The principles of Catholic social teaching

SOME SUGGESTIONS FOR STAFF FORMATION TO HELP INTRODUCE THE CARITAS RESOURCE ON CATHOLIC SOCIAL TEACHING 2014.
INTRODUCTION

The purpose of Social Justice Week is to draw the attention of the Catholic and wider community to a current social justice issue in the light of Catholic social teaching (CST), and to invite personal and communal reflection and response. Our goal in 2014 is to make Catholic social teaching more accessible for people. We hope to put a human face to the principles and help people to more fully engage with them in contemporary settings.

This booklet has been written for all staff teaching in Catholic schools for their ongoing formation. Ideas here will help grow awareness and inspire people to take action and apply CST principles in their lives. In order to recognise different entry levels for people there is a variety of resources to draw on.

WHAT MAKES A SCHOOL CATHOLIC?

The New Zealand Catholic Bishops Conference has provided guidance in their document *The Catholic education of school-age children* (NZCBC 2014) as to what makes a school Catholic. Monsignor Jim Cassin, the executive secretary to the Commission for Catholic Education and Formation of the Irish Episcopal Conference, gives a useful summary of this and writes:

Two of five essential elements are:
- The belief that we meet God in the ‘bits and pieces’ of everyday life. Our daily interactions, the sacraments, liturgy and prayers are all ways God approaches us and we approach God. (Para 8 & 9)
- The belief that we are saved as a community. We learn how to form a community of care, with special attention to those who have less, or are suffering. (Para 7; 76)

Practical applications of these elements are:
- Young people can hand on faith through experiencing ministry in social justice and in peer leadership. (Para 83)
- We deepen young people’s relationship with Jesus through intentional and systematic catechesis. (Para 61)

In addition our school will be able to recognise the following elements in our Mission and Vision.

‘For Catholic schools subsidiarity needs to be balanced by the principle of solidarity. Solidarity calls for a positive commitment to safeguarding the fundamental equality and rights of all, and the promotion of their human development. Solidarity coupled with the Church’s preferential option for the poor provide the detail needed to understand the full meaning of the common good for Catholic schools. (Para 82)
Facilitator’s notes for a staff meeting

Prepare prior to the staff meeting

- Read through all this material and decide how you will approach the meeting.
- Make copies of the handouts and distribute to staff to read through prior to the meeting.
- Encourage staff to bring along their questions and comments.
- Copy onto firm paper, then cut out and make sets of CST cards – enough sets for groups of 4 among the staff to play.

On the day of the meeting

- Create a prayer space in the room.
- Display the seven posters around the room.
- If possible have an internet connection in the room so that a small group can view the video clips from the Caritas website or download on a memory stick.
- Photocopy the handout for Activity 2 ‘Putting principles of CST into action in our school,’ for the staff.

Following the meeting

- Gather staff orders for copies of the materials and send through an order form to Caritas or order online www.caritas.org.nz
- Create a staffroom and/or foyer display for Social Justice Week.
- Continue the kōrero considering ways to increase understanding and application of these principles in your classes, school, community and parish e.g. students could create a powerpoint to be shown at Mass or at a ‘Meet the teacher’ evening; or prepare a noticeboard at school or in the church foyer which puts across a principle of CST. Change it every month.
- Try the suggestions for use of Caritas CST card game resource for prayers.
- Check out the YouTube clip http://www.youtube.com/watch?v=8NTWXILozHO

The Teacher’s pack of Caritas resources contains:

2. Templates for making card sets Y7-10 with notes ‘How to use the Caritas CST card game.’
3. Seven CST posters with notes ‘How to use these posters’.
4. Notes on ‘Follow up the CST videos’ for seven short videos online.
5. Leaflet on Catholic social teaching.

Other supporting resources in this booklet:

Outline for facilitating a staff meeting with the option for 25 mins or longer.

Staff liturgy using the theme of CST.

Song for Justice words.
Psalm 97: Verses and Response.
Putting principles of Catholic social teaching into action in our school.
Seven Catholic beliefs about people and their lives written for young people.

The Hazard – for guided meditation.

Victims of warfare or need
### STAFF MEETING IDEAS

Begin with a prayer. Prayer resources to choose from:

- **Booklet** with *Prayers for Social Justice Week* in the Teacher’s pack.
- **Scripture Luke 4:16-22.** Have a bible ready with this passage marked.
- **Psalm 97:1, 2, 8.** (Photocopy from the Master sheet in this booklet.)
- **Prayers of the faithful.** (Photocopy from the Staff liturgy in this booklet.)
- **A justice song** e.g. *Song for Justice* included in this booklet.

*Justice for all who are homeless*

### STARTER ACTIVITY

**Caritas CST card game.** Sitting in groups of 4 follow the game instructions and play for about 5 minutes. Ask what did you learn? Share responses as this will give you a sense of different entry levels.

### ACTIVITY 1: VIEW A VIDEO CLIP

View one of the seven short video clips. Discuss. Link to the matching CST poster.

Group responds to the text on the poster.

(This could be done as a post box activity in classes with all of the posters.)

### ACTIVITY 2: PUTTING CST INTO ACTION

Handout. Read the list of *Putting Seven CST principles into action*. If a large staff, divide into groups of six to work through some of these. Write up as ideas flow. Alternatively use as a post box activity.

**Longer meeting (45 mins)**

### ACTIVITY 3: SUPPORTING MATERIALS

Share with staff all the other resources in the Teacher’s pack. Brainstorm how each resource might be used in class, in the school, in the parish. You may prefer to break into smaller groups and take one resource each to talk over ideas and then share with whole staff.

The following resources are in the Teacher’s pack and online.

2. Templates for making card sets Y7-10 with notes ‘How to use the Caritas CST card game.’
3. Seven CST posters with notes on ‘How to use these posters.’
4. Notes on ‘Follow up the CST videos’ for seven short videos online.
5. Leaflet on Catholic social teaching.
ACTIVITY 4: HOW I WILL USE THESE MATERIALS

Allow time for each syndicate/teacher to share what the foci for their year level is.

They might:

- Decide how the key concepts will link with their RE strands being taught. See below for some examples.

- Decide how they will incorporate the See, Judge, Act – Tirohia, Wānangatia, Mahia slogan into their class management plan.

- Outline how they could link the principles to other learning areas such as The Arts-Ngā Toi or Social sciences - Tikanga-ā-Iwi.

Some examples from the Religious education curriculum include:

Y1-8 strands – Jesus Christ – Hēhu Karaiti; Church – Community of Disciples; Communion of Saints – Te Kōtahitanga o te Hunga Tapu.

Year 9. The Beginning of the Church in Aotearoa New Zealand

Year 10. Inspiring Men and Women
Look at the Gospel values and the CST principles showed by the inspiring people mentioned.

Year 10. Sinfulness and Reconciliation
Use examples using the newspaper activity to apply CST principles to different scenarios.

Year 11. Conscience, Morality and Decision Making
Develop skills for moral decision-making and include the application of human dignity to all issues of justice.

Year 12. Social Justice
How CST principles inform us and help us to reflect and respond to social issues of our time.

Years 12 &13. Biblical Studies
There are important links with Scripture (See p10 Seven Catholic beliefs about people and their lives written for young people.)

NOTES
**STAFF LITURGY**

The following is an adaptation of a plan written by Anne Kennedy for schools in the Dunedin Diocese in 2011. We thank Anne for allowing us to adapt for this booklet.

**You will need to prepare:**

Prayer focus.


Seven posters for Social Justice Week.

Place on individual staff chairs the following: School policy folder; copy of CST principles; world globe; staff prayer candle; crucifix; today’s newspaper.

*Let justice begin through me*

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**THEME: CATHOLIC SOCIAL TEACHING AND OUR SCHOOL**

**Leader**

Let us pray together.

God of justice, as we begin our work together on the theme of Catholic social teaching, we ask you to plant in our hearts a spirit of justice and compassion. Open our minds to how we can bring this into action in our school. We light this candle as a reminder of your presence among us today and throughout this year.

**Reader 1:** Let us view each of the seven posters and read around the group the named principle and the definition.

Take a few minutes to silently reflect on what you have seen and heard.

**Reader 2:** "A Reading from the Gospel of Luke" (Luke 4:16-22)

Finish with "The Gospel of the Lord."

**Response:** Praise to You Lord Jesus Christ / Whakamoemiti ki te atua.

**Prayer of the faithful**

As each prayer is spoken hold the symbol that is with you and when finished, place it on the prayer focus. (See list under Preparation section above.)

**Leader**

The response to our prayer is ‘That our school community live and proclaim justice, truth and love for all.’

**All**

That our school community live and proclaim justice, truth and love for all.

**Leader** E te Atua, we place these prayers today into your hands.
First person: (Holding up the school policy folder.)
For our planning, policies, practices and all we do this year to reflect the dignity and respect due to all members of our community, we pray:

All That our school community will live and proclaim justice, truth and love for all.

Second person: (Holding up the copy of CST principles.)
For the principles of Catholic social teaching to permeate our relationships with each other, with our children, with our community, we pray:

All That our school community will live and proclaim justice, truth and love for all.

Third person: (Holding a globe of the Earth.) We pray for a focus on stewardship of the earth so that we may deepen our understanding of how we can share our resources with those in need, we pray:

All That our school community will live and proclaim justice, truth and love for all.

Fourth person: (Holding a candle.) For this light of Christ to remind us of the human dignity and equality of all people, especially the children in our school, we pray:

All That our school community will live and proclaim justice, truth and love for all.

Fifth person: (Holding a crucifix.) For this image of Jesus suffering, to remind us of the suffering of the poor and vulnerable in our community and lead us to action that will bring about change, we pray:

All That our school community will live and proclaim justice, truth and love for all.

Sixth person: (Holding up the daily newspaper.)
For all those whose lives are in need of God’s love and compassion that we read about each day in the news – for those caught up in war, violence, tragedy, illness and death, we pray in solidarity:

All That our school community will live and proclaim justice, truth and love for all.

Leader Let’s take a moment to pray in silence or aloud other prayers we may have at this time.

Response
Let us conclude our liturgy by praying the Our Father together.

Closing
Choose to read Psalm 97 with the response together
The Lord brings justice to his people.

Psalm 97
The Lord is king! Earth, be glad!
Rejoice, you islands of the seas!
Clouds and darkness surround him;
He rules with righteousness and justice.

Response
Fire goes in front of him
And burns up his enemies around him.
His lightening lights up the world;
The earth sees it and trembles.

Response
Light shines on the righteous,
And gladness on the good.
All you that are righteous be glad
Because of what the Lord has done!

Response
Or sing or play a suitable piece to conclude this part of the meeting.
Suggestion: Song for justice by Colin Gibson.
**Song for Justice**

Let justice roll down like a river
Let justice roll down like a sea,
Let justice roll down like a river,
Let justice begin through me.

Justice for all who go hungry,
Crying to God to be fed,
Left in a world of abundance,
To beg for a morsel of bread.

Justice for all who are homeless,
Victims of warfare or need,
Trapped on the borders of nowhere,
Lost in the canyons of greed.

Justice for all who are powerless
Yearning for freedom in vain,
Plundered and robbed of their birthright,
Silently bearing their pain.

*Justice for all who go hungry*

![Image of a person cooking with a bowl and food]

*Justice for all who are homeless*

![Image of people in a tent and a table with supplies]

*Justice for all who are powerless*

![Image of a person smiling and holding a potato]

*Plundered and robbed of their birthright*

![Image of a group of people standing in a yard]

*Song for Justice*

![Image of a person cooking with a bowl and food]
PUTTING PRINCIPLES OF CATHOLIC SOCIAL TEACHING INTO ACTION IN OUR SCHOOL OF

To honour and act on the principle of Human dignity in our school we

To honour and act on the principle of Participation in our school we

To honour and act on the principle of Solidarity in our school we

To honour and act on the principle of Stewardship in our school we

To honour and act on the principle of Preferential protection for the poor and vulnerable in our school we

To honour and act on the principle of Subsidiarity in our school we

To honour and act on the principle of the Common Good in our school we
SEVEN CATHOLIC BELIEFS ABOUT PEOPLE AND THEIR LIVES
written for young people.

HUMAN DIGNITY
Every person is valuable to Creator God whether they are men or women, boys or girls, old, young, any race or religion, rich or poor, healthy or sick or differently abled. Every person has mana and is worthy of our respect. Galatians 3:28, Isaiah 42:1-4, Isaiah 43:4-7

PROTECTION OF THE POOR AND VULNERABLE
We need to find ways to help those who are poor, in danger, sick or frightened. We must protect them as part of our human family. Luke 6:17-26, Isaiah 58:6-8, 20, Isaiah 35:3-7, Ps 113:7-9

STEWARDSHIP
We do not own the land, the seas or the sky. We are kaitiaki. We must care for them so that all people who come after us can live well too. We need to share the water and food from this earth with the whole human family. Proverbs 3:9-10, Isaiah 55:1-6, Ps 104:27-30

PARTICIPATION
Everybody has a right and a duty to take part in their community and work together so that everyone can be happy. Everybody has the right to be included in activities and groups like schooling, work, culture, politics, or sports. Matt 52:32-39, Ps 67:1-7

SOLIDARITY
We belong to one big human family – one whānau. We need to support each other, no matter where we live in the world so that everyone can live peaceful, happy and useful lives. Matt 10:40-42, Eph:3:14-21, Ps 145:14-20

SUBSIDIARITY
People should have a say in decisions that affect them. As much as possible, communities should make decisions for themselves, rather than large organisations or governments making decisions for them. Ps 25:4-5, 9-10, Acts 15:6-13, Acts 16:4-6

COMMON GOOD
This principle is followed when decisions are made which are the best for everyone in the community or the country. These decisions do not put the rights of a few individuals above the needs of the whole group. Luke 15:1-6, Ps 32:8, Job 5:9-16, Acts 1:42-47

As a useful class exercise suggest to students that they locate other Scripture references to link with each principle. Use the newspaper to find images that go with these too.
GUIDED MEDITATION

How might we locate a ‘social justice’ heart?
Create a quiet space and use the following for guided meditation. Read each line with thoughtful and gentle expression.

THE HAZARD

I recall the words of Paul, “Let this mind be in you, which was in Jesus Christ.”

I ask the Lord to offer me his heart …
I see him take away my heart of stone …
Put in its place his heart of flesh …

I feel the strange sensation
Of returning to my world
With someone else’s heart …

I sense in me an urge to pray.
I hurry to my usual place of prayer
And feel my new heart doing unusual things …

I walk along a busy street.
The usual crowds are everywhere
And I look at them, to my astonishment,
In a strangely different kind of way today …
The sight of them awakens thoughts and feelings
Quite different from the ones I am accustomed to …

I set out for my home
And as I walk I look at trees and birds,
At clouds and animals and all of nature
With a different kind of vision …

At home
At work
I look at people I dislike
And see myself reacting differently …
The same thing happens.

I note that with this new heart of mine
I am strong in situations
That I formerly avoided …

There are occasions
When my heart dissolves in tenderness …
and others when it burns with indignation.

My new heart makes me independent:
I do not cease to be attached to many things …
But the clinging disappears
I feel free to let them go …
I try this out delightedly,
Moving from one attachment to another …

Then to my alarm, it steers me into situations
That get me into trouble …
I find myself involved in things
That put an end my desire for comfort …
I say things that antagonise …

Finally I come back to the presence of the Lord
To give him back his heart.
It was exciting to be fitted
With the heart of Christ himself.
But I know I am not ready for it yet.
I still need to protect myself a little …

But even as I take my poor heart back
I know that I will be a different person
From having felt, if only for a moment.

From Wellsprings: a book of spiritual exercises,
by Anthony de Mello, SJ
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Let justice roll down like a sea,
Let justice roll down like a river,
Let justice begin through me.

NOTES

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