

Everybody counts: The dignity of the human person in the context of Easter 2020

YEAR 9/10

This learning sequence is an invitation for students to explore Catholic social teaching on the dignity of the human person. It is designed to engage students in understanding the beauty of each person and the call to protect the right of everyone to be respected, upheld as one in the image and likeness of God. Elements of this may be used to support ethical discussions on such things as euthanasia and abortion.

PROCESS	LEARNING INTENTION	RESOURCES	ACTIVITY	CONTENT DESCRIPTORS
 <p>How do I encounter this? What do I think and sense?</p>	<p>To provoke thinking, curiosity and imagination, and generally spark a conversation.</p>		<p>Look at the image taken by Paul Fumei in Brunswick.</p> <p>What do you think about this?</p> <p>What questions does it raise for you?</p> <p>Why are you responding in this way?</p> <p>Using the image and questions above, seek two or three other perspectives. Ask other family members and have a conversation with classmates.</p>	<p>K&U – Explain Catholic social teaching and how it relates to and challenges the secular values of Australian society.</p> <p>K&U – Explain the complexities involved in developing moral maturity and responsibility.</p>
 <p>How do others encounter this? What do others think and why?</p>	<p>To explore the issue from other perspectives.</p>	 <p>Andrà Tutto Bene Photographer: Marta Achler</p> <p>Balcony sing-song</p>	<p>Look at the image 'Andrà Tutto Bene' (Everything will be alright).</p> <p>Write a response to the following questions:</p> <p>What connects with my experience or thinking?</p> <p>What challenges me?</p> <p>What questions do I have now?</p> <p>Write two paragraphs. In the first paragraph, explain how life has changed for you. In the second paragraph, share some life-giving and/or life-affirming moments (e.g. families spending more time together).</p> <p>In Italy, neighbours with balconies close to each other have shared balcony sing-alongs. What songs should we sing together? Find three. Why did you choose each of these?</p> <p>Write a song that offers a message of hope.</p>	<p>P&CE – Reflect on ethical dilemmas facing the local and global communities. They integrate new insights by applying their personal stance to global trends and ethical issues.</p> <p>R&R – Interpret contemporary issues in light of Catholic social Teaching.</p> <p>K&U – Explain the Catholic tradition and its elements by distinguishing and connecting perspectives from both within and external to the Tradition.</p>

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			<p>Read the following text:</p> <p>In late March, Prime Minister Scott Morrison declared that the approach of our federal government to the current crisis was to 'protect Australian lives and to protect their livelihoods' ('Health vs Economy?', The Monthly, 26 March 2020).</p> <p>Imagine you are the Prime Minister of Australia now.</p> <p>Create a speech (record this) or media release to the Australian people using the keywords 'lives and livelihoods'. In your speech/media release, explain whether you believe these concepts should be given equal status or whether you would give priority to one over the other. Explain why you think this.</p> <p>Compare the response of our Prime Minister to the leader of another nation and/or the political debate in that country. For example, in the United States, a growing number of people are suggesting 'a willingness to accept a certain number of deaths to incur fewer economic costs' (Katie Shepherd, The Washington Post, 25 March 2020). Research some other world leaders' responses.</p> <p>What do you think about the importance of preserving human life?</p> <p>Are there occasions when the taking of a human life or putting one's own life in mortal danger are justifiable?</p> <p>Discuss this with a friend or family member. Record your answers as a journal entry.</p> <p>As with the other religions that believe in one God, Judaism holds that life is a gift from God. Consequently, 'Jewish tradition considers preserving human life to be among the highest ethical obligations and duties. The preservation of human life takes precedence over all the other commandments in Judaism' (My Jewish Learning). However, as can be the case with other religions and philosophies, in reality the application of this principle to life issues is complex and challenging.</p> <p>Jewish tradition considers that 'saving one life is equivalent to saving an entire world'. What do you think is meant by this idea?</p> <p>Ask two other people what they think this means and then present their thinking in a Venn diagram.</p>	

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			<p>Read the extracts from <i>Laudato Si'</i> (below) very carefully. Take notes as you read. Highlight the words that you think are the important ideas in this text.</p> <p><i>Laudato Si'</i> (Our Common Home)</p> <p>'There is a nobility in the duty to care for creation through little daily actions ... ways of acting which directly and significantly affect the world around us, such as avoiding the use of plastic and paper, reducing water consumption, separating refuse, cooking only what can reasonably be consumed, showing care for other living beings, using public transport or car-pooling, planting trees, turning off unnecessary lights, or any number of other practices. All of these reflect a generous and worthy creativity which brings out the best in human beings. Reusing something instead of immediately discarding it, when done for the right reasons, can be an act of love which expresses our own dignity.' (n. 211)</p> <p>'We must not think that these efforts are not going to change the world. They benefit society, often unbeknown to us, for they call forth a goodness which, albeit unseen, inevitably tends to spread. Furthermore, such actions can restore our sense of self-esteem; they can enable us to live more fully and to feel that life on earth is worthwhile.' (n. 212)</p> <p>Do you agree that such ways of acting, as listed, may 'significantly affect the world around us'? Why or why not?</p> <p>Why do you think Pope Francis believes that 'little daily actions' may make a significant difference?</p> <p>Think back to the work you did earlier on the Prime Minister's speech about lives and livelihoods. Think about how doing the right thing can get complicated when you have to think of everyone involved and competing values. For instance, while Pope Francis has been uncompromising in stating the need for global action that combats climate change, he has stated on many occasions that we must 'hear both the cry of the earth and the cry of the poor'. (Read Pope Francis' address to finance ministers: Climate Change and New Evidence from Science, Engineering and Policy.)</p> <p>What do you think are some practical implications of hearing 'both the cry of the earth and the cry of the poor'?</p> <p>How can Catholic social teaching help you find a way to make the best decisions regarding life and living in Australia today?</p>	<p>K&U – Explain Catholic social teaching and how it relates to and challenges the secular values of Australian society.</p> <p>K&U – Explain the complexities involved in developing moral maturity and responsibility.</p> <p>R&R – Interpret contemporary issues in light of Catholic social teaching.</p>

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			<p>Explain the Catholic perspective with regard to the sanctity of human life. Are there circumstances when it is morally licit to take another's life or sacrifice one's own within this Tradition? Explain the perspective of another religion or ethical stance (e.g. utilitarianism) with regard to the sanctity of life. Compare and contrast these two perspectives with your own point of view.</p> <p>Present this work in a form of your choice.</p>	<p>P&CE – Reflect on ethical dilemmas facing the local and global community.</p>
 <p>How am I called into a deeper relationship with others, the world and God?</p> <p>How have I been transformed by this encounter?</p>	<p>To interpret the issue in light of their new learning and view it through the lens of faith.</p>	<p>Double amputee delivers groceries to best mate</p>	<p>Read the article about double-amputee Mike Flynn (linked).</p> <p>How is Mike Flynn a genuine good Samaritan?</p> <p>How is he living out the teaching of Jesus to love one's neighbour?</p> <p>Research 'the angel of Collingwood'.</p> <p>Who was Margaret Oats?</p> <p>How is she an example of Catholic social teaching in action?</p> <p>If you were to nominate Margaret Oats for a posthumous (received after death) Australian Christian of the Year award, what would you say to convince the panel to award this prize to her? Create a digital presentation to represent your argument on Margaret Oats' behalf. Include:</p> <ul style="list-style-type: none"> • how she lived her life • how she exemplified Catholic social teaching • how she led to others continuing to act for justice in the Collingwood area. <p>How are you called to live as though everyone counts? In your journal or exercise book, explain how your thinking on the importance of every human being has been expanded over the course of these studies.</p> <p>Over the last few weeks we have been exposed to many songs, rhymes and slogans about washing our hands and quick reminders like 'stay at home' etc., which encourage us to stay healthy and keep those around us safe. Also consider Pope Francis' list of little things we can do and ways we can act to make a better world, such as: avoiding the use of plastic and paper, reducing water consumption, separating refuse, cooking only what can reasonably be consumed, showing care for other living beings, using public transport or car-pooling, planting trees, turning off unnecessary lights, or any number of other practices.</p>	<p>P&CE – Reflect on ethical dilemmas facing the local and global community.</p>

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			<p>Design a bumper sticker that encourages people to do one or more of the things he lists.</p> <p>Find a modern song or poem that you might use to encourage people to enact Catholic social teaching. Explain your choice and include it in a school liturgy this year.</p>	

Assessment

K&U – Students explain the Catholic tradition and its elements by distinguishing and connecting perspectives from both within and external to the Tradition.

R&R – Students interpret their life in dialogue with the Catholic tradition and the cultural context by unpacking the complexities of global issues using a range of perspectives with reference to the future.

P&CE – Students reflect on experiences that provoke spiritual and religious insights by articulating the role of conscience and ways people attend to its formation. They integrate new insights by applying their personal stance to global trends and ethical issues.