|  |  |  |  |
| --- | --- | --- | --- |
| **RED Objectives (if applicable)**  D5.1.3. Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church’s teaching on the common good and love of neighbour.  R5.2.3. Considering how their own lives and the future of the communities to which they belong could be transformed by offering their own lives in service to others.  R5.3.4. Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves.  R5.5.2 Reflecting on how they can use their gifts to make a better world.  R6.1.1. Considering the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings.  R6.4.2. Considering how love of neighbour could transform their life and the lives of the communities they are part of, describing the actions they could take to begin this transformation.  U6.5.5. Describe and explain, with examples, the different ways in which Christians’ bear witness to their beliefs now and in the past and make links with the life of a saint.  U6.5.6. Describe how one charity studied witnesses its Christian faith through its work.  R6.5.3. Reflecting on how the work of charities can support people facing injustice or persecution. | | | |
| **Lesson outline**  Introducing the Catholic Social Teaching Principle *Community and Participation* | Suggested Activities | Key Questions | Learning Plenary |
| **Starter (Slides 2-3)**  Share an image and quote: *No man is an island* (John Donne)  Have chn discuss what tihs means in table groups and facilitate discussion playing devil’s advocate e.g. I like my alone time; being with people all the time would be difficult; some people are more sociable than others.  Encourage chn to see that of course the above things are true but in a more general sense, being and working with other people is better than doing so individually.  -Ask chn to guess which CST strand we might be focusing on next.  **Main Teach (Slides 4-13)**  Reveal that today’s focus will be *Community and Participation*.  What does community mean to you? Chn discuss, making reference to community groups they are a part of.  How do you know you’re part of these communities? Encourage chn to refer to what they do- they participate in the community so therefore they are a member of it; people who are a part of this community have interests in common. Explain that the community wouldn’t exist unless people participated.  Remind the chn that the idea of community isn’t new. Archaeologists have evidence of the earliest humans of the stone age living in communities; working, feasting and living together.  As Christians, we consider community to be really important because we are often told in Scripture that we are called to live in community with one another. By doing so, we are building God’s Kingdom on earth, where Gospel values are lived out.  Share bible quotes. Do chn have any questions about any of the wording?  *Ideas for discussion: Who is your neighbour?* What *do you think Pope Francis meant by ‘immerse yourself in life’?*  Return to the quote: *No man is an island*  Remind them they’re lucky to recognise the communities they are a part of but explain that some people might not feel they’re part of any community. Those people may need reminding that they are not ‘islands’ either.  Ask chn to consider the kinds of people in our local area who may not feel they have a community around them e.g. homeless, people in poverty, elderly people who are lonely, people with disabilities.  Share names of organisations in your local community that work with these groups of people.  Choose a particular organisation to come in and discuss their work with the class and how the chn can do something to help support their mission. | Mixed ability groups: Chn to prepare questions they’d like to ask the organisation rep coming in to talk. Display some prompts on board.  Encourage chn to reference Scripture in some of their questions- proving how Scripture’s lessons can be put into action today.  Follow up activity:  Perhaps the speaker asked for donations of food/clothes etc. Have the chn organise a donation bank in school which they will then send to the charity.  Chn will need to consider:   * How to ask their school community for donations (speak at assembly, to parents, in newsletter) * Where the donations should be collected and stored * Whether the donations will need organising and who will do this * How long people have to bring in donations before the charity comes and collects   We would love to see the work the children are creating (with permission is necessary)! Please email us the work at: **eduril@rcdow.org.uk**  [mailto:eduril@rcdow.org.uk?subject=Rooted in Love work](mailto:eduril@rcdow.org.uk?subject=Rooted%20in%20Love%20work) | *‘No man is an island’-* what is meant by this?  *What is ‘community’?*  *What communities are you a part of?*  *Who is your neighbour?*  *What do you think Pope Francis meant by ‘immerse yourself in life’?*  *Where can you participate?*  *How do you know that what you’re doing is having a positive impact?*  *Where might we see places that need more emphasis on community and participation?*  *What organisations exist to help these places?*  *What can you do to help?* | ‘*It is not good for man to be alone.*’ (Gen 2:18)  Notice where this appears in Scripture; one of the first lessons we’re taught. In what way did Jesus’ actions show us humans should live and work in community (encourage chn to think about his relationship with this disciples) |