| **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). |
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| **Lesson outline**Introducing the Catholic Social Teaching Principle *Preferential Option for the Poor* | Suggested Activities  | Key Questions | Learning Plenary |
| **Starter (Slides 2-3)**Each child to choose an envelope. Each envelope contains a random amount of counters. Explain they’re going to use their counters to buy things for themselves or their class to use. Display what items for sale cost.Which items can you afford on your own?How could you afford the more expensive items? How could you afford more expensive items without getting more counters? Elicit: Pooling money together as a group.Invite children to do this to see what they can buy.*-Is it fair that some children had more counters than others?**-How could we have distributed the counters more fairly?**-When pooling counters, should everyone have put in the same amount?* **Main Teach (Slides 4-16)**Introduce lesson theme by reminding children of six CST principles. Today’s focus will be *Preferential Option for the Poor*.*-What does ‘poor’ mean?* Discuss the name of this strand: What might the word ‘preferential’ mean? What might it mean to give someone the ‘preferential option’?-It means allowing someone to have the first choice. It means giving someone the best that is available; not just the scraps or leftovers. *Discussion: Why is it important to give those in need the preferential option?*-Introduce the 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. As Christians, we believe that those in need deserve the best.This is because of everyone’s inherent **dignity**.It is important that we **advocate** for those in need by listening to what they have to say and speaking up for them.-Can children think of any bible passages where Jesus teaches us about a preferential option for the poor?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 advocate for those in need?***Video Suggestion**CAFOD: Option for the Poor <https://www.youtube.com/watch?v=OKT5iLOU4ek>  | Research one of the following charities (and/or any other diocesan approved charities of your choice) and commit to an action to support them this advent:-*The Felix Project* e.g. Gather a box of surplus food and arrange to have it picked up-*Operation Elf* e.g. Hold a fundraiser and donate-*Mary’s Meals* e.g. Hold a fundraiser and donate-*Catholic Children’s Society* Christmas Gift Appeal e.g. Create a gift box, encourage other children to do it also and collect boxes at school, arrange for all boxes to be dropped off to CCS-*CAFOD* e.g. raise awareness of buying Christmas cards here where money is used as aid overseas-*The Passage* e.g. Donate items listed on their websiteOnce you have researched what they do, write a blog post/school newsletter entry/instagram or X post to be shared by your school’s account as a way of raising awareness of this CST strand. Set their action as homework, asking them to evidence it through photos/emails etc.Children should have the opportunity to follow up their initial blog post with their evidenced action, as a way of raising awareness. *Alternative activity*Children to work in mixed ability groups to storyboard and film a Christmas advert for their chosen charity, linking this to Scripture and Jesus calling us to give a preferential option for the poor.Ads to be shown in an assembly, asking children/parents to support one of these organisations.Send the video ad to the charity with some evidence of actions taken by school community to raise money/donations.Cross-curricular link with computing- children could use imovie to edit their ads.In children’s written/verbal responses they should demonstrate:WT: **Make links** between Jesus’ action in Scripture and the action they are taking for their chosen charity.WA: **Construct arguments** as to why a Preferential Option for the Poor is most beneficial for the world. They should use **Scripture** passages of their choice as evidence for this particular point of view. GD: Include reference to those who do not put the poorest first vs those who do. **Arrive at their own judgement** about how their action puts the poor first, linking this to a **Scripture** passage of their choice. They could also look up **Pope Francis’ quotes** on Option for the Poor. | *What might the word ‘preferential’ mean?* *What might it mean to give someone the ‘preferential option’?**Why are we called to advocate for those in need?* | Find a Scripture passage, where Jesus is teaching us about the preferential option for the poor. Why does this speak to you most?Encourage children to memorise this quote and speak it whenever they find themselves living out its message. Finish with the Jubilee Prayer |