

ACN AND CST

Aid to the Church in Need: Sixth Form Core Religious Education (CRE)

INFORMATION AND RED 'TO KNOW YOU MORE CLEARLY' CURRICULUM LINKS.



Aid to the
Church in Need

ACN UNITED KINGDOM



ACN

How does this course support the Draft CRE RED Directory?

As this course shows a Catholic Social Teaching (CST) in action, it clearly demonstrates a way in which the Body of Christ look after its members in need. Taking Pope Francis' reminder that 'traditional sources of authority' can be regarded by the young with 'suspicion', the lessons are oriented towards presenting a living body of beliefs which should appeal to reason and then their corresponding actions. As the students progress through the course, the fruits of CST will become increasingly evident as will its impact on the common good. The principles of CST are presented in an accessible way and the exercises give students space to respond.

Students will be invited to reflect on the past and present influences that shape the life and culture in the Democratic Republic of Congo (DRC). For educators who wish to use this course as a springboard for further development of the Theology, Philosophy, Sociology and Diological lenses. Some suggestions for development are given below, encompassing three of the Curriculum Branches: 'Creation and Covenant', 'Prophecy and Promise' and 'To the Ends of the Earth'. Due to time constraints, teachers could choose one branch on which to focus and develop. The questions in the grid below are not explicitly referred to in the lesson plans, so teachers can adapt according to the needs of their learners.

Is this resource suitable for all learners?

This resource includes differentiated assessment questions, literacy support is available within the tasks and the Structure of Observed Learning Outcomes (SOLO) taxonomy is used throughout. This will enable teachers to measure and enhance learning by categorising students' understanding into five levels, from basic to advanced. Literary support is given throughout, and the additional materials provide the opportunity for advanced and extended learning.

The extension course provides opportunities for groups, classes and Membership Schools to consolidate their understanding of CST. These materials also provide opportunities for student-led Prayer and Liturgy, extended writing, further debate and an exploration of "Rerum Novarum,"

"Quadragesimo Anno," "Populorum Progressio," "Laborem Exercens," "Sollicitudo Rei Socialis," "Centesimus Annus," "Caritas in Veritate" and relevant texts from DOCAT. If you would like to access these additional materials free of charge by becoming a member you can do so by becoming an ACN Member School: please contact marie.fahy@acnuk.org

Does this course meet general aims for Sixth Form Core Religious Education?

- The content is current and engaging and it provides a comprehensive understanding of CST.
- The lessons are designed to enable learners to make links between beliefs and practices and to grasp better the universality of the Church.
- The work of ACN is made visible, so that the learners' personal and collective efforts to be charitable (and to follow the teaching of Jesus and the Church), can be put into context.
- These lessons actively "present an authentic vision of the Church's moral and social teaching so that students can make a critique of the underlying trends in contemporary culture and society."
- Through the activities, students will be asked to reflect critically and articulate the relationship between faith and life, and between faith and culture.
- This course offers space to reflect on the social and moral teaching of the Church in contrast to the influence of global economic and technical forces which shape the geopolitical landscape of the world.
- The suggestions for the dialogical lens allow for reflection, investigation and engagement with the relevant teachings found in Judaism, Sikhism and Islam.

How does this course relate to the 2022 Religious Education Curriculum Directory?

This course allows individual schools and dioceses to decide how best to maximise the curriculum branches. Themes from the content are detailed below and could be developed into a specialised study of the relevant branches. It is suggested that teachers choose relevant questions (in green below) to develop as they teach the lessons, or that they read through the information below with learners prior to beginning the course and decide in collaboration which areas of study they wish to engage independently or in groups.

CREATION AND COVENANT: NATURAL RESOURCES & EXPLOITATION

CURRICULUM BRANCH & OVERVIEW	THEOLOGY	PHILOSOPHY
<p>Consider the fact that all creation is made good and that all people have intrinsic dignity as children of God. In <i>Laudato Si</i>, Pope Francis emphasises the ‘profound teachings about human existence...They suggest that human life is grounded in three fundamental and closely intertwined relationships with God, with our neighbour and with the earth itself...’ (115) The rupture in this relationship is sin.</p> <p>The beauty of creation is particularly evident in the DRC as it has exceptional natural resources, including minerals such as diamonds, copper, gold, cobalt, hydropower potential, significant arable land, immense biodiversity, and the world’s second-largest rainforest. Despite this, the DRC is among the five poorest nations in the world and despite the extreme</p>	<p>1. What essential truths found in Genesis have compelled the bishops of the DRC to help those who are being exploited by unfair economic systems?</p> <p>The Catechism of the Catholic Church states: “In the beginning God entrusted the earth and its resources to the common stewardship of mankind to take care of them, master them by labour, and enjoy their fruits. The goods of creation are destined for the whole human race. However, the earth is divided up among men to assure the security of their lives, endangered by poverty and threatened by violence. The appropriation of property is legitimate for guaranteeing the freedom and dignity of persons and for helping each of them to meet his basic needs and the needs of those in his charge.</p>	<p>1. Should people of good will boycott mobile phones made with coltan from the DRC?</p> <p>Read the quotes from Pope Francis and Benjamin Browning below and discuss:</p> <p>2. Why do you think human beings tend to want more though experience teaches that ‘having things’ doesn’t lead to lasting happiness?</p> <p>3. St Aquinas said, “The things that we love tell us what we are.” What does this say about materialism?</p> <p>Pope Francis said: "Whenever material things, money, worldliness, become the centre of our lives, they take hold of us, they possess us; we lose our very identity as human beings." When materialism takes over, we "end up becoming self-absorbed and finding security in material things which ultimately rob us of our face, our human face." The human person is "made in the image and likeness of God, not in the image and likeness of material objects, not in that of idols!" he exclaimed. Too much concern for material things can lead us to "lose the memory of God." With this forgetfulness, Christians "become empty; like the rich man in the Gospel, we no longer have a face!"</p>

<p>poverty of its population, DRC is one of the world's main exporters of numerous valuable natural resources, such as coltan, cobalt and lithium.</p> <p>Coltan is the source of tantalum, which is a mineral essential to the manufacture of smartphones (and, to a lesser extent, computers). Both tantalum and cobalt are used to keep rechargeable batteries powered. By extension, the DRC powers our phones, producing 67% of the world's coltan and over 70% of the world's cobalt.¹</p> <p>Despite this being a lucrative industry, the hundreds of thousands of Congolese — many of whom are children — working in these mines are not seeing adequate compensation for their work. Many aren't paid at all.²</p>	<p>It should allow for a natural solidarity to develop between men.” (2402)</p> <p>2. Discuss the issues that arise from this belief with reference to 'ownership' and 'gift' and explained by Fr Mike Schmitz in the video below:³</p> <p><u>HOW TO BE A STEWARD</u></p>	<p>Benjamin Browning (Philosopher)</p> <p>“Consumer culture promises to provide us with this elusive happiness, so long as we can afford to pay. Advertising is filled with images of smiling, happy people. Buy this product, the voice of the culture whispers, and you can be this happy too. Yet even the wealthy, conspicuous consumers, who can afford the most sumptuous lifestyles, the widest array of products, and the highest rates of consumption, still seem to be plagued with unhappiness. Alongside the purchases of designer handbags and expensive wines, their credit card bills list antidepressants and visits to therapists.”⁵</p> <p>Business Ethics:</p> <p>4. What is Corporate Social Responsibility (CSR)?</p> <p>5. Why does Environmental and Community CSR theories or Environmental, Social and Governance theory not protect workers in the DRC and what could be done?</p> <p>6. Do the economics of supply and demand always have to usurp human dignity without the pressure of public relations?</p> <p>Business Ethics – A Level Philosophy & Religious Studies (alevelphilosophyandreligion.com)</p> <p>Human Dignity</p> <p>7. What are the ethical issues connected with the integrity of the human body in the DRC, e.g. kidnapping, rape, violence and exploitation? How can the world respond? What questions need to be asked? What questions arise as for you?</p> <p>8. What are the ethical issues connected with the sanctity of life?</p> <p>9. What are the ethical issues connected with the dignity of human beings?</p>
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10. What are the ethical issues connected with the communal dimension of moral life, for example, freedom of religion/conscience, limits of freedom and natural law?

PROPHECY AND PROMISE: THE WORK OF ACN IN THE DRC

CURRICULUM BRANCH & OVERVIEW	THEOLOGY	SOCIOLOGY
<p>The Congolese Church leaders highlight the heroism of the priests and religious who carry out their mission in territories controlled by M23 and ADF and restate their confidence in the fact that most of the population sees the Catholic Church “as an institution that tirelessly defends the people’s interests.” The Church continues to work “[with] the displaced, who exceed two million in the dioceses of Butembo-Beni and Goma alone.”</p> <p>The Vicar-General of Goma, Father Henri Chiza Balumisa, who is also an ACN project partner, explains that “the insecurity cannot keep the Church from doing its job; on the contrary, it should remind it of its mission. When nothing else is working well, the importance of the Church stands out. We are grateful to our brother priests who live in difficult situations, risking their lives and afflicted by fear. They remain here. They call me and the bishop to share their situations with us, but they never show the smallest intention of abandoning the People of God. They are here to share in the suffering of the people. It is in these moments of suffering that the Church wants to be the salt of the earth.”</p>	<p>1. What essential truths found in Genesis have compelled the bishops of the DRC to help those who are being exploited by unfair economic systems?</p> <p>In 2009, Pope Benedict XVI said that the best way to achieve world peace was through the elimination of poverty. He stressed that humanity is one family and that helping people in developing nations would help create “a world that is more just and prosperous for all.” He makes his point with a vivid image: “It is utterly foolish to build a luxury home in the midst of desert and decay.” He emphasizes that concern for the welfare of poor persons strengthens the common good of all</p>	<p>1. Read Fr Oliveira’s account of violence against poor and defenceless communities: ‘Terror Is Widespread.’</p> <p>David C Korten, a critic of corporate globalisation, believes that development needs to be more ‘people centered’. He said:</p> <p>“As corporations gain autonomous institutional power and become more detached from people and place, the human interest and the corporate interest increasingly diverge. It is almost as though we were being invaded by alien beings intent on colonising our planet, reducing us to</p>

<p>Father Balumisa stresses that members of his diocese feel abandoned by the rest of the world, but not by ACN’s donors, and points to the aid they have received from the organisation. “I would like to take this opportunity to thank ACN, which stands out for its support, for its presence and effort in supporting our pastoral work through Mass stipends, to improve the quality of life for our priests. Our faithful are aware of the support they receive from Christians in other parts of the world, and they are very grateful.”⁶</p> <p><i>The Democratic Republic of the Congo received about £3.1M from ACN in 2023. ACN’s aid went to 42 of the country’s 48 dioceses and funded a total of 251 projects. The foundation has made a special effort to strengthen the Church’s presence in regions abandoned by the government. (Sina Hartert)</i></p>	<p>and that addressing the needs of the most vulnerable improves the health of all. In the face of seemingly “either/or” choices, Catholic social teaching proposes “both/and” solutions.⁷</p> <p>2. How does ACN embody the words of Pope Benedict XVI? Information about ACN: Aid to the Church in Need About us (acnuk.org)</p> <p>3. How would the world be different if governments were guided by CST?</p>	<p>serfs, and then excluding as many of us as possible.”</p> <p>Korten believes that development needs to be more ‘people centered’. He suggests that people should have more of a say in how their communities (and countries) develop, and play more of a role in the process of development.</p> <p>2. Contrast and compare this view with CST.</p>
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TO THE ENDS OF THE EARTH

CURRICULUM BRANCH & OVERVIEW	THEOLOGY:	DIOLOGICAL
<p>CST came from a need to protect human dignity and has developed as a response to specific industrial, technical and economic realities. The principles which have been developed over three centuries are found in Encyclicals/Documents. Here the Church's guidance on social justice is articulated and applied in diverse historical settings. These documents represent the evolving teachings of the Catholic Church on social issues over the years. They emphasise the dignity of the human person, the common good, solidarity, subsidiarity, and the preferential option for the poor. They offer guidance on addressing economic and social challenges in a way that aligns</p>	<p>“Poverty is an interior attitude that avoids looking upon money, career and luxury as our goal in life and the condition for our happiness. Poverty instead creates the conditions for freely shouldering our personal and social responsibilities, despite our limitations, with trust in God’s closeness and the support of his</p>	<p>For Sikhs, selfless service to others is a core principle and all Sikhs are strongly encouraged to help anyone in need.</p> <p>1. Find out if there is a Langar or ‘Community Kitchen’ in your area. What provisions are</p>

with CST principles.

1. "Rerum Novarum" (1891):

Theme: The rights and duties of workers, the just wage, and the dignity of labour.

Key Points: Addresses the challenges of industrialisation and worker exploitation. Emphasises the dignity of work, the right to just wages, and the role of the state in protecting workers' rights. Introduces the principle of the common good and the importance of private property for the common good.

2. "Quadragesimo Anno" (1931):

Theme: The reconstruction of the social order and subsidiarity.

Key Points: Responds to economic challenges following the First World War and the Great Depression. Emphasises subsidiarity, the role of smaller social units in decision-making, and the need for economic justice and equitable distribution of wealth.

3. "Populorum Progressio" (1967):

Theme: Development and the option for the poor.

Key Points: Addresses global development issues and poverty. Introduces the concept of the preferential option for the poor, emphasising solidarity with the marginalised. Encourages wealthy nations to assist poorer ones.

4. "Laborem Exercens" (1981):

Theme: The dignity of work and the rights of workers.

Key Points: Reiterates the importance of work as a means of human fulfillment. Discusses the rights of workers, including the right to just wages and safe working conditions. Emphasises the value of labour unions in protecting workers' rights.

5. "Sollicitudo Rei Socialis" (1987):

Theme: Social concern and solidarity.

Key Points: Addresses the global interdependence of nations. Emphasises the

grace. Poverty, understood in this way, is the yardstick that allows us to judge how best to use material goods and to build relationships that are neither selfish nor possessive." (cf. Catechism of the Catholic Church, Nos. 25-45). "Let us, then, take as our example Saint Francis and his witness of authentic poverty. Precisely because he kept his gaze fixed on Christ, Francis was able to see and serve him in the poor."

Francis recognized that by becoming human in the form of Jesus, God had "made Himself poor in our world." If he was going to imitate Jesus Christ in all things, Francis reasoned, he would have to imitate Christ in his poverty.⁹

1. Millions of people throughout history have followed Sr Francis' example. Articulate the beliefs St Francis held (use this [article](#) and help). How can you explain the fact that there are over 18,000 Franciscans in the world today?
2. Does our education system with its focus on grades, careers and achievement encourage "looking upon money, career and luxury as our goal in life and the condition for our happiness" as opposed to

laid on in these centres?

Judaism: The Hebrew prophets, such as Isaiah, consistently called for justice, care for the poor and concern for the marginalised. Isaiah speaks about justice, helping the oppressed and defending orphans. Many of the Old Testament prophets, such as Amos, warned what would happen to those who ignored the suffering of others.

2. Research the concept of Tikkun Olam in Judaism.
3. Research the concept of 'Zakat' which is one of the 'Five Pillars of Islam'.
4. Which CST principle does it most closely align with?
5. How is this different from Sadaqah?

importance of solidarity among nations and the need for equitable development. Calls for justice in international relations and assistance to those in need.

6. "Centesimus Annus" (1991):

Theme: The relationship between capitalism and solidarity.

Key Points: Reflects on the fall of Communism and the role of free markets.

Emphasises the importance of a market economy within a framework of justice, subsidiarity and the common good. Reiterates the principle of the dignity of the human person.

7. "Caritas in Veritate" (2009):

Theme: Integral human development and the economy.

Key Points: Focuses on economic globalisation and the need for a holistic approach to development. Emphasises the interconnectedness of economic, social and environmental issues. Highlights the role of charity and truth in promoting justice.

1. Read one of these documents and summarise it in ten bullet points.
2. Take one quote which particularly struck you and explain why.

encouraging a selflessness and an interior attitude of poverty?

3. How can we embody the virtue of charity?
4. Do we have to give everything away to the poor to be true Christians?
5. Watch the video 'God Is Asking You to Give Him Everything' below and discuss this statement: "Not every follower of Jesus has to give everything away, but every follower of Jesus has to give Jesus everything." How does this relate to your life and the lives of those suffering in the DRC? Think about what Fr Mike says about calendars, bank accounts and possessions.

[GOD IS ASKING YOU TO GIVE EVERYTHING](#)

References:

¹ © Climate Risk Profile: Congo, Democratic Republic (2021): The World Bank Group

² [The Democratic Republic of the Congo crisis, explained: Five things to know in 2024 | Concern Worldwide](#)

³ Ascension Presents: Connected: [Catholic Social Teaching for This Generation](#) by Colin and Aimee MacIver

⁴ Pope Francis [Materialism robs us of our humanity, warns Pope Francis | Catholic News Agency](#)

⁵ © [What Price, the Soul?: Examining Consumerism Through Plato, Aristotle and the Stoics \(hawaii.edu\)](#)

⁶ [Aid to the Church in Need | DRC: 'Our country is not for sale' \(acnuk.org\)](#)

⁷ Most Rev. Howard J. Hubbard, bishop of Albany, is the chairman of the [Committee on International Justice and Peace](#) of the U.S. Conference of Catholic Bishops

⁸ Post-Development Perspectives – How should developing countries develop?" David C Korten

⁹ [The Meaning of Poverty in the Franciscan Family | Loyola Press](#)



INTRODUCTORY LESSON



ACN

This lesson is designed to facilitate empathy and to encourage students to connect with the issues facing the people of the Democratic Republic of Congo. It should promote independent learning and give students a broad overview of the problems present in the DRC. There are six lessons available after this lesson, but teachers should use their discretion to fit the course into six lessons in total. Some of the activities may not be necessary for every group. The mind map activity can be revised throughout the course as students gain more information about the DRC, ACN and Catholic Social Teaching.

Preparation

1. Print out the images 'DRC Images' and place around the room.
2. Print out the 'Portraits' images.
3. Ensure the video material and newspaper reports available for students.

Learning Objectives:

1. Encounter and respond to some of the problems facing the population of the Democratic Republic of Congo.
2. Begin a deeper study of some of these issues using the video and written material.

Part One

- Activity: Give each student one portrait photo (or groups of students four on one page) before or just as they enter the room. Explain that they should find the person on the larger images around the wall of the classroom. Once they have done so they will know something about the person's situation.
- Discuss in pairs and then with the class.

Part Two:

- Activity: Using the videos and the newspaper reports answer as many of the questions below as possible:
 1. What is the person doing?
 2. Where is he or she?
 3. Why are they there?
 4. What difficulties are they facing?
 5. What do they need?
 6. What would you like to say to the person?
 7. How do you think the Church responds?
 8. What are your feelings about their situation?

Part Three:

- Begin filling in mind map

Plenary Discussion

- Invite each student to contribute one idea, fact or response to what they have learned.

EXAMPLE 50 MINUTE LESSON PLANS

LESSON 1: INTRODUCTION TO CATHOLIC SOCIAL TEACHING AND ACN IN THE DRC

Please note that these lesson plans are a guide. For further detail on learning from this resource please read the Teacher's Guide.

Learning Objectives:

3. Understand the reasons for ACN's work in the Democratic Republic of Congo (DRC), Africa.
4. Know and explain the principles of Catholic Social Teaching.
5. Understand the mission and objectives of ACN in the DRC.

Lesson Duration: 50 minutes

Start:

- Begin introduction to topic: "Today, we embark on a fascinating journey to explore Catholic Social Teaching and the impactful work of ACN in the DRC. Catholic Social Teaching are values and principles that when we live by them teach us to treat everyone well, work together, and take care of each other and our planet. In our first lesson, we'll delve into the reasons why ACN continues work in the DRC, understand the principles guiding Catholic Social Teaching, and grasp the mission and objectives of ACN." (5 minutes)

Part One: The Context for ACN's Work in the DRC

- Activity 1.1: Three Quotes & Take Notes: Reflect on quotes about societal problems. Discuss how individuals can contribute. (10 minutes)
- Activity 1.2: Take Notes on the Problems Faced in the DRC from Slides: Discuss challenges faced by the Church in Africa and ACN's supportive role. (5 minutes)

Assessing Learning:

- Questions to evaluate understanding of ACN's work in Africa. (5 minutes)

Part Two: Understand the Principles of Catholic Social Teaching

- Activity 2.1: "A Better Life?": Reflect on achieving societal good. (5 minutes)
- Activity 2.2: Identify Catholic Social Teaching Principles (10 minutes)

Assessing Learning:

- Questions to evaluate understanding of simple Catholic Social Teaching principles. (5 minutes)

Plenary Discussion:

- "Let's discuss how ACN's involvement in Africa aligns with the Catholic Social Teaching." (5 minutes)

Extended Activities:

- Activity 2.3: Opinion 1: **Discuss how the Catholic Church should provide help**
- Activity 2.4: Opinion 2: **Analyse and summarise the different opinions**



LESSON 2: WHAT IS CATHOLIC SOCIAL TEACHING? WHO ARE ACN?

Learning Objectives:

- Understand the mission and objectives of ACN in the DRC.

Lesson Duration: 50 minutes

Start:

- Introduction: "Welcome back! Today, we'll delve deeper into the mission and objectives of ACN."
- Watch video

Part One: Explore Catholic Social Teaching terms: Introduce terms within Catholic Social Teaching

- Activity 2.7 Catholic Social Teaching Terminology Crossword (10 minutes)
- Activity 2.8 Matching Terms: Explore Catholic Social Teaching terms (5 minutes)

Assessing Learning:

- Questions to evaluate understanding of the new terms used for Catholic Social Teaching principals. (5 minutes)

Part Two: Understand ACN's Role in the DRC

- Activity 3.1 Video of ACN in the DRC: Watch video on ACN in The DRC and answer related questions. (10 minutes)
- Activity 3.2 Frayer model of ACN: Create a Frayer Model diagram to understand ACN's mission and objectives. (10 minutes)

Assessing Learning:

- Questions to evaluate understanding of ACN's role in the DRC. (5 minutes)

Plenary Discussion:

- "How do you think ACN lives out the principles of Catholic Social Teaching?" (5 minutes)

Extended Activities:

- Activity 2.5: What's important? "Extra lessons to help"
- Activity 2.6: What's important? "Drama about drama"



LESSON 3: ACN'S ROLE IN THE DRC

Learning Objectives:

1. Explain how Catholic Social Teaching principles are applied in the DRC with support from ACN.
2. Understand the importance of subsidiarity in community development in the DRC.
3. Evaluate the effectiveness of ACN's initiatives in addressing social issues in the DRC.

Lesson Duration: 50 minutes

Start:

- Introduction: "Today, we'll explore the principle of subsidiarity in the context of the DRC and understand why ACN's role in the country is significant."
- Activity 4.1: What do we remember? Recap Review key terms: DRC, ACN, Catholic Social Teaching. (10 minutes)

Part One: Understanding Catholic Social Teaching

- Activity 4.2: Frayer model: Catholic Social Teaching (10 minutes)

Assessing Learning:

- Questions to evaluate understanding of what Catholic Social teaching is. (5 minutes)

Part Two: Church's Response in the DRC

- Activity 4.3: Newspaper Analysis: Analyse articles on the Church's response in the DRC. (15 minutes)

Assessing Learning:

- Questions to evaluate understanding of the Church's response in the DRC. (5 minutes)

Plenary Discussion:

- "How does ACN's involvement in the DRC reflect the principles of subsidiarity?" (5 minutes)



LESSON 4: CATHOLIC SOCIAL TEACHING PRINCIPLES IN PRACTICE: SUBSIDIARITY

Learning Objectives:

- Explain how the Bishops in the DRC exhibit Catholic Social Teaching principles.
- Investigate the Catholic Social Teaching Term Subsidiarity in the DRC.

Lesson Duration: 50 minutes

Start:

- Introduction: "Good morning, today we'll dive deeper into how Catholic Social Teaching principles are put into practice by the Bishops in the DRC. We'll also explore why ACN's involvement in the DRC is crucial. To begin we will ask you to share your thoughts on the most impactful project in the DRC you have learned about. "
- Activity 5.1 Group Discussion: Discuss the most impactful project in the DRC and challenges faced by organisations. Share views on the continuous need for help. (10 minutes)

Part One: Understanding Subsidiarity

- "Next, we'll watch a video on community and family in subsidiarity and discuss Jonathan Reyes' take on subsidiarity. Following that, we'll read about the application of subsidiarity in the DRC, analysing the text for practical insights."
- Activity 5.2 Two Video Questions: Watch a video on community and family in subsidiarity. (10 minutes)
- Activity 5.3 Individual/Paired Task: Newspaper 2 How Is Subsidiarity Applied in Practice? (20 minutes)

Assessing Learning:

- Explain how the Bishops in the DRC exhibit Catholic Social Teaching Principles, use differentiated and Solo Taxonomy assessment questions (5 minutes)

Plenary Discussion:

- "Let's discuss how the actions of the Bishops in the DRC align with the broader principles of Catholic Social Teaching." (5 minutes)

LESSON 5: ACN'S ROLE IN ADDRESSING SOCIAL ISSUES IN THE DRC



Learning Objectives:

- Explain the application of subsidiarity in the DRC.
- Investigate ACN's importance in the DRC.

Lesson Duration: 50 minutes

Start:

- Introduction: "In our final segment, you'll fill in blanks related to the Church's response in the DRC. We'll then discuss the role of the Church in scenarios like government inaction, natural disasters, concerns about elections, democracy and protecting the DRC's resources."

Part One: Understanding Subsidiarity

- Activity 5.4 Complete the Conversation: Fill in blanks with correct words related to the Church's response to various scenarios in the DRC. (15 minutes)

Assessing Learning:

- What are some examples of scenarios in the DRC where the Church's response is crucial? Differentiated and Solo Taxonomy Assessment Questions (5 minutes)

Part Two: Plenary

- Activity 5.5: Look at Activity 4.1 how do key terms: DRC, ACN, Catholic Social Teaching operate, interact and mutually reinforce each other. Provide concrete examples to illustrate how these terms coalesce and enhance one another. (20 minutes)

Assessing Learning:

- Differentiated and solo taxonomy assessment questions to assess understanding of the relationship between the DRC, ACN and Catholic Social Teaching. (5 minutes)

Plenary Discussion:

- "Let's discuss the role of the Church in various scenarios in the DRC, such as government inaction, natural disasters, concerns about elections, democracy, and protecting the DRC's resources." (5 minutes)



LESSON 6: REFLECTIONS & CONCLUSION

Learning Objectives:

- Reflect on the profound impact of Catholic Social Teaching and ACN.
- Evaluate the role of Catholic Social Teaching and ACN in addressing social issues in the DRC.

Lesson Duration: 50 minutes

Start:

- Introduction: "Welcome to our final lesson on Catholic Social Teaching and ACN's work in The DRC. Today, we'll take some time to reflect on what we've learned and discuss the impact of these principles and efforts on addressing social issues in the DRC." (5 minutes)

Part One: Reflection on Learning

Reflection Time: Take a few moments to reflect on the lessons and jot down key insights. (10 minutes)

Assessing Learning:

- Informal discussion and feedback based around student reflections (10 minutes)

Part Two: Conclusion and Evaluation

- Activity 6.2: Group Discussion: Share reflections on the impact of Catholic Social Teaching and ACN. Evaluate the effectiveness of the unit in understanding and applying these principles. (15 minutes)

Plenary Discussion:

- "As we wrap up today, I encourage you to reflect on this unit and let us know if you think it was useful in understanding this complex topic." (5 minutes)

Personalisation and Choice: Students can select an end of unit evaluative task suited to their interest and differentiated to their ability:

TASK 1 - Glossary Creation:

Differentiated Task for Lower Literacy Levels: Provide a template with spaces for students to write down important words and draw simple illustrations representing their meanings. Help in identifying key words and their definitions.

Differentiated Task for Higher Literacy Levels: Encourage students to create a comprehensive glossary with definitions, examples, and contextual sentences for each term. Allow them to use resources such as textbooks, dictionaries, or online sources to ensure accuracy and depth.

Task 2 - Reflective Essay:

Differentiated Task for Lower Literacy Levels: Offer sentence starters or structured outlines to guide students in organising their thoughts. Allow them to express their reflections verbally or through drawings if writing is challenging.

Differentiated Task for Higher Literacy Levels: Provide a choice of essay prompts that require critical analysis and synthesis of information. Encourage students to use evidence from the lessons and external research to support their arguments. Offer additional support through peer editing or individual conferences.

Task 3 - Research and Case Studies:

Differentiated Task for Lower Literacy Levels: Assign students to work in pairs or small groups to research and present simplified case studies with visual aids such as posters or simple slides. Provide specific topics or guiding questions to focus their research.

Differentiated Task for Higher Literacy Levels: Allow students to select their own case study topics and conduct independent research. Encourage them to create detailed presentations or reports incorporating multimedia elements and citing credible sources. Provide support through access to relevant resources and guidance on effective research methods.