

# Catholic Social Teaching cards



## ► Teachers' notes

### Why this resource?

Catholic Social Teaching (CST) has often been called 'the Church's best kept secret'. Thankfully, particularly with the release of Pope Francis' encyclical *Laudato Si'*, and with the new RE GCSE, this is changing. CST is part of our Catholic young people's heritage and a treasure they should not be denied.

CST reads the 'signs of the times' in the light of scripture and offers wisdom and Insights on living the Gospel in today's world. CAFOD uses CST principles to guide all of its work, and we offer teachers this resource to supplement their RE curricula.

**Before you begin:** If using a few sets of cards in a class, we recommend you number each set, to avoid sets becoming mixed up.

### Overview of the cards

These cards are a flexible resource for RE teachers exploring Catholic Social Teaching (CST) with their pupils. For the younger pupils (or less able GCSE pupils) use the coloured side of the cards. For GCSE (or more able 11-14 year olds) use the white side.

For each of eight key principles (common good, solidarity, rights and responsibilities, participation, human dignity, stewardship, option for the poor, subsidiarity) there are six cards, as follows:

11-14	GCSE
Key principle	Key principle, with a question or task
Scripture	Scripture
Movie quote	Explanation of the principle
CST quote	CST quote
Scenario and questions	CST document date and summary
CAFOD story	CAFOD story

### Many answers

Overleaf is a full-page spread showing the content of the cards for each principle. However, some questions have more than one answer! For example, a CAFOD story or a piece of scripture may relate to two, three or more key principles of CST.

The cards are a starting point for exploration, giving opportunities for pupils to form opinions and formulate good reasons to justify their arguments.

### Less is more!

These cards contain a lot of material to be used in different ways to explore different aspects of CST, why it is needed and how it is lived. It is not advised that all the cards be used in lesson one. Groups might use only a small selection of cards for entire lessons. A number of suggestions are given on the back page of this leaflet.

See these cards demonstrated:

[cafod.org.uk/secondary](http://cafod.org.uk/secondary)

Order extra sets of CST cards:

[shop/cafod.org.uk](http://shop/cafod.org.uk)

Download copies of these notes:

[cafod.org.uk/secondary](http://cafod.org.uk/secondary)

**Links to GCSE RE** from Department of Education subject content outlines, Annex A: Part One: Study of religions (Catholic Christianity): 2. Catholic beliefs about the essential requirement to love our neighbour in concrete ways locally, nationally and globally. How these beliefs are reflected in Catholic Social Teaching; in Catholic teaching on justice, peace and reconciliation; in the work of Catholic agencies, such as CAFOD, Caritas and Missio.

**Please note:** Links from CAFOD resources to each exam board are mapped on our website: [cafod.org.uk/secondary](http://cafod.org.uk/secondary)

**Links to People of God 11-14 RE framework:**

Year 8 unit 6 "How do we know what's fair? How do we meet the challenge to live justly?"

**Links to the RE Curriculum Directory:**

2.4.1 Apostolic; 2.4.2 Pope and Bishops; 4.1 The dignity of the human person; 4.3.3 The Magisterium; 4.4 The human community; 4.6.2 Call to family, community and participation; 4.6.5 Social doctrine of the Church; 4.6.6 Major themes of Catholic Social Teaching; 4.6.7 Love of the poor.

# 11-14 years (coloured cards)

Principle	Movie quote	CST quote	Scripture	Scenario	CAFOD story
Common Good	<p>"'Family' means nobody gets left behind or forgotten." Lilo to Stitch in <i>Lilo and Stitch</i> (2002)</p>	<p>"Society exists for the common good. It is concerned with the interests of everyone in general, but also with individual interests..." Pope Leo XIII, <i>On Capital and Labour</i>, 51</p>	<p>"All who believed were together and had all things in common; they would sell their possessions and goods and distribute the proceeds to all, as any had need." <i>Acts 2:44-45</i></p>	<p>At the end of every year your youth group has a day trip... to a big theme park. You know that one girl in the group is terrified of rides and will not attend.</p>	<p>CAFOD partners give practical help to people affected by fighting in the Central African Republic but also work with interfaith groups to help build peace for everyone...</p>
Human Dignity	<p>"We are all human, aren't we? Every human life is worth the same, and worth saving." Kingsley Shacklebolt in <i>Harry Potter and The Deathly Hallows</i> (2007)</p>	<p>"Human persons are imprinted with God's image. Their dignity does not come from the work they do, but from the persons they are." Pope John Paul II, <i>On the Hundredth Year</i>, 11</p>	<p>"...in the image of God he created them, male and female he created them." <i>Genesis 1:27</i></p>	<p>A group has posted a video on social media. In the video they make cruel jokes about the looks of a teenager who goes to your school...</p>	<p>At one Ugandan school, CAFOD helped repair a borehole. Before the project, children had nowhere to wash....</p>
Solidarity	<p>"All for one and one for all!" Aramis, Porthos and Athos in <i>The Three Musketeers</i> (1993)</p>	<p>"Effective world solidarity should allow all peoples to shape their destiny." Pope Paul VI, <i>The Development of Peoples</i>, 65</p>	<p>"...we are one body in union with Christ, and we are all joined to each other as different parts of one body." <i>Romans 12:5</i></p>	<p>As you walk past your neighbour's front door, you notice a £20 note on his doorstep. You know that he has a small child and a very sick wife...</p>	<p>CAFOD partner, CRS, promotes savings and loans groups... Sena'a looks after the savings box for her group in Gaza: "The idea of solidarity is the best part. We feel like we accomplish something, that we help each other."</p>
Participation	<p>"Life's not a spectator sport. If watchin' is all you're gonna do, you're gonna watch your life go by without ya." Laverne to Quasimodo in <i>The Hunchback of Notre Dame</i> (1996)</p>	<p>"...people have an obligation to be participants in the life of society and society has a duty to enable them to participate..." Catholic Bishops of the United States, <i>Economic Justice for All</i>, 71</p>	<p>"...our love should not be just words and talk; it must be true love, which shows itself in action." <i>1 John 3:18</i></p>	<p>Last year, a family moved into your neighbourhood from overseas. They have never been invited to community meetings. Next week there is a meeting to decide the location of a new community centre...</p>	<p>Supported by CAFOD, 150 people in Kitui, Kenya have been taking part in their three-year project to restore the community's water supply...</p>
Subsidiarity	<p>"Even the smallest person can change the course of the future." Galadriel to Frodo in <i>The Fellowship of the Ring</i> (2001)</p>	<p>"The workers themselves should share in deciding the conditions on which their future depends." Second Vatican Council, <i>Joys and Hopes</i>, 68</p>	<p>Jethro said to Moses: "...let them bring every important case to you, but decide every minor case themselves." <i>Exodus 18:22</i></p>	<p>Your school council is voting today on designs for a new uniform. The head teacher has said that only sixth formers are allowed to vote...</p>	<p>After Typhoon Haiyan destroyed their home, CAFOD's partner in the Philippines invited Elena and Prospero to design their own new home and to make their own decisions...</p>
Stewardship of Creation	<p>"Because of you the future of this entire universe is in jeopardy!" Buzz Lightyear to Woody in <i>Toy Story</i> (1995)</p>	<p>"Each community... has the duty to protect the earth and to ensure its fruitfulness for coming generations." Pope Francis, <i>On Care for our Common Home</i>, 67</p>	<p>"...God placed the man in the Garden of Eden to cultivate and guard it." <i>Genesis 2:15</i></p>	<p>...You notice a pair of young men digging up newly planted trees in the local primary school's wildlife reserve. They have covered their faces.</p>	<p>At 15-year-old Biltrof's secondary school in the highlands of Peru, fifty students have been trained to monitor water quality in the local lake...</p>
Rights and Responsibilities	<p>"With great power comes great responsibility." Uncle Ben in <i>Spider-Man</i> (2002)</p>	<p>"The possession of rights involves their recognition and respect by other people." Pope John XXIII, <i>Peace on Earth</i>, 44</p>	<p>"Samuel told the people the rights and duties of the kingship." <i>1 Samuel 10:25</i></p>	<p>You go on holiday with your family to Thailand, ...You notice that workers do 13 hour shifts, with no time off, for as little as four pounds a day.</p>	<p>Carmenza Alvarez works for 'Women's Initiative for Peace' in Colombia: "I speak for people who don't speak or have a voice. There are those who don't know how to stand up for their rights. I do"...</p>
Option for the Poor	<p>"When they're finished putting first class people in the boat, they'll be starting with us." Irish mother to her child in <i>Titanic</i> (1997)</p>	<p>"This [option for the poor]... affects the life of each Christian as he or she seeks to imitate the life of Christ." Pope John Paul II, <i>On Social Concern</i>, 42</p>	<p>"When, Lord, did we ever see you hungry and feed you...?" "...whenever you did this for one of the least important of these followers of mine, you did it for me!" <i>Matthew 25:37-40</i></p>	<p>...Everyone has run out of drinking water. Danny has a medical condition and needs to take his tablets. You have half a bottle of water in your rucksack.</p>	<p>Three CAFOD partners in Zimbabwe deliver 'Putting children first' - a project which supports the most vulnerable children and young people...</p>

# GCSE (white cards)

Principle	Scripture	CST quote	Explanation	Document summary	CAFOD story
Common Good	"...always seek to do good to one another and to all." <i>1 Thessalonians 5:15</i>	"Civil society exists for the common good, and hence is concerned with the interests of all in general, but also with individual interests in their due place and degree."  Pope Leo XIII, <i>On Capital and Labour</i> , 51	Whatever is needed for each and every person, and creation, to flourish.	1891: Soon after the Industrial Revolution, Pope Leo told employers to treat workers justly, benefiting both the poorest and society.	...Caritas Myanmar trained the villagers in how to build a barrier all around their village which benefits the whole community, as they can now grow rice again.
Human Dignity	"What are human beings, that you think of them; mere mortals, that you care for them? Yet you made them inferior only to yourself; you crowned them with glory and honour." <i>Psalms 8:4-5</i>	"Human persons are willed by God; they are imprinted with God's image. Their dignity does not come from the work they do, but from the persons they are."  Pope John Paul II, <i>On the Hundredth Year</i> , 11	Every human being has in-built dignity because she or he has been created in the image and likeness of God.	1991: As the Soviet Union ended, Pope John Paul II wrote that the failure of communism did not mean that capitalism was the answer. He called for justice so that everyone could share in the earth's resources.	Dennis Momoh organised teams in Sierra Leone, giving safe, dignified burials to people who had died of Ebola: "Dignity is at the heart of the burial team... he said.
Solidarity	"I appeal to you... that all of you be in agreement and that there be no divisions among you, but that you be united in the same mind and the same purpose." <i>1 Corinthians 1:10</i>	"Effective world solidarity should allow all peoples to become the artisans of their destiny. Relations between nations have too often been governed by force... developing nations are asking that they be allowed to take part in the construction of a better world."  Pope Paul VI, <i>The Development of Peoples</i> , 65	Not just doing things for other people but acting with them to build a more just world together.	1967: As images of hunger appeared on television, Pope Paul VI wrote that the world must allow developing countries a fair share in the world's economy.	Young leaders marched with thousands of others in London as part of the Global Catholic Climate Movement, to call on world leaders to take urgent action to prevent climate change pushing people deeper into poverty.
Participation	"When each separate part works as it should, the whole body grows and builds itself up through love." <i>Ephesians 4:16</i>	"Social justice implies that persons have an obligation to be active and productive participants in the life of society and that society has a duty to enable them to participate in this way."  Catholic Bishops of the United States, <i>Economic Justice for All</i> , 71	People have a right and a duty to take part in shaping a more just and human society.	1986: US Catholic Bishops called for reforms in the US economy, which often excluded the poorest people.	Comic-making workshops enable community members in Sri Lanka to participate... "Ours is a silent culture because most people are oppressed and don't want to express their feelings... "
Subsidiarity	Jethro said to Moses: "Look for able men among all the people... Let them sit as judges for the people at all times; let them bring every important case to you, but decide every minor case themselves." <i>Exodus 18:21-22</i>	"Often, institutions on a higher level make decisions about conditions on which the future of workers and their children depends. The workers themselves should share in deciding these conditions."  Second Vatican Council, <i>Joys and Hopes</i> , 68	As far as possible, decisions should not be taken at the highest levels, but by the people who are most affected.	1965: In this document from Vatican II—a major council of the world's bishops called by Pope John XXIII and completed by Pope Paul VI—the Church responded to a rapidly changing society.	David Booker helps communities in Nepal to rebuild their destroyed towns and villages... David says that it is important to involve the affected people right from the beginning and that listening to them produces the best results...
Stewardship of Creation	"Let us make humankind in our image, according to our likeness; and let them have dominion... over all the wild animals of the earth..." <i>Genesis 1:26</i>	"Each community can take from the bounty of the earth whatever it needs for subsistence, but it also has the duty to protect the earth and to ensure its fruitfulness for coming generations."  Pope Francis, <i>On Care for our Common Home</i> , 67	We are called to care for creation as stewards, not just as consumers.	2015: As world leaders prepared to discuss climate change, Pope Francis insisted on change... for the sake of the earth and its people.	The Diocese of Kitui in Kenya set up its Community Based Green Energy Project. Solar power now irrigates this greenhouse in Isiolo...
Rights and Responsibilities	"Speak out, judge righteously, defend the rights of the poor and needy." <i>Proverbs 31:9</i>	"The possession of rights involves the duty of implementing those rights, for they are the expression of a person's dignity. The possession of rights also involves their recognition and respect by other people."  Pope John XXIII, <i>Peace on Earth</i> , 44	When one person has a right, others have a responsibility to uphold that right.	1963: Soon after the US and Russia were on the brink of nuclear war, Pope John XXIII taught that everyone needs to be a peace-maker.	Fr Sterlin Londoño lives in the diocese of Quibdó, Colombia, where armed groups frequently intimidate and kill people in order to use their land...
Preferential Option for the Poor	"Jesus said: 'When you give a feast, invite the poor, the crippled, the lame, and the blind.'" <i>Luke 14:13</i>	"This is an option... to which the whole tradition of the Church bears witness. It affects the life of each Christian as he or she seeks to imitate the life of Christ. It applies equally to our social responsibilities and hence to our manner of living."  Pope John Paul II, <i>On Social Concern</i> , 42	To choose to consider the needs of the poorest and most vulnerable people first.	1987: Rich countries were working together across the world more and more. But the systems they set up to do this often made life harder for the poorest countries. Pope John Paul II called for justice.	In recruiting workers after Typhoon Haiyan, CAFOD's partner took into account the vulnerability of those who applied. As a result, women were hired in rural fishing communities where women are rarely paid for the work that they do.

## Ways to use the coloured cards (11-14)

### Definition starter

Before pupils enter, spread out on each group's table the dark blue (key principles) cards from their set of cards. As they enter the room, challenge pupils to arrange the cards to reveal a definition of CST (printed around the border) and to discuss what each of the principles might mean.

### Animation match

Give out one set of key principles cards per table of six pupils. Show the *CST in 3 minutes* animation from CAFOD's *People of God* website. Pupils must be first to pick up the relevant card when a principle is featured on the animation.

Afterwards, ask each pupil holding a card to recall what was said about that principle. Watch the animation again to fill in the gaps, pausing when necessary. The animation displays the titles of all eight principles on screen and covers human dignity, common good, and option for the poor in more detail.

### Principle understanding

Pupils use either the cards or the drag and drop activity on CAFOD's *People of God* website to match key principles to their descriptions (on the reverse of the red cards). Discuss.

### Diamond nine

Each group has the dark blue (key principles) cards plus one blank card. On the blank card they add one idea for a new principle. Arrange the nine cards in a diamond shape: one card on the top row, then two, three, two, one. At the top, the group places the card that it considers most important for building a just world. Justify choices.

### Principles and movies

Groups match the dark blue (key principles) and red (movie quotations) cards; turn over the movie quotations and read the key principle descriptions on the reverse. Check choices against the list overleaf to see whether key principles have been matched to the correct descriptions. Check understanding. How far does each movie quote sum up or challenge the principle? Challenge pupils to write their own definitions.

### Matching scripture to CST

Pupils take the dark blue (key principles) and green (scripture) cards and match them. They must justify their choices. Compare these with the choices of other groups.

Pupils then match the purple (CST quotations) to the pairs. Explain the links between the scripture and CST quotations. Can pupils show that CST is founded on scripture?

### CST in real life

Pupils match the purple (CST quotations) to the brown (CAFOD stories) and the dark blue (key principle) cards. In exercise books, explain how one key principle is lived out in the work of a CAFOD partner. How might pupils live out that principle in daily life?

### Imaginary scenarios

Each group chooses one turquoise scenario card, reads it and discusses the questions. Groups must feed back to the class, presenting their decisions as a drama or a cartoon and explaining which CST principle or principles it illustrates.

### Placemat consolidation

Give each pupil one CST placemat from CAFOD's *People of God* website. Leave scripture (green) and CST quotation (purple) cards on each table. Pupils each choose one card and answer the questions on their placemat. This could be used as a settling activity as pupils enter class. Alternatively, the placemat could be used as a reference throughout a unit on CST.

## Ways to use the white cards (GCSE)

### Reflective starter

Scatter the CST quotation cards around the room. Pupils have two minutes to circulate, with quiet music in the background, and choose the quotation that strikes them most. They should be prepared to share their reasons.

### Matching scripture to CST

Pupils match the key principles to scripture cards. Justify choices. Compare with the choices of other groups. Now they match the CST quotations to the pairs. Explain the links and the differences between the scripture and CST quotations. Why did Church leaders feel they needed to say more than just quoting scripture?

### CST documents and quotes

Pupils take the CST document description cards and match them to the CST document quote cards. Ask pupils to rewrite the quotations in their own words. Which key principle underlies each quotation? (There can be more than one correct answer).

### Timeline

Each group takes all the CST document description cards and places them in order of date to form a timeline. Read out the cards and see what was happening in the world. What social issues recurred through the decades? Group the cards to demonstrate this. Which issues did the CST documents address? Which issues does Pope Francis' 2015 encyclical address? Which social issues do pupils think should be addressed in the next encyclical?

### Diamond nine plus

Do the diamond nine exercise as for 11-14s above. Pupils answer the question or fulfil the challenge written below each principle.

### Principle posters

Give each pupil or each group the six cards related to only one principle. Using the information on the cards, challenge them to produce a poster that explains and illustrates the key principle for younger pupils.

### Full house

Each group of pupils sorts all 48 cards into sets of six cards for each key principle. Compare choices between groups. Justify choices.

### Animation extension

Show the *CST in 3 minutes* animation from CAFOD's *People of God* website as a reminder of what has been learned.

Challenge more able pupils to find out more about *Rerum Novarum*, the encyclical by Pope Leo XIII mentioned in the animation. They could research Cardinal Manning who became famous at this time for defending striking dock workers in London's East End.

Alternatively, watch the *Laudato Si'* animation and explore this encyclical and the Stewardship of creation principle in more depth.

These are just some of the ways you might use this resource in different lessons. Please let us know how you used the cards and share with us your own suggestions. CAFOD offers INSET/CPD on Catholic Social Teaching and other RE topics. Please contact us to find out more: [schools@cafod.org.uk](mailto:schools@cafod.org.uk)