encourage them to make their own video (like at the start of lesson one and two) sharing their thoughts on dignity, faith and their response. This can be used in assemblies to share learning.

It is certainly not an essential part of this resource to fundraise but we understand that in learning about the plight of others it may be that the pupils will wish to respond in that way. At the time of writing (June 2018) SCIAF are supporting Caritas Lebanon and Caritas Bangladesh helping thousands of refugees and will gladly receive any donations that may be made for this area of our work.

Please also remind the pupils that they can use their political voice and become a SCIAF campaigner.