

# 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 CST content now included in the RE GCSE, this is changing. CST is part of our Catholic young people's heritage.

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.

### Overview of the cards

This is a flexible resource for RE teachers exploring Catholic Social Teaching (CST) with their pupils. For 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 double-sided 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.

### How to use

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 last page of these notes.

### Printing instructions

**If using a few sets of cards in a class, we recommend you number each set in the box provided, to avoid sets getting mixed up.**

**The cards are two-sided. When printing out, remember to instruct the printer to use landscape format, double-sided and flip on the short edge. Then both sides will be the right way up.**

**Links to 11-14 RE:** These cards have been written with the RE Curriculum Directory in mind. They will link to many aspects of your schemes of work, including themes such as love of neighbour, poverty, justice, care of our common home, human dignity and other aspects of Catholic Social Teaching.

**Links to GCSE RE:** Links from each exam board's specification to various CAFOD resources are mapped on our website: [cafod.org.uk/secondary](http://cafod.org.uk/secondary)

# 11-14 years: Use coloured cards

Principle	Movie quote	CST quote	Scripture	Scenario	CAFOD story
<b>Common Good</b>	<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 has supported the Church's work in Syria right through the war to help civilians in need, whether Christian or Muslim. Neighbours have helped each other survive, whatever their faith.</p>
<b>Human Dignity</b>	<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." Saint 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>Having no toilet robs people of dignity as well as good health. New toilets at a school in Zimbabwe built with CAFOD's help are giving pupils privacy and hygiene.</p>
<b>Solidarity</b>	<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." Saint 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>Together with CAFOD, young people are telling their MPs to stand up for people in poverty, who are being hit hardest by the climate crisis.</p>
<b>Participation</b>	<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>CAFOD works to give women and children in Afghanistan the right to be treated equally and take a full part in society.</p>
<b>Subsidiarity</b>	<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>CAFOD supports the right of people in the Amazon to make decisions about things that affect their lives, like the protection of their environment and culture.</p>
<b>Stewardship of Creation</b>	<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>CAFOD has backed a group of young people to become "Guardians of the Atrato River" in Colombia, caring for their local environment.</p>
<b>Rights and Responsibilities</b>	<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." Saint 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>In the Ebola virus outbreak in DRC, a youth group was trained by CAFOD to take responsibility for teaching their community how to stay safe.</p>
<b>Option for the Poor</b>	<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." Saint 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>People with disabilities in Bangladesh may not get the same life chances as others. In poor communities, they may well be the poorest of all. CAFOD reaches out to these very vulnerable people with support and training.</p>

# GCSE: Use white cards

Principle	Explanation	Scripture	CST quote	Document summary	CAFOD story
<b>Common Good</b>	Whatever is needed for each and every person, and creation, to flourish.	"...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	1891: Soon after the Industrial Revolution, Pope Leo told employers to treat workers justly, benefitting both the poorest and society.	CAFOD is helping Ethiopian farmers to work together building irrigation systems to beat the drought. Work is shared and so are the benefits.
<b>Human Dignity</b>	Every human being has in-built dignity because she or he has been created in the image and likeness of God.	"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." Saint Pope John Paul II, <i>On the Hundredth Year</i> , 11	1991: As the Soviet Union ended, Saint Pope John Paul II said the failure of communism did not mean capitalism was right, for both can undermine human freedom and dignity.	Everyone wants to be treated with dignity. CAFOD works to give Rohingya refugees in Bangladesh the support and respect they need after fleeing persecution in Myanmar.
<b>Solidarity</b>	Not just doing things for other people but acting with them to build a more just world together.	"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." Saint Pope Paul VI, <i>The Development of Peoples</i> , 65	1967: More people now had TVs and saw images of hunger overseas. Saint Pope Paul VI called on countries to stand side by side to give poorer nations a fair share of the world's resources.	Backed by CAFOD, people in São Paulo, Brazil have formed strong community groups to help one another and win access to safe and decent housing.
<b>Participation</b>	People have a right and a duty to take part in shaping a more just and human society.	"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	1986: US Catholic bishops called for economic reforms so the poorest people would not be excluded. They said everyone should be free to take part in the public life of the nation.	With training from CAFOD, young Colombians are getting involved in building a better and more peaceful future for themselves and their country after decades of violence.
<b>Subsidiarity</b>	As far as possible, decisions should not be taken at the highest levels, but by the people who are most affected.	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	1965: The Church explored how individuals, families and communities could help build a more just society. Decisions should not only be taken at a high level, but by the people affected.	Supported by CAFOD, children in Peru are deciding what projects they most need to improve their lives. They are learning to plan and budget the work for themselves, and apply for grants.
<b>Stewardship of Creation</b>	We are called to care for creation as stewards, not just as consumers.	"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	2015: As world leaders prepared to discuss climate change, Pope Francis insisted on change... for the sake of the earth and its people.	Farmers in El Salvador are learning with help from CAFOD how to farm sustainably so they get better harvests and care for the earth as well.
<b>Rights and Responsibilities</b>	When one person has a right, others have a responsibility to uphold that right.	"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." Saint Pope John XXIII, <i>Peace on Earth</i> , 44	1965: Soon after the US and Russia had reached the brink of nuclear war, Pope John XXIII taught that each of us has a responsibility to work for peace.	Many widows like Garmah are evicted from home when their spouses die. CAFOD helped Garmah prove that she and her children had a legal right to stay in their home in Liberia.
<b>Preferential Option for the Poor</b>	To choose to consider the needs of the poorest and most vulnerable people first.	"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." Saint Pope John Paul II, <i>On Social Concern</i> , 42	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. Saint Pope John Paul II called for justice.	CAFOD works to help the very poorest communities in Zimbabwe, who have been hit by extreme weather, high prices and a weak economy. We want to reach those in most need.

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

### Definition starter

Before pupils enter, spread out on each group's table the grey (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 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 website to match key principles to their descriptions (on the reverse of the red cards). Discuss.

### Diamond nine

Each group has the grey (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 grey (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 grey (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 grey (key principle) cards. In exercise books, explain how one key principle is lived out in the work of a CAFOD overseas expert. How might pupils live 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 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 *Laudato Si'* address? Which social issues do pupils think should be the subject of 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 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 it 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)