

Module 1 Introduction to Care for Our Common Home

## Lesson 4

# The Lens of Catholic Social Teaching- Human Dignity

## GUIDING QUESTIONS

**What is Catholic Social Teaching?**

**What does Catholic Social Teaching teach us about human dignity?**

**How is human dignity affirmed and violated in a contemporary story of a situation that occurred in Nigeria?**

## TEACHER PREPARATION

### **Download and Set Up**

The accompanying PowerPoint presentation

### **Print**

This lesson plan, so that you can follow the power point as directed herein

### **Print/Copy**

LOOKING OUT/LOOKING WITHIN, one per student

### **Prepare**

5 large chart papers, each one with a question from slide 11 written at the top. These will be placed around the room for the Silent Conversation Strategy after viewing the Nigeria Video on Slide 11.

### **For teacher reference**

A 3-minute video produced by our partner agency Trocaire in Ireland, that captures in a simple way what **Catholic Social Teaching** is all about.

## LESSON PLAN

### IGNITE

Note: Do not give lesson title of the lesson in advance; it will color student thinking for the Ignite exercise below.

- **Project** the title slide of the **power point** and review the essence of the message in Laudato Si' (from Lesson Two)
- Hand out one copy/student of the Looking Out, Looking In thinking strategy.
  - Review what the hand-out says and tell the students you are going to show them an image. **Project Slide 2.** Ask them to respond by filling in the four parts of the “**Looking Out**” part of the sheet.
  - Give a moment for students to **Pair and Share** responses.
  - Then ask students to personally fill in the second part “**Looking In**” for the image.
  - Invite students to share with the larger group as a way of deepening, broadening, and synthesizing their thinking.

### IMMERSE

#### Introduction to Catholic Social Teaching. Define the terms: (open brief discussion)

- What does the word “*catholic*” mean? (universal; according to the whole)
- What does the word “*social*” mean? (intrinsically connected to others in a community)
- What does the word “*teachings*” mean? (the ideas or principles held as centrally important within a culture, religion, discipline)
- What then is meant by Catholic Social Teaching? (CST) (the body of principles and teaching of the church “that examines human society in light of the Gospel and church tradition for the purpose of guiding Christians as they carry on the mission of Jesus in the world. It is issued by popes and bishops in letters, statements, and official documents that are addressed to the whole church, and ultimately, the whole world.” *Living Justice and Peace* ©2001 St Mary's Press)

#### Theme 1 of CST: Dignity of the Human Person

Initial Thoughts. Read these questions aloud, giving a moment after each one for students to record their thoughts in a sentence or phrase.

- What does it mean “to be human”?
- What is “human dignity”?
- What does it mean to value something? Think of something you value. How do you show that you value it?
- What kinds of things we can do to one another that makes it appear that we don't value the other person?
- Think of two actions that you did today that showed you valued someone? What are they?

To share thinking in the classroom: ask for a few responses to each question. *Do this quickly* with no commentary or assessment of response; simply affirm the student's response and thank him/her. The goal is to surface initial thinking to give both teacher and students an idea of where learners are at.

### What does Theme 1 of CST say about human dignity?

*Project Slide 3:* Picking up on what you suggested in your responses a few moments ago, how does this image say something about what the theme of respecting the dignity of human life might mean for us?

- Note the gaze at each other, just as Jesus gazes at us (with love)
- Note how personal that gaze is
- Note the human touch. How does Jesus touch us?

*Project Slide 4:* repeat question as above.

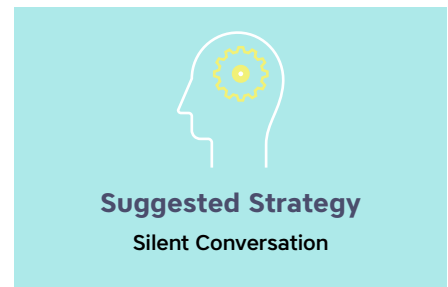
*Project Slide 5:* an introductory **Video** (3 minutes, youtube) on Human Dignity, produced by CAFOD, sister agency to Development and Peace-Caritas Canada.

*Project slide 6 through 9,* with some discussion after each segment. It is important to especially discuss the meaning in the last segment of slide 9.

*Project Slide 10 to affirm Slide 9.* The point is the church has been consistent in its teaching about the sacredness of creation throughout time (the word “man” is a direct quote but should read “humankind”).

## COALESCE

*Slide 11:* a **video, Share the Journey Nigeria**, from the Development and Peace Share the Journey campaign of 2018-2019. There are five questions following the video. An excellent post-viewing strategy to engage students in deeper thinking and learning is the *Silent Conversation strategy*, to be done following the viewing.



## CREATE

Invite students to pay attention for the rest of their day as to where they see human dignity being violated and/or affirmed. Write about what you witness as a journal entry or represent what you witness in an art-form.

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# Silent Conversation

(adapted from "Chalk Talk" in *Making Thinking Visible*, Ritchhart, 2011)

## **Materials**

Several whiteboard surfaces or chart paper

## **To prepare, generate**

reflection questions and record one on each whiteboard or chart paper.

These should be higher order questions, open to a diversity of responses. (Consider using the Question Formulation Technique to generate questions)

## **Share**

the questions with students. Ask if there are additional / other questions they think it would be meaningful to include. Add or replace questions until all are satisfied that the list is compelling!

## **Divide**

students into groups of equal number, one for each question.

## **Explain**

the following to students: This is a *silent* activity! No talking.

## **PROCESS**

- Students will first have time to answer the question at their home station. They will record their ideas on the whiteboard or chart paper.
- (You can also use sticky notes if you want students to be able to rearrange the ideas during or after).
- After 5-7 minutes, groups will rotate clockwise to the next station, where they will read and consider peers' responses, and add to what they find by making a connection (self, text, world) or posing a question.
- After students have visited each station, they return to their own and see the knowledge their peers have built!
- Students prepare a summary of what they find, and generate a question that peers' ideas have raised for them.
- Small groups share summaries and questions, which the larger group considers together.

[A video of students engaged in Silent Conversation](#)


# LOOKING OUT - LOKING IN *Thinking Strategy 1*

## Surfacing Prior Knowledge and Assumptions

Concentus inquiries begin with a provocation designed to surface students' prior knowledge and assumptions about an essential question. Provocations can take many forms. Often, the resources suggest sharing essential questions and discussing them with students. The following routine can be used when you present students with a current event, image, song, scenario, or simulation that exemplifies essential question and inquiry focus.

*(adapted from "See, Think, Wonder", Making Thinking Visible, p. 55)*

### LOOKING OUT THE WINDOW...


<p>WHAT DO YOU <b>SEE</b>?</p> <p>What do you see or notice? What details strike you as significant? Why? What could they mean?</p>	<p>WHAT DO YOU <b>THINK</b>?</p> <p>What conclusions are you making about this?</p> 
<p>WHAT DO YOU <b>FEEL</b>?</p> <p>Does this stir any positive or negative emotions in you? Which ones? How? Why?</p>	<p>WHAT DO YOU <b>WONDER</b>?</p> <p>What do you wonder or want to find out to better understand this?</p>

### LOOKING IN THE MIRROR...

Reflect on what you've recorded above.

What does it make you notice or wonder about yourself?

What does it reveal to you about your own point of view, assumptions, and sources of knowledge?



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