| **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)**Share the image of Homeless Jesus.Look closely, what do you notice?Encourage children to see the wounds on his feet. Why might the artist have depicted Jesus in this way? Share the sculptor’s words on the artwork: *“I think a homeless person can feel disconnected to the ideas of Jesus that have been represented as Mr Perfect and everything’s fine. And so I think this lets them in.”*Share other quotes from supporters of the sculpture: *“It depicts Jesus in a very human way. Some iconography is very grand and glorious. This is earthy and speaks of the fragility of the human condition.’***Main Teach (Slides 4-16)**Reminder of six CST principles. Today’s focus will be *Preferential Option for the Poor*.What do children think this means?Explore language of ‘preferential’.Explain that ‘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.*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.Can children think of any examples when Jesus put poor people first? (*Scripture scramble*)Remind children of the Beatitudes: *Blessed are the poor…* or *The Widow’s Offering*As we are all made in God’s image, everyone deserves **dignity**.Not everyone has the resources to speak out for themselves so we, in a more privileged position, must **advocate** for those who are voiceless.Share the Scripture passage from John.Can you think of a time when someone might turn their back on their brother/sister in need? Share short clip (absurdity of people on the streets) from the founder of Beam organisation (until 2:17): <https://youtu.be/SkSzxhvEG34?si=J9rhEXK6uG8knpw2> and encourage children to think about encountering homeless people. Often people walk past them on the street or ignore them when they ask for money. Now, re-visit Homeless Jesus sculpture image on the IWB.What do you think the sculptor wanted us to think about?Encourage children to think that we should see Jesus in each and every person in need because of what it says in Matthew’s Gospel too: *‘...whatever you did for one of the least of these brothers and sisters of mine, you did for me.’*Explain that when this sculpture was first revealed, many people didn’t like it. This is still true in London where Westminster Council rejected the application for the sculpture to be installed outside of the Houses of Parliament. They thought it to be ‘insulting, demeaning and creepy… it could lower the tone of the area… it is a waste of money that could be used for food and shelter… could attract more homeless people to the area.’-What do the children think? Talk partners. Remind children of why we as Christians we feel a responsibility to help: Jesus’ actions in Scripture and his lessons teach us it is our Catholic duty to put the needs of the poor first. Read through the bible passages on slides 10-12. How might these passages help us argue for the sculpture to be installed in Westminster?**Video Suggestion**Alex Stephany from Beam: <https://youtu.be/SkSzxhvEG34?si=J9rhEXK6uG8knpw2> | In groups, assign children roles of interviewers, a member of local Council (against the sculpture) and a member of the Church community (for the sculpture). Share example questions for interviewer on IWB. Chn to role play and share back as a class. All children should be reminded to include reference to what’s below, as per their ability:WT: **Make links** between Chrsitian belief in preferential option for the poor and Jesus’ actions and lessons in ScriptureWA: **Compare their own and others’ answers** to how we should treat homelessness **in relation to our purpose** as Christians on earth. Children should include references to Scripture. GD: **Evaluate each side’s point of view and arrive at their own judgement**, supported by Scripture references, the work of various charities and Pope Francis’ words. For GD task and the plenary, share a list of different local organisations that work to support the homeless and those in need-SVP Vinnie Packs-Caritas Westminster-CAFOD-Catholic Children’s Society-Beam | *Why might Jesus have been depicted as a homeless person?**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?**How does Scripture teach us how to treat those in need?* | Discuss what action the children would like to take in relation to today’s learning, especially during the giving season of Advent e.g. choose a homeless charity like Beam to support as a class/school; write to their local council to put forward their stance as Christians calling for the preferential option for the poor.Alternative plenary: ReflectPlay a slideshow of the homeless Jesus sculpture in different places around the world, with reflective music. What did you think about, watching that? How did you feel? What might you do to support this cause, going forward?Pray the Jubilee Prayer |