| **RED Objectives (if applicable)**U4.3.6. Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope and love.R.4.3.1. Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did.U4.4.6. Make simple connections between belonging to the Church and living out the ‘Works of Mercy’ in support of those in need (for example, giving alms in Lent or praying for someone who is sad). |
| --- |
| **Lesson outline**Introducing the Catholic Social Teaching Principle *Preferential Option for the Poor* | Suggested Activity | Key Questions | Learning Plenary |
| **Starter (Slides 2)**Share an image of a foodbank queue and ask: *What is this picture of? What is happening? Why do you think people are queuing for a food bank? What does this service provide? What does this picture tell us about how people are living in the UK in 2024?***Main Teach (Slides 3-10)***Walk through the slides in the PowerPoint.*Reminder of six CST principles. Today’s focus will be *Preferential Option for the Poor*.*Discussion:* We are called to give a preferential option for the poor. *What do you think this means? Why is the word preferential in there?* Explain that the ‘preferential option’ means allowing someone to have the first choice. It means giving someone the best that is available; not just the scraps or leftovers.-Introduce Jubilee Year: Pilgrims of HopeIn the Gospels, Jesus shows a preferential option for the poor by putting them first. He gives them special importance by thinking of their needs and helping them have their rightful place in the world. Read through the bible passages on slides 10-12. Discuss the children’s understanding of each and what they mean.*Discussion: Why are we called to speak up on behalf of those in need?*Ask children what they think people who are struggling might need, during the winter. Encourage them to think about clothing as well as food that can be preserved. **Slide 10-** Children to mindmap what people might need at their tables and feedback- write ideas up on IWB. | Children to create their own Advent giving calendars which will see them bringing items to school, for the local foodbank. **Things teachers will need to consider beforehand:** -Get in touch with the local foodbank to inform them of the project and items that are urgently needed etc. -Share this with the children to they can incorporate this into their calendars. -Where the foodbank items will be stored and how they will get to the local foodbank and when.**WT**Create a calendar that includes different items each day**WA**As WT but some items could be accompanied with a piece of Scripture relating to helping those in need**GD**As WAChildren could also write a piece for the school newsletter explaining the project. This newsletter piece should include an explanation of why they’re doing it, linking it to a Catholic duty of giving a preferential offer to the poor because of Jesus’ actions.  | What might the word ‘preferential’ mean? What might it mean to give someone the ‘preferential option’?Why is it important to give those in need the preferential option?How does your Advent Giving Calendar show a ‘preferential option for the poor’? | **Slide 12-** Share CAFOD’s ‘Option for the poor’ video. Ask the children, *are they doing that?* Get them to recognise that by collecting all these things for the local food bank, they are doing exactly that. They’re not giving their leftovers or scraps but they’re buying an extra tin etc in their shopping to ensure they sharing out what they have with those in need. CAFOD: Option for the Poor <https://www.youtube.com/watch?v=OKT5iLOU4ek> Finish with Jubilee Prayer |