|  |
| --- |
| **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.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.R6.5.3. Reflecting on how the work of charities can support people facing injustice or persecution.D6.6.1. Reflecting on the statement “Everyone should be concerned to create and support institutions that improve the conditions of human life” (CCC 1926). Consider how this challenges people to change.D6.6.2. Considering the term ‘common good’, discuss why charities with different worldviews work to promote the same goals. |
| **Lesson outline**Introducing the Catholic Social Teaching Principle *Solidarity and Peace* | **Suggested Activity** | Key Questions | Learning Plenary |
| **Starter (Slides 2-5)**Share images on tables, associated with peace.Children to share the image their table has and what they think it symbolises.What do all these images have in common? Elicit: they show peace. What does this mean? Share definitions. **Freedom from disturbance; free from anxiety or distress; make peace; at peace with the world**Encourage children to understand the world is often associated with anti-war but finding peace doesn’t just have to be in relation to violence and fighting.At mass, there is always an opportunity, before Communion, to offer one another the sign of peace. Why is the shake of hands a good action to symbolise peace? When might you see people shaking hands (showing peace) in other aspects of life e.g. before/after a match; to confirm an agreement etc.**Main Teach (Slides 6-17)**Reminder of six CST principles. Today’s focus will be *Solidarity and Peace*.It is one thing to work for and be peace(ful) but what does it mean to be in solidarity?Share images of recent protests e.g. welcoming immigrants and refugees; black lives matter; women’s safety etc. How do these protests show solidarity?Encourage the children to see that solidarity means to stand up for others, speak out for those who are less able.How are solidarity and peace linked?Encourage children to see that if everyone is in solidarity with each other, there will be more justice and peace in the world. Share bible references on peace and solidarity for the children to find. Print from slides and share all with each table. Have children read them out at their tables and vote on which they resonate with the most. Tables to share their chosen quote and justify why they chose this one. Share quote from St John Paul IIWhy is it important to differentiate between feeling sorry for someone and actually doing something about it?Can children think of examples when they might hear or see something and feel sorry but feel unsure as to how to do anything about it? e.g. homelessness, refugee crisis etc. On the other hand, we’ve spoken about various protests. What other ways do people show solidarity? Encourage them to think: speaking up for others, posters, speeches, letters, petitions, knowing about the past, songs, poetry, public monuments/statues. Encourage children to share their own knowledge of how people show solidarity, members of their family who have led the way, figures in history they are aware of that have shown solidarity for others through their actions. Remind children that we are made in God’s image and so we need to treat everyone as such. If we truly believe this then we must try and help one another just as we would with our own siblings. As St John Paul II also put it ‘**we are all responsible for all**’.**Video Suggestions**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 | 10 activities for activism(Option to set up a carousel for children to discover lots of examples of activism, or assign one example to each group)**Table 1**Stories of support**Table 2**Protests/marches**Table 3**Speeches**Table 4**Letters**Table 5**Petitions**Table 6**Research about the present and the past**Table 7**Songs**Table 8**Poetry**Table 9**Public monuments**Table 10**Posters/placardsChildren to use ipads (or equivalent) to explore child appropriate links on the doc. Teacher can give permission for other links but please do look through these beforehand to ensure they are all appropriate. Give children access to headphones so they can appreciate the protest songs. Encourage them to read/perform the poems aloud.Option to write:**WT**-How is this showing solidarity? For what cause? **WT**-Why is this solidarity?**WT**- In what way can this lead to peace?**WA**-What bible passage does this showing of solidarity put into action?**GD**-What cause are you passionate about that you want to show solidarity towards?**GD**-What bible passage are you actioning by showing solidarity with this?**GD**-What steps can you take to put your desire to show solidarity into action?**GD**- Option to research:Find out about local issues (local authority, city, county wide). | *What do you think of when you hear the word ‘peace’?**How else could you define the word ‘peace’?**Who do you think ‘the peacemakers’ are?**What do you think ‘solidarity’ means?**What do you think St John Paul II meant by this?**When have people shown solidarity in the past?* *How do people tend to show solidarity?**Can you think of ways people have shown solidarity in recent times?* | Children to share with a partner a historical show of solidarity and how this links with a particular bible passage.  |