



# Student Answer Booklet

NAME \_\_\_\_\_

# ACTIVITY 1.1: THREE QUOTES AND TAKE NOTES



“Injustice anywhere is a threat to justice everywhere.”

- **Martin Luther King Jr**

“If you are neutral in situations of injustice, you have chosen the side of the oppressor.”

- **Desmond Tutu**

“The first step toward change is awareness. The second step is acceptance.”

- **Nathaniel Branden**



1. What do you think these quotes say about our role in addressing injustice in society?

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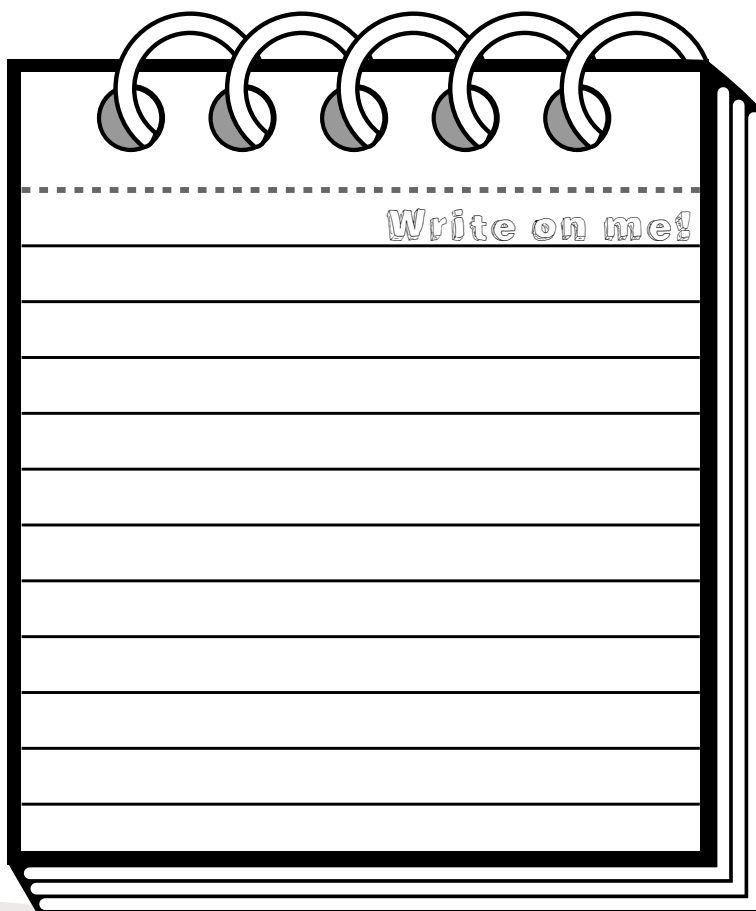
2. How can awareness, acceptance and taking a stand contribute to creating a more just and fair community?

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## ACTIVITY 1.2:

- › TAKE NOTES HERE
- › ON THE
- › PROBLEMS THAT
- › ARE FACED IN THE
- › DEMOCRATIC
- › REPUBLIC OF
- › CONGO FROM THE
- › CLASS SLIDES



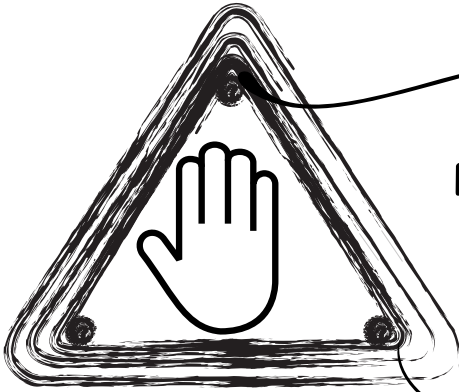
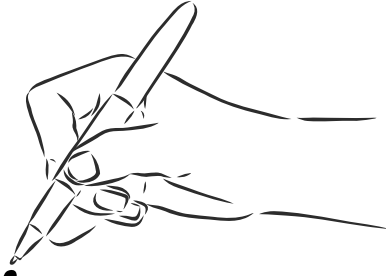
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# ACTIVITY 2.1 "A BETTER LIFE?"

Take a moment to read, understand and complete written answers for the three questions below.

These questions are focused on the impact of rules and systems on society, personal experiences, feelings and promoting fairness.

Think about the world around you and the way things work in our society.



Describe a time when rules or systems made life better?

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... How did that make you feel?

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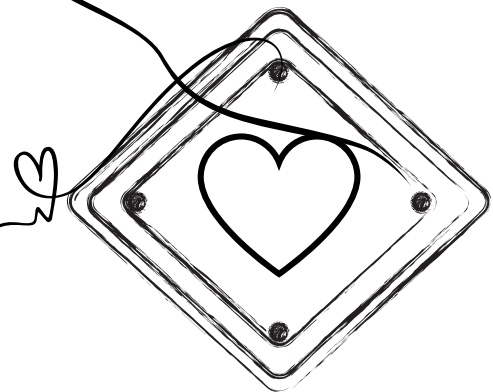
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In your view, what can we do to guarantee fair treatment and protection for individuals across our society?

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# ACTIVITY 2.2: IDENTIFY CST PRINCIPLES

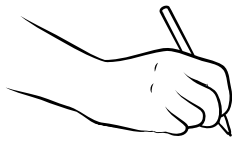
## Simplified Terms for Catholic Social Teaching Principles

“What does the Church have to do with it?”

(There are other words used for these principals, we will get to them later)

1. Treating People Well
2. Helping Everyone
3. Deciding Together
4. Helping Each Other
5. Protecting the Vulnerable
6. Caring for the Earth
7. Fair Working
8. Ensuring Everyone's Voice Counts
9. Making Peace
10. Working Together Worldwide

Write on me!




Class discussion: What are your initial thoughts on these principles?

# ACTIVITY 2.3: OPINION

Activity:

Think, Write, Share.

Read the following question	What's your response to the question	What does my partner think?	What will we share with the class
<p>Does the Catholic Church just help Catholics?</p> 			

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# ACTIVITY 2.4: OPINION 1

Opinion 1

JASPER Aged 42 from EVERTON

“The Catholic Church has a special belief: that every person, no matter who they are or what they believe, is important and should get help when they need it. It’s kind of like how we help our friends, even if they’re different from us. Imagine if we only helped people who are exactly like us. That wouldn’t be very nice, right? Well, the Catholic Church thinks the same way. They want to help everyone, not just Catholics, because they follow the teachings of Jesus, who told us to love our neighbours as ourselves.

When the Catholic Church helps people, they don’t ask, “Are you Catholic?” Instead, they ask, “Are you in need? Are you going through a tough time?” That’s because the Church wants to be like a big family that cares about everyone. It’s a bit like when we share our toys or help someone who’s fallen down, even if we don’t know them very well. Helping others, no matter who they are, is how the Catholic Church shows love and kindness in the world. It’s a way to make the world a better place, just like how we try to make our homes and schools better by being kind to each other. So, to sum it up, the Catholic Church believes in helping everyone because they believe that’s what love and kindness are all about – helping anyone who needs it, just like we’d want help if we were going through a tough time.”

Task: In the following list, you will find Catholic Social Teaching (CST) principles. Please carefully review Opinion 1 and Opinion 2, then identify and highlight the CST principles present in each opinion. Place a tick mark under the relevant opinion (1 or 2) next to the corresponding CST principles.

Opinion 1.

Opinion 2.

Treat People Well,  
Help Everyone,  
Decide Together,  
Help Each Other,  
Protect the Vulnerable,  
Care for the Earth, Fair Work,  
Everyone’s Voice Counts,  
Make Peace,  
Work Together Worldwide



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# ACTIVITY 2.4: OPINION 2

Opinion 2

JOHN Aged 32 from LEEDS

“I believe that the Catholic Church should prioritise helping Catholics first. It’s a bit like how families take care of their own members before helping others. One reason for my view is that resources, like money and time, are limited. So, I think it’s wise to use those resources to assist people who share our faith and beliefs. This can strengthen our Catholic community and preserve our traditions.

I also believe that when Catholics see the Church caring for them, they become more engaged and active in our Church’s activities, making our community even stronger.

Additionally, I’m concerned that helping everyone might dilute our Church’s identity and values. I want our Church to stay true to its teachings and maintain a strong sense of unity among its members.

In my perspective, it’s not that the Church doesn’t care about others; it’s more about taking care of our own, just like how we ensure our family’s well-being before helping outside folks.

However, I understand that not everyone shares this viewpoint. Some believe that the Church’s mission is to spread love and kindness to all, regardless of their religion. They think helping everyone is the way to live out Jesus’ teachings. Ultimately, it’s a matter of perspective, and there are valid arguments on both sides about whether the Catholic Church should primarily help Catholics or extend its assistance to a broader group of people in need.”

## SUMMARY TASK:

Complete the blank spaces with opinion one or two.

Both opinions reflect some Catholic social teaching, but Opinion \_\_\_\_\_ seems to match more closely. It talks about how everyone is important, the importance of helping everyone, and how the Catholic Church sees itself as a big family caring for everyone in need.

This connects with principles like “Help Everyone,” “Treat People Well,” “Everyone’s Voice Counts,” and “Make Peace.”

Opinion \_\_\_\_\_, on the other hand, focuses more on helping fellow Catholics and preserving the Church’s identity.

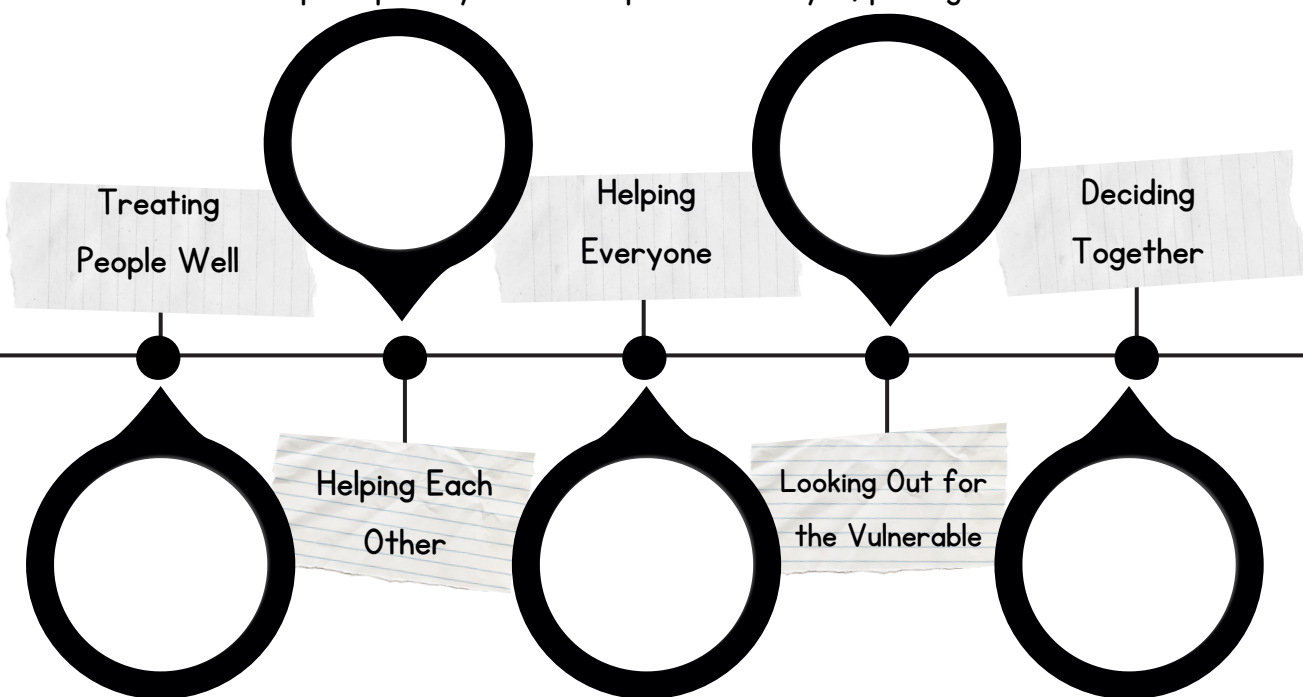
Opinion \_\_\_\_\_ seems to embrace the inclusive and universal ideas more.



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# ACTIVITY 2.5: WHAT'S IMPORTANT?

Order these CST principles by level of importance to you, placing its rank in the circle.



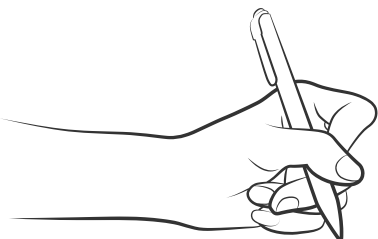
## “EXTRA LESSONS TO HELP”

In this scenario we see how these principles play out in a moral dilemma.

Answer the questions & vote for your preferred resolution to the dilemma with your class.

Imagine a school where there are limited spots for a special class to support study after-school program that helps struggling students.

There are two students in your class: Terry is very kind to others and “treats people well”, and the other John is struggling academically and could benefit from greatly from “help” with their lessons. Should you look out for Terry or John? There’s only one spot available.



What should the school do?  
Group discussion 3 minutes

Are either options wrong?  
Was one more right when compared with the other?  
Why do you think this?

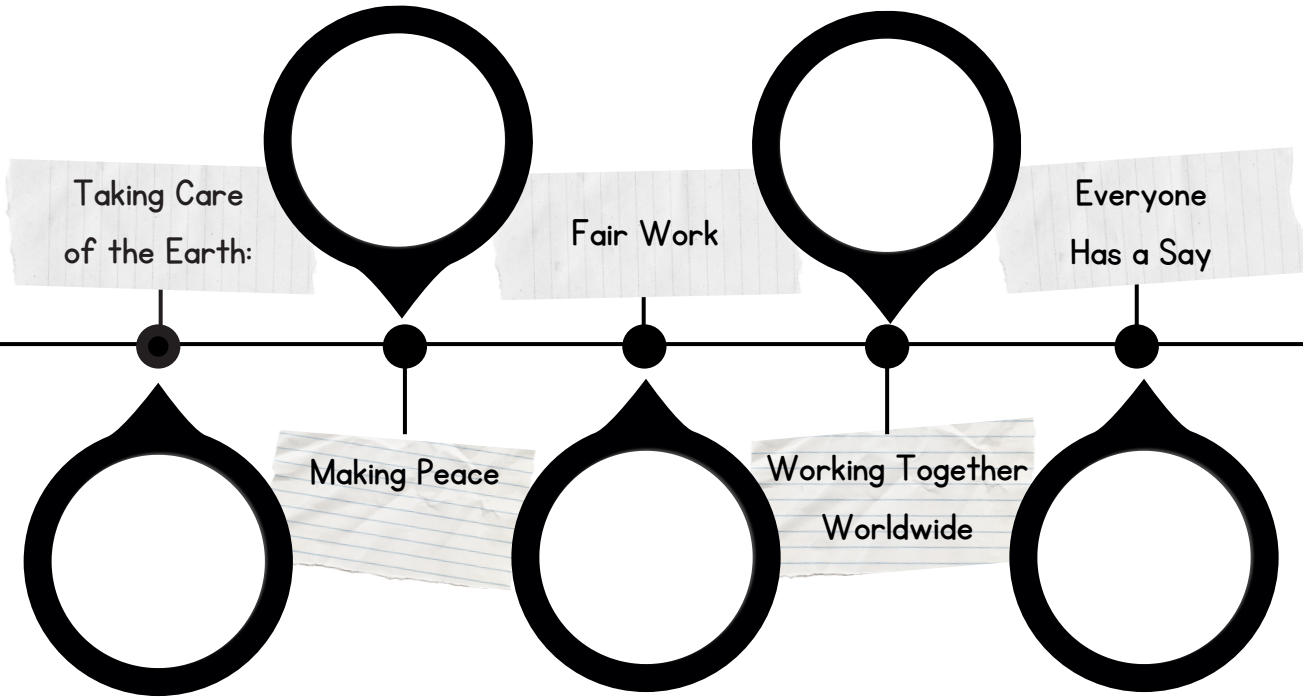
Write on me!



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# ACTIVITY 2.6 WHAT'S IMPORTANT?

Order these CST principles by level of importance to you, placing its rank in the circle.



## "DRAMA ABOUT DRAMA"

In this scenario we see how these principles play out in a moral dilemma. Answer the questions and vote for your preferred resolution to the dilemma with your class.

**Everyone Has a Say:** Some drama club members believe that everyone in the club should have a say in choosing the play. They argue that it's important to listen to the voices of both those who want the musical and those who prefer the dramatic play. They believe in respecting everyone's opinions.

**Making Peace:** Other members are concerned that if they choose the lively musical, it might lead to disagreements and conflicts because not everyone can sing or dance well. They think that choosing the quieter, dramatic play is a way to avoid potential disputes and maintain harmony in the club.



Group discussion 3 minutes

Are either options wrong?

Was one more right

when compared with the other?

Why do you think this?

Write on me!



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# Catholic Social Teaching Terminology CROSSWORD

## ACTIVITY 2.7



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A crossword puzzle grid with 10 numbered clues. The grid is partially filled with letters from the answers. The clues are:

- 1. Fair treatment at the job. (Down)
- 2. Taking care of the Earth. (Down)
- 3. Sticking together and helping those in need. (Across)
- 4. Making peace instead of fighting. (Down)
- 5. Everyone's value, no matter who they are. (Down)
- 6. Making choices closer to home. (Across)
- 7. What's best for everyone in a group. (Across)
- 8. Everyone joining in decisions. (Across)
- 9. We're all connected around the world. (Down)
- 10. Giving extra care to those who have less. (Across)

The grid shows the following letters filled in:

- Across 10: H, U, M, A, N, D, I, G, N, I, T, Y
- Across 6: C, O, M, M, O, N, G, O, O, D
- Across 7: S, U, B, S, I, D, I, A, R, I, T, Y
- Across 8: S, O, L, I, D, A, R, I, T, Y
- Down 1: F, A, I, R
- Down 2: C, A, R, E
- Down 4: P, E, A, C, E
- Down 5: E, V, E, R, Y, O, N, E
- Down 9: G, L, O, B, A, L

Labels "Across" and "Down" are placed at the bottom of the grid.

### ANSWERS

- Human Dignity
- Common Good
- Subsidiarity
- Solidarity
- Option for the Poor and Vulnerable
- Stewardship of Creation
- Dignity of Work and Rights of Workers
- Participation
- Promotion of Peace
- Global Solidarity

- 3. Sticking together and helping those in need.  
(10 letters)
- 6. Making choices closer to home.  
(12 letters)
- 7. What's best for everyone in a group.  
(10 letters)
- 8. Everyone joining in decisions.  
(13 letters)
- 10. Giving extra care to those who have less.  
(29 letters)

- 1. Fair treatment at the job.  
(29 letters)
- 2. Taking care of the Earth.  
(21 letters)
- 4. Making peace instead of fighting.  
(15 letters)
- 5. Everyone's value, no matter who they are.  
(12 letters)
- 9. We're all connected around the world.  
(15 letters)

# ACTIVITY 2.8 MATCHING TERMS

## Catholic Social Teaching Terminology

Check your understanding by matching terms from the list below and the list to the right

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Individual task Catholic Social Teaching Terminology "Matching terms"

1. Make Peace
2. Help Each Other
3. Protect the Vulnerable
4. Treat People Well
5. Work Together Worldwide
6. Help Everyone
7. Care for the Earth
8. Fair Work
9. Everyone's Voice Counts
10. Decide Together



- a. Human Dignity
- b. Common Good
- c. Subsidiarity
- d. Solidarity
- e. Option for the Poor and Vulnerable
- f. Stewardship of Creation
- g. Dignity of Work and Rights of Workers
- h. Participation
- i. Promotion of Peace
- g. Global Solidarity

ANSWERS Catholic Social Teaching (CST) definitions:  
1 - (i) 2 - (d) 3 - (e) 4 - (a) 5 - (j) 6 - (b) 7 - (f) 8 - (g) 9 - (h) 10 - (c)

# ACTIVITY 3.1 VIDEO: ACN IN THE DRC

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1. What two types of help does ACN provide in the DRC?

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2. What two examples are provided to illustrate the activities undertaken by boys and girls instead of their attendance at school?




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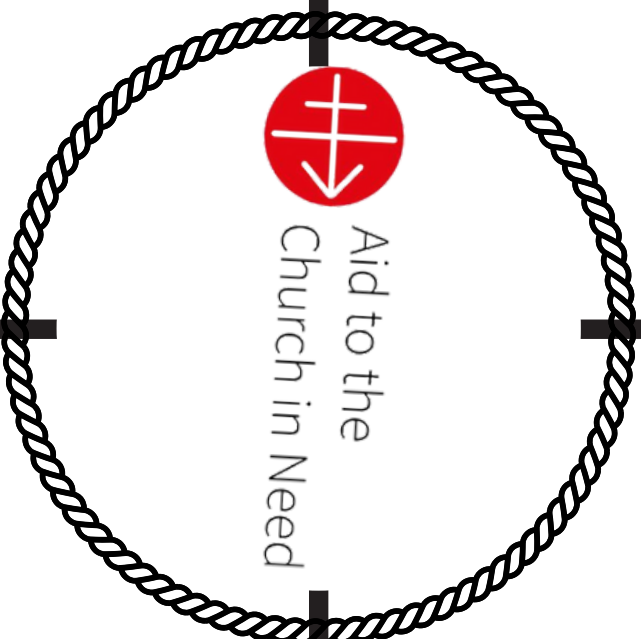
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Definition in your own words

Facts/ Characteristics

Examples

Non- Examples



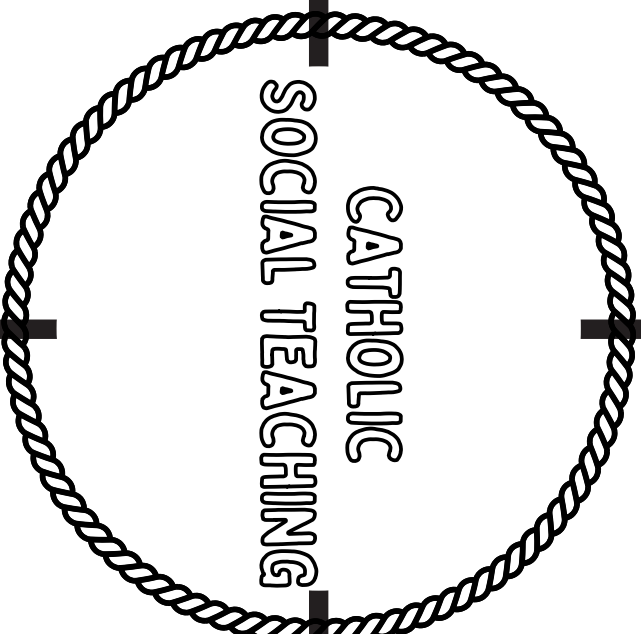


Definition in your own words

Facts/ Characteristics

Examples

Non- Examples



# WHAT ACN OFFERS

## IN THE DRC

Christine du Coudray, ACN's representative in the Democratic Republic of the Congo, shared her observations after visiting the Kasai region. The country is vast but struggling, despite its wealth in minerals. The region she visited faces isolation and poor infrastructure. The people display remarkable resilience, like young cyclists transporting heavy loads across long distances. The recent change in leadership following Joseph Kabila's decision not to stand for elections was relatively peaceful.



**FOR 28 YEARS,** Christine du Coudray worked at the international headquarters of Aid to the Church in Need (ACN) as head of projects for Africa.

*"No matter how important the financial aid from our benefactors was and still is, we are there to listen to the bishops, the priests and the religious sisters, to share in their daily lives and to understand their needs,"*

### What impact does ACN have in this article?

As you read the newspaper text, highlight any words that you don't understand.

These are the words that might be a bit tricky for you. Also, highlight the most important words or phrases that tell you the main ideas in the text.

Afterwards, we'll write down these tricky words on the board so that your teacher can help you understand them better.

Your teacher can then explain and give you more information about these key terms and make sure you fully grasp the main ideas in the text.

### CHALLENGES

However, the Catholic Church faces challenges, particularly in the Kasai region, where infrastructure issues compound the Church's work in various areas, from social to political. Despite these challenges, many priests are doing exceptional work, such as Father Apollinaire Cibaka, who runs various projects, including schools, orphanages, and environmental initiatives.

### CLERGY HELP

ACN supports the Church in improving living conditions for priests, aiding their formation, and helping religious brothers and sisters. ACN also addresses the aftermath of tribal violence in the Kasai region, where long-term healing is required. Overall, ACN accompanies the local Church in its mission of new evangelization.



# HELPING IN THE CONGO

Religious Education  
Worksheet

## WHAT IS HAPPENING?

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### What impact does ACN have in this article?

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### READERS POEM

Food, vehicles, and work  
for those who pray, In  
Congo's heart, ACN lights  
the way.

Building schools, aiding  
souls, their mission  
grand, In the face of  
challenges, they stand  
hand in hand

### IMPRESSIVE WORK:

- ACN helps Congo, a place with many diamonds but also poverty.
- Priests like Father Apollinaire Cibaka are doing great work.
- They've built schools, orphanages, health centers, and helped many people.
- They care for albino children, abandoned kids, teenage mums, and women.
- They even improved a prison and protected the environment by planting trees.
- People's courage and hard work in tough situations are inspiring.

### CHURCH

- ACN improves priest training places, like adding bathrooms and showers.
- They give priests vehicles and money for Mass (church service) costs.
- They also send teachers for training in Rome.
- They provide things nuns need, like food and vehicles. Help with jobs like gardening and baking.
- ACN does many things to help building schools. They face challenges but keep doing important work.

### DIFFICULTIES

- A seminary (a school for priests) got attacked after ACN's visit.

### TYPES OF AID

- They focus on training priests and helping them live better.
- They support sisters and catechists and follow Pope St. John Paul II's teachings on families.

### ARTICLE VOCABULARY

#### ENVIRONMENTAL INITIATIVES:

"Environmental initiatives" refer to projects or actions aimed at improving or protecting the natural environment, such as efforts to reduce pollution, conserve resources, or promote sustainable practices.

#### EVANGELIZATION:

"Evangelization" is the act of spreading the Christian gospel or promoting Christian beliefs. In this context, it refers to the mission of promoting Christian values and teachings.

#### INFRASTRUCTURE:

"Infrastructure" refers to the basic physical structures and facilities needed, such as roads, bridges, schools, and hospitals. In the passage, it mentions poor infrastructure in the Kasai region, indicating that the area lacks essential amenities and services.

#### TRIBAL VIOLENCE:

"Tribal violence" refers to conflicts or hostilities between different tribal or ethnic groups. In the Kasai region, it is mentioned that there has been tribal violence, indicating clashes or disputes among local tribal communities.





# OUR REGIONAL ACTIVITIES

Religious Education  
Interactive worksheet

ACN

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## CATHOLIC SOCIAL TEACHING

### REAL WORLD EXAMPLES OF SUBSIDIARY

#### How is Subsidiarity applied in practice?

As you read the newspaper text, highlight any words that you don't understand.

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A shadow of suspicion is cast upon neighboring nations, accused of fueling and orchestrating these armed groups. Puzzlement shrouds the Congolese state's choices—to invite foreign armies with unknown intentions despite the lifted embargo on arms procurement. The question looms: Why relinquish the mantle of national security?

Nature's fury adds to the tragedy. The devastating floods and mudslides of May 2023 claim hundreds of lives, largely due to infrastructure decay. Amidst these calamities, the bishops stand convinced that proper land management and environmental care could have averted the loss.

With a solemn tone, the bishops direct their gaze to the horizon, where the presidential elections loom large. Yet, concerns grow like storm clouds. They question the fairness of the process, highlighting flaws in voting materials, machinery quality, agent efficiency, and the premature closure of voter enrollment.

A broader audience is addressed—the international community. A poignant reminder is sounded: Congo is a sovereign entity, not a land to be plundered without consequence. Corporations profiting from resource exploitation are condemned, echoing the plea of Pope Francis during his visit: "Africa is not a mine to be exploited, nor a land to be pillaged."

## THE CALL FOR RESPONSIBILITY:

### VOICES OF HOPE FROM THE DRC

In the heart of the Democratic Republic of Congo (DRC), nestled within the eastern province of Bukavu, a powerful narrative unfolds. It's a tale of resilience and hope, penned by the unyielding voices of the region's bishops. These spiritual leaders, guardians of their people's faith, have cast a spotlight on a government seemingly adrift in the face of mounting challenges.

Amidst the echoes of an ordinary session's end, bishops from six dioceses across the DRC—Bukavu, Butembo-Beni, Goma, Kasongo, Kindu, and Uvira—unite to deliver a message of urgency to their nation's leadership. These dioceses are situated in the North and South Kivu regions, on the border with Rwanda, a land blessed with bountiful natural treasures.

Yet, these blessings have transformed into a curse for the people of these lands. A treasure trove of vital minerals, including the precious coltan required for high-tech marvels, has become the catalyst for tragedy. Armed militias have seized territories, ensnaring the innocent in their clutches of violence.

The Congolese Church, an anchor of society, speaks out boldly. Their words, conveyed to the pontifical foundation Aid to the Church in Need (ACN), openly denounce the government's inability to shield its citizens from these harrowing circumstances. The repercussions resonate deeply within the faithful.

The guardians of peace, the security forces, find themselves powerless in the face of relentless armed groups seeking to control swathes of Congolese land. Their aim? To sow the seeds of secession through terror-driven politics.

The tale turns darker, with cruel actions perpetrated against innocent lives and the church itself. "Pastoral work is disrupted by the cruelty of ADF-NALU and other armed groups, mercilessly taking lives," the statement laments, highlighting the brutality even in close proximity to security forces meant to protect.

And thus, this tale of DRC unfolds—where bishops stand as beacons of hope, their words resounding across the lands, urging responsibility, justice, and a brighter future for all.



# LOCAL SOLUTIONS PREVAIL

## SUBSIDIARITY IN ACTION

### How is Subsidiarity applied in practice?

As you read the newspaper text, highlight any words that you don't understand.

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## OPINION PAGE ON CATHOLIC SOCIAL TEACHING

In the world of decision-making, a simple idea emerges: let those closest to a problem handle it. This concept, known as subsidiarity, is alive in the recent actions of the Democratic Republic of Congo (DRC) Bishops.

### CHURCH HOLDS GOVERNMENT

#### ACCOUNTABLE

- ✓ The Church leaders in Congo aren't waiting for far-away officials to solve problems.
- ✓ They're using subsidiarity by speaking up about important issues like violence, land, and disasters. Instead of waiting, they're saying,
- ✓ "We know our region best, and we need to make things better."

### DEMOCRATIC REPUBLIC OF CONGO

Population: Approximately 89 million people (2021 estimate)

Area: About 2.3 million square kilometers (approx. 0.9 million square miles)

Religion: Predominantly Christian, with a mix of Catholicism and Protestantism, as well as indigenous beliefs.

### DEFENDING CONGO'S RESOURCES

The bishops are asking the world to let Congo make its own choices about its land and resources. They're saying that outsiders shouldn't take advantage.

This idea is like subsidiarity, which says that decisions about something should be made by the people closest to it.

### BISHOPS RECOMMEND SUBSIDIARITY

#### Taking Charge During Disasters

- ✓ The bishops are also saying that local officials should manage disasters.
- ✓ They're upset that recent problems were handled poorly.
- ✓ This is subsidiarity in action, where people who understand the area best should fix problems there.

#### Watching Over Elections

- ✓ When it comes to elections, the bishops are pointing out problems with how things are done.
- ✓ They're saying that local conditions should be considered.
- ✓ This matches subsidiarity, where decisions should fit with the place they're happening.

## SUMMARY

The bishops are using subsidiarity. They're saying that local people should fix local problems. This idea recognizes that those who understand an issue best can find the right answers.

Religious Education  
Interactive worksheet

[www.acn.org](http://www.acn.org)

# ACTIVITY 5.4 COMPLETE THE CONVERSATION

## TASK: WRITE THE LETTER BESIDE THE MISSING WORD

(THE 1ST ONE HAS BEEN DONE FOR YOU)

Question 1: Church's Response to Government Inaction: How do the Congolese Church's local bishops use the idea of "deciding together" (subsidiarity) to address urgent issues and express concerns about the government's lack of action?

Missing words:

- B. 1. Government
- 2. Local Bishops
- 3. Making Decisions Together
- 4. Violence

1

"Absolutely. The Congolese Church, represented by different bishops, is taking the approach of subsidiarity, which means **\*\*\*A\*\*\***. Instead of waiting for the national **\*\*\*B\*\*\*** to handle urgent issues like **\*\*\*C\*\*\***, territorial control, and disaster response, the Church's **\*\*\*D\*\*\*** are stepping up. They're speaking out and calling for responsibility."

2

Missing words:

- 1. Natural disasters
- 2. Care for the land
- 3. In touch with the needs of their region

TASK: WRITE THE LETTER BESIDE THE MISSING WORD

3

Missing words:

- 1. Represented Democratically,
- 2. Upcoming Elections,
- 3. Values Should Shape

4

PLENARY TASK ..  
PLEASE RETURN TO ACTIVITY  
4.1 FOR YOUR PLENARY  
TASK ACTIVITY 5.5

Missing words:

- 1. Resources
- 2. Subsidiarity
- 3. Respect
- 4. Companies Profiting
- 5. Power