

## COMMON GOOD AND COMMUNITY

Pope Benedict's Charity in Truth stated: *"Besides the good of the individual, there is a good that is linked to living in a society: The common good. It is the good of all of us, made up of individuals, families and intermediate groups who together constitute society...To desire the common good and strive towards it is a requirement of justice and charity (love)."*

We are social beings called to live in community. As members of the community we are called to promote the common good. The common good requires us to ensure that the goods of the earth are to be enjoyed by all so that each person can respond to God's call, reach their full potential, and contribute to the life in society.

### Sample Lessons Using the Common Good and Community Framework

Grade, Subject, Code Lesson Topic	Lesson Summary
Grade 11 Equity and Diversity and Social Justice HSE3E See me, not the Stereotype: Racial Profiling and its Effects on the Common Good	Students will be introduced to Common Good and Community and will challenge the systemic effects of stereotyping on society through an analysis of racial profiling. Students will be introduced to key terminology, examples, and a case study surrounding the topic. Students will have an opportunity to delve into the causes and effects of racial profiling and will collectively develop an action plan that speaks to the Common Good and the abolishment of racial profiling.
Grade 12 International Business BBB4M Proof the world is getting better day-by-day	Students will consider whether the national print news media has an embedded negative bias which may lead students to a distorted global perspective. Students will have an opportunity to analyse a real-life print media case study. Students will use it as a starting point to express a polar opposite world view that aligns with our Catholic perspective of the Common Good.
Grade 12 Philosophy HZT 4U The Common Good	This lesson will introduce students to the Catholic Social Teaching principle of the Common Good. It will invite students to examine various major philosophers and their work in light of this principle.

NOTE: These lessons are provided as cross-curricular examples of how our Catholic Social Teachings can guide our teaching and bring the lens of faith to Equity and Inclusion in our classroom. These exemplars are only a beginning. The framework can be used by teachers to develop lessons of their own by selecting guiding questions with their students while addressing and assessing other curriculum expectations.

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

**Guiding Questions: Common Good and Community**

*“With her social doctrine the Church proclaims God and the mystery of salvation in Christ to every human being”  
(Compendium of Social Doctrine 67)*

**The Catholic Social Teachings**

- How are we helping each other to reach our academic, social, spiritual and physical potential?
- How do we create a society that directly affects humanity and the capacity of persons to grow in community?
- How can we as individuals contribute to the Common Good?
- How do we help build a caring community in our classroom at school?
- How might we move beyond indifference to concern for others?
- How do I promote peace, social development and contribute to the kingdom of God?

**The Equity and Inclusive Education Strategy**

- How do we make everyone in our classroom feel respected, safe, and included to provide the best opportunity for growth and student achievement?
- What gifts do you bring to share with your classmates and how will you use these gifts to support your learning and the learning of others?
- How can we recognize and value the gifts of others?
- How do you see yourself as a valued and contributing member of this class, school, community, and society?
- In building a welcoming learning environment, what words and actions demonstrate respect for the dignity of all?

**COMMON  
GOOD &  
COMMUNITY**

**Critical Literacy**

- What kinds of issues of equity, power and social justice are relevant to the topic?
- How can we analyze the information presented for bias, reliability, fairness, and validity?
- How can we challenge our assumptions?
- What types of actions and/or responses are appropriate in the subject?
- How does our faith (age, culture, life experiences, values, etc.) influence how the message is interpreted?
- How might the text be changed to offer alternative perspectives or recognize and include missing voices, such as the marginalized?

**The Ontario Catholic Graduate Expectations**

- What scriptural reference might guide our thinking in this Catholic Social Teaching?
- How does the Catholic Social Teaching, Common Good and Community, call us to respond or act:
  - As a discerning believer?
  - As an effective communicator?
  - As a reflective, creative, holistic thinker?
  - As a self-directed responsible life-long learner?
  - As a collaborative contributor?
  - As a caring family member?
  - As a responsible citizen?

**GRADE 11**

**Equity and Inclusive  
Education:  
From the Lens of the  
Catholic Social Teachings**

**Subject: Equity, Diversity, and Social Justice  
Code: HSE3E**

**Lesson Title:** See me, not the Stereotype:  
Racial Profiling and its Effects on the Common  
Good  
**Suggested length of time:** 75 minutes

**Lesson Overview**

This lesson will introduce students to the Catholic Social Teaching, Common Good and Community and will challenge the systemic effects of stereotyping on society through an in depth analysis of racial profiling. Students will be introduced to key terminology, examples, and a case study surrounding the topic. Students will have an opportunity to delve into the causes and effects of racial profiling and will collectively develop an action plan that speaks to the Common Good and the abolishment of racial profiling.

**CURRICULUM CONNECTIONS**

**Equity, Diversity & Social Justice HSE3E  
Strands:**

- A. Research and Inquiry Skills
- B. Foundations
- C. Equity, Social Justice and Change

**Overall Expectations:**

A1. Exploring: explore topics related to equity, diversity, and/or social justice, and formulate questions to guide their research;

**CATHOLIC SOCIAL TEACHINGS &  
ONTARIO CATHOLIC SCHOOL GRADUATE  
EXPECTATIONS**

The **Catholic Social Teaching** evident in this lesson: **Common Good and Community**

The **Ontario Catholic School Graduate Expectations** evident in this lesson include:

**A Reflective, Creative and Holistic Thinker**

**Who:**

3 (d) Makes decisions in light of gospel values with an informed moral conscience.

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### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

<p>B2. Power Relations: demonstrate an understanding of the dynamics of power relations in various social contexts;</p> <p>C1. Ethnocultural Diversity in Canada: describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country;</p> <p>C2. Equity and Social Justice in Canada: demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues;</p> <p><b>Specific Expectations:</b></p> <p>A1.1 explore a variety of topics related to equity, diversity, and/or social justice (e.g., stereotypes in textbooks, newspapers, and magazines; gender discrimination in sports) to identify topics for research and inquiry</p> <p>A1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics</p> <p>B2.3 demonstrate an understanding of the difference between individual and systemic forms of discrimination and oppression (e.g., anti-Semitic remarks, racial profiling, gay bashing, racist slurs, homophobic comments, lack of captioning of television programs or videos, employment barriers, restrictions on gay men being blood or organ donors, the reserve system for First Nations peoples in Canada, failure to make buildings accessible for elderly people and people with disabilities)</p> <p>B2.4 describe the effects of discrimination and oppression on individuals and groups (e.g., feelings of marginalization, powerlessness, anger, hopelessness; motivation to seek societal change or engage in advocacy, action)</p>	<p><b>A Collaborative Contributor Who:</b></p> <p>5 (d) Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.</p> <p>5 (e) Respects the rights, responsibilities and contributions of self and others.</p> <p><b>A Responsible Citizen Who:</b></p> <p>7 (a) Acts morally and legally as a person formed in Catholic traditions.</p> <p>7 (e) Witnesses Catholic Social Teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</p> <p>(f) Respects and affirms the diversity and interdependence of the world's peoples and cultures.</p> <p>7 (g) Respects and understands the history, cultural heritage and pluralism of today's contemporary society.</p> <p>7 (j) Contributes to the Common Good.</p>
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### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

C1.1 describe the ongoing challenges and struggles facing various racial, cultural, or national minority groups in Canada, including Aboriginal people and newcomers C2.1 describe a variety of historical and contemporary examples of inequity and social injustice in Canada	
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#### Guiding Questions from the Framework

These guiding questions have been selected from the framework focusing on:

Equity and Inclusive Education:

- How can we recognize and value the gifts of others?

Catholic Social Teaching:

- How can we as individuals contribute to the Common Good?
- How might we move beyond indifference to concern for others?

Ontario Catholic Graduate Expectations:

- What scriptural reference might guide our thinking in this Catholic Social Teaching?

Acts 17:26

“From one ancestor he made all nations to inhabit the whole earth, and he allotted the times of their existence and the boundaries of the places where they would live.”

- How does the Catholic Social Teaching, Common Good and Community, call us to respond or act:
  - As a collaborative contributor?
  - As a reflective, creative, holistic thinker?
  - As a responsible citizen?

Critical Thinking/Literacy:

- How can we challenge our assumptions?
- What kinds of issues of equity, power and social justice are relevant to the topic?

Teachers and students may select additional questions from the framework to guide their learning inquiry.

## CCC and OECTA Partnership Teaching Resource

### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

#### LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:

- Understand and recognize racial profiling;
- Apply the Catholic Social Teaching, Common Good and Community, and how it relates to their everyday lives and decision-making;
- Be able to define and identify key concepts and terms associated with equity and inclusivity;
- Formulate effective questions and responses to defend their opinion on a topic;
- Describe the effects and ongoing challenges of discrimination on individuals and groups.

**Success Criteria**, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.

#### Sample Success Criteria

I can:

- Formulate an opinion on the topic
- Analyse information
- Explain how the Common Good and racial profiling are connected
- Discuss, dialogue, articulate and present my opinion to the class
- Interpret and make connections

#### INSTRUCTIONAL COMPONENTS AND CONTEXT

##### Prior Learning

**Teacher Readiness:** Prior to this lesson, the teacher will have to review the topic of racial profiling and the Common Good. Review equity and inclusivity terminology. Please read Note at the end of Materials section.

**Student Readiness:** Prior to this lesson, students should review basic themes and terminology associated with equity studies.

##### Materials:

Appendix A Pig Cluster Graphic Organizer  
Appendix B Wolf Cluster Graphic Organizer  
Appendix C KWL Racial Profiling Chart  
Appendix D The Common Good  
Appendix E Key Terminology Chart  
Appendix F Examples of Racial Profiling  
Appendix G Action Card

## CCC and OECTA Partnership Teaching Resource

### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

<p><b>Terminology:</b> Common Good, equity, equality, race, racialized group, prejudice, stereotype, individual discrimination, systemic discrimination, power, privilege, oppression, racial profiling.</p>	<p><b>Internet Resources:</b></p> <p>National Geographic Kids: Animals creature feature.  <a href="http://kids.nationalgeographic.com/kids/animals/creaturefeature/pigs/">http://kids.nationalgeographic.com/kids/animals/creaturefeature/pigs/</a></p> <p>Fundamental Principles of Catholic Social Teaching Number 2: The Common Good by the Anglican-Roman Catholic Justice and Peace Commission, Kingston.  <a href="http://www.romancatholic.kingston.on.ca/Fundamental%20Principles%20of%20Catholic%20Social%20Teaching%20%28July%202012%29.pdf">http://www.romancatholic.kingston.on.ca/Fundamental%20Principles%20of%20Catholic%20Social%20Teaching%20%28July%202012%29.pdf</a></p> <p>Paying the price: The human cost of racial profiling Ontario Human Rights Commission, INQUIRY REPORT: October 21, 2003  <a href="http://www.ohrc.on.ca/sites/default/files/attachments/Paying_the_price%3A_The_human_cost_of_racial_profiling.pdf">http://www.ohrc.on.ca/sites/default/files/attachments/Paying_the_price%3A_The_human_cost_of_racial_profiling.pdf</a></p> <p>Known to police: A Toronto Star Investigation into race, policing and crime.  <a href="http://www.thestar.com/news/gta/known_topolice.html">http://www.thestar.com/news/gta/known_topolice.html</a></p> <p>ABC News <i>What Would You Do?</i> Episode: Lost Key or Bike Theft.  <a href="http://abcnews.go.com/WhatWouldYouDo/bike-theft/story?id=10556016">http://abcnews.go.com/WhatWouldYouDo/bike-theft/story?id=10556016</a>  <a href="http://www.youtube.com/watch?v=ge7i60GuNRg">http://www.youtube.com/watch?v=ge7i60GuNRg</a></p> <p>Stop And Frisk Myth Busters by the New York Civil Liberties Union.  <a href="http://www.nyclu.org/files/Mythbusters_08.30.12.pdf">http://www.nyclu.org/files/Mythbusters_08.30.12.pdf</a></p> <p><b>Resources:</b></p> <p>Scieszka, Jon. <i>The True Story of The Three Little Pigs</i>. Puffin, 1996. Print. <b>ISBN-10:</b> 0140544518; <b>ISBN-13:</b> 978-0140544510</p>
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## CCC and OECTA Partnership Teaching Resource

### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

	<p><b>NOTE:</b></p> <p><b>Issues surrounding equity and inclusive education can be sensitive in nature.</b> Make sure to keep in mind the experiences and social location of students in your class. It is important that the lesson is taught from a position of Catholic Social Teaching. Please remember that we are social beings called to live in community and to live with human dignity. Be prepared to answer questions from students that might challenge the beliefs of the Church. For additional resources on challenging the myths of social profiling see Stop And Frisk Myth Busters by the New York Civil Liberties Union.</p> <p><a href="http://www.nyclu.org/files/Mythbusters_08.30.12.pdf">http://www.nyclu.org/files/Mythbusters_08.30.12.pdf</a></p>
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MINDS ON	CONNECTIONS
<p><b>Pairs – Write/Think-Pair - Share</b></p> <p>Ask students to list a minimum of 5 character traits of a wolf and pig in their notes or on Appendix A Pig Cluster Graphic Organizer and Appendix B Wolf Cluster Graphic Organizer.</p> <p>Have students share their responses with an elbow partner.</p> <p>Invite students to share their responses with the whole class.</p> <p>List student responses on the board using two separate webs for the pig and wolf.</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> <li>— <i>How many of you have been in frequent or close contact with wolves or pigs? (Show of hands is an appropriate form of response)</i></li> <li>— <i>Where did you get your opinions about wolves and pigs? (Anticipated responses might include: Fairy tales, stories, media, word of mouth etc.)</i></li> </ul>	<p>Assessment <b>for</b> learning:</p> <ul style="list-style-type: none"> <li>— Observation</li> <li>— Formative assessment of student responses of graphic organizer Appendix A &amp; B</li> </ul> <p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>— Students monitor their own learning through the use of graphic organizers</li> <li>— Use feedback from teacher to whole group discussions</li> </ul>



Equity and Inclusion: Through the Lens of the Catholic Social Teachings

**Whole Group –Teacher guided reading and class discussion**

Read to students the following excerpts from National Geographic Kids Creature Features on wolves and pigs.

*Wolves*

The "big bad wolf" reputation of wolves is undeserved. Wolves almost never attack humans. In North America, no human has ever been killed by a healthy wolf. The howl of a gray wolf isn't only a mysterious sound in the wilderness. Howling sends other wolves a message. It might mean "I'm here, where are you?" or "Stay away from my territory." Wolves live in groups called packs. The wolves' communication skills are very important to the pack's survival. Wolves work together to hunt, raise their young, and protect their territory.

A wolf pack is generally made up of an adult male and female pair (a mother and a father) and their young. Sometimes unrelated wolves join a pack, but the parents are usually the leaders. They tend to be the strongest and smartest wolves in the group. Young wolves stay in their parents' pack for at least two or three years before some of them take off to join other packs or to start their own.

When a wolf wants to play, it prances about happily and bows—lowering the front of its body while its rump stays up in the air with its tail wagging. A wolf's body language may remind you of another animal: a pet dog. Wolves and dogs are closely related, and the ways they communicate are similar.

Text by Catherine D. Hughes

*Pigs*

Despite their reputation, pigs are not the dirty animals that many people believe them to be. They're actually quite clean. The pig's reputation as a filthy animal comes from its habit of rolling in mud to cool off. Pigs that live in cool, covered environments stay very clean.



Differentiation of learning:

- Recall
- Story telling
- Individual, pair and whole class discussion
- Graphic organizers


Equity and Inclusion: Through the Lens of the Catholic Social Teachings

	<p>Pigs have poor eyesight, but a great sense of smell. The pig's nostrils are on its leathery snout, which is very sensitive to touch.</p> <p>Pigs are among the smartest of all domesticated animals and are even smarter than dogs.</p> <p>Continue with class discussion and questions or have students answer the following questions in groups of 4.</p> <ul style="list-style-type: none"> <li>— <i>Do your responses differ from what I just read?</i></li> <li>— <i>Do you sometimes make assumptions about things that you haven't experienced or encountered? Provide an example.</i></li> <li>— <i>Are there dangers in making assumptions?</i></li> <li>— <i>Can you recall an instance where you have made an assumption about something and you were wrong?</i></li> <li>— <i>Has anyone ever made assumptions about you? Provide an example.</i></li> <li>— <i>How do people stereotype you, what assumptions do people make about you based on physical or non-physical characteristics of your identity?</i></li> <li>— <i>Can your assumptions lead to false truths?</i></li> <li>— <i>What is a stereotype? (If students don't know provide them with the definition found in Appendix D Key Terminology)</i></li> <li>— <i>Is acting on your stereotypes dangerous? And what could this lead to?</i></li> <li>— <i>What can happen if a person in a position of authority and power acts on stereotypes?</i></li> <li>— <i>How can we challenge our assumptions?</i></li> </ul> <p>Ask students what they know about the story of The Three Little Pigs. Have students collectively re-tell the story. If students are not familiar with the story, find a copy of the fable The Three Little Pigs and read the book to students. Then read aloud The True Story of the Three Little Pigs by Jon Scieska.</p> <p>Have a class discussion using the following questions.</p> <ul style="list-style-type: none"> <li>— <i>What was different about this story and the original story of The Three Little Pigs?</i></li> <li>— <i>What is Mr. Wolf's message? What is his take on the story?</i></li> <li>— <i>Does this story change your understanding or perception?</i></li> <li>— <i>How did assumptions and stereotypes impact the story?</i></li> <li>— <i>Can you think of other stories or instances where the wolf was portrayed in a negative light?</i></li> <li>— <i>What role did the news reporters in the story play in determining the outcome of what happened?</i></li> </ul>	
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### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

	<ul style="list-style-type: none"> <li>— <i>Would the news story be different if a wolf, pig or human published it, how might the story be different?</i></li> <li>— <i>Why is it important to hear the voices of all involved?</i></li> <li>— <i>How do the media play a large role in influencing the viewpoints of individuals?</i></li> <li>— <i>Can you think of a contemporary news story where biased reporting has taken place?</i></li> </ul>	
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ACTION	CONNECTIONS
<p><b>Whole Class Instruction</b></p> <p>Introduce students to the Catholic Social Teaching, the Common Good. Discuss with students how acts of discrimination and stereotyping create barriers to the Common Good. Further explain the importance of living in community and responding to God’s call, to reach their full potential and contribute to society. Explain to students that as members of the community we are called to promote the Common Good. Remind students that we are all created in the likeness and image of God and that the inherent dignity of the human person which comes from God and the right to have that dignity respected is an important gospel value.</p> <p>Hand out a copy of Appendix D The Common Good, the Fundamental Principles of Catholic Social Teaching Number 2: The Common Good by the Anglican-Roman Catholic Justice and Peace Commission, Kingston. Have students read independently and discuss the following questions.  <a href="http://www.romancatholic.kingston.on.ca/Fundamental%20Principles%20of%20Catholic%20Social%20Teaching%20%28July%202012%29.pdf">http://www.romancatholic.kingston.on.ca/Fundamental%20Principles%20of%20Catholic%20Social%20Teaching%20%28July%202012%29.pdf</a></p> <p>Discussion questions:</p> <ul style="list-style-type: none"> <li>— <i>How can we as individuals contribute to the Common Good?</i></li> <li>— <i>How might we move beyond indifference to concern for others?</i></li> <li>— <i>How is the Common Good connected to this topic?</i></li> <li>— <i>Why is it important that we honour and respect peoples differences?</i></li> <li>— <i>How is racial profiling a violation of the Common Good?</i></li> </ul>	<p>Assessment <b>for</b> learning:</p> <ul style="list-style-type: none"> <li>— Use student responses to discussion questions to gauge where students are in their learning of this topic and where they need to go.</li> </ul> <p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>— Work individually to understand racial profiling</li> <li>— Work with peers to determine effects of racial profiling</li> </ul> <p> Differentiation of Learning:</p> <ul style="list-style-type: none"> <li>— Multimedia</li> <li>— Group discussion</li> <li>— Group presentation</li> <li>— Graphic organizers</li> </ul>

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

**Think/Pair/Share – Key Terminology Chart**

Introduce students to the term racial profiling, have students complete a KWLF chart. See Appendix C KWL Racial Profiling Chart.

Introduce students to the key terms for this lesson. Have students use Appendix E Key Terminology Chart in pairs to discuss the definitions and create examples that support the definitions.

**Whole Class Discussion**

Take up responses as a whole class and review key terms with students. Ask for any clarification of terms and provide alternative examples for students.

**Teacher Lead Direct Instruction and Whole Group Discussion**

Introduce students to a specific case study involving racial profiling. For example racial profiling and policing. Use the following clip to engage students understanding of the topic.

Known to police - A Toronto Star investigation into race, policing and crime. Each year, Toronto police stop, question and document hundreds of thousands of people in mostly non-criminal encounters. None more so than young men of colour.

[http://www.thestar.com/news/gta/known\\_topolice.html](http://www.thestar.com/news/gta/known_topolice.html)

Follow up questions:


- *Why is this an example of a form of racial profiling?*
- *Is the stop, question and document practices fair, equitable and just?*
- *Does this type of policing contribute to the Common Good?*
- *Is it fair to group people as associates? Why or why not?*
- *Is it fair to make assumptions about individuals based on race and association?*
- *How would you feel if you were stopped, questioned, and documented based on the way you looked, your ethnic identity, or another physical feature?*
- *Does living in a particular neighborhood give the police the right to stop, question and document?*
- *Would you feel safe living in a society that constantly harassed you?*
- *How is racial profiling a violation of the Common Good?*

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	<p>Answer and justify your response to the final question at the end of the clip.</p> <p>— <i>If the number of young black men and to a lesser extent young brown men, documented in certain areas out numbers the number of young men of those colours who actually live there, is it possible that police have stopped, questioned, and documented every young man of colour who lives there?</i></p> <p><b>Small Group – Think and Share</b></p> <p>Group students into groups of 4 or 5 and provide each group with an example of racial profiling. See Appendix F Examples of Racial Profiling for examples. Have one student in each group read aloud the example to the group. Have students use the following question as their group discussion question. <i>What is the impact and effects of racial profiling on the individual or groups?</i> Have students come up with a list of examples. Have one student in the group record responses.</p> <p>Have one representative from each group share their group list to the class and create a class list of the compiled results from each group. Lead students in a discuss about the effects of racial profiling, include and summarize points from the Ontario Human Rights Commission report on <i>Paying the Price: The Human Cost of Racial Profiling</i>. Examples should include; <i>compromises future, creates mistrust of our institutions, alienates and diminishes sense of citizenship, changes behaviours, impacts communities, physical effects, economic costs to society, and impact on aboriginal community.</i></p> <p>Have students in the same groups brainstorm and create a recommendation for future action surrounding racial profiling. Students should come to some concrete suggestions as to how they might individually respond to the issue, and influence institutions to respond. Students can create a law, legislation, campaign etc. Have students in groups fill out one action card per group. See Appendix G Action Card. Post action cards around the classroom and have student groups take turns sharing their ideas with the class.</p> <p><b>Individual work</b></p> <p>Have students complete their KWLF chart. See Appendix C KWLF Racial Profiling Chart.</p>	
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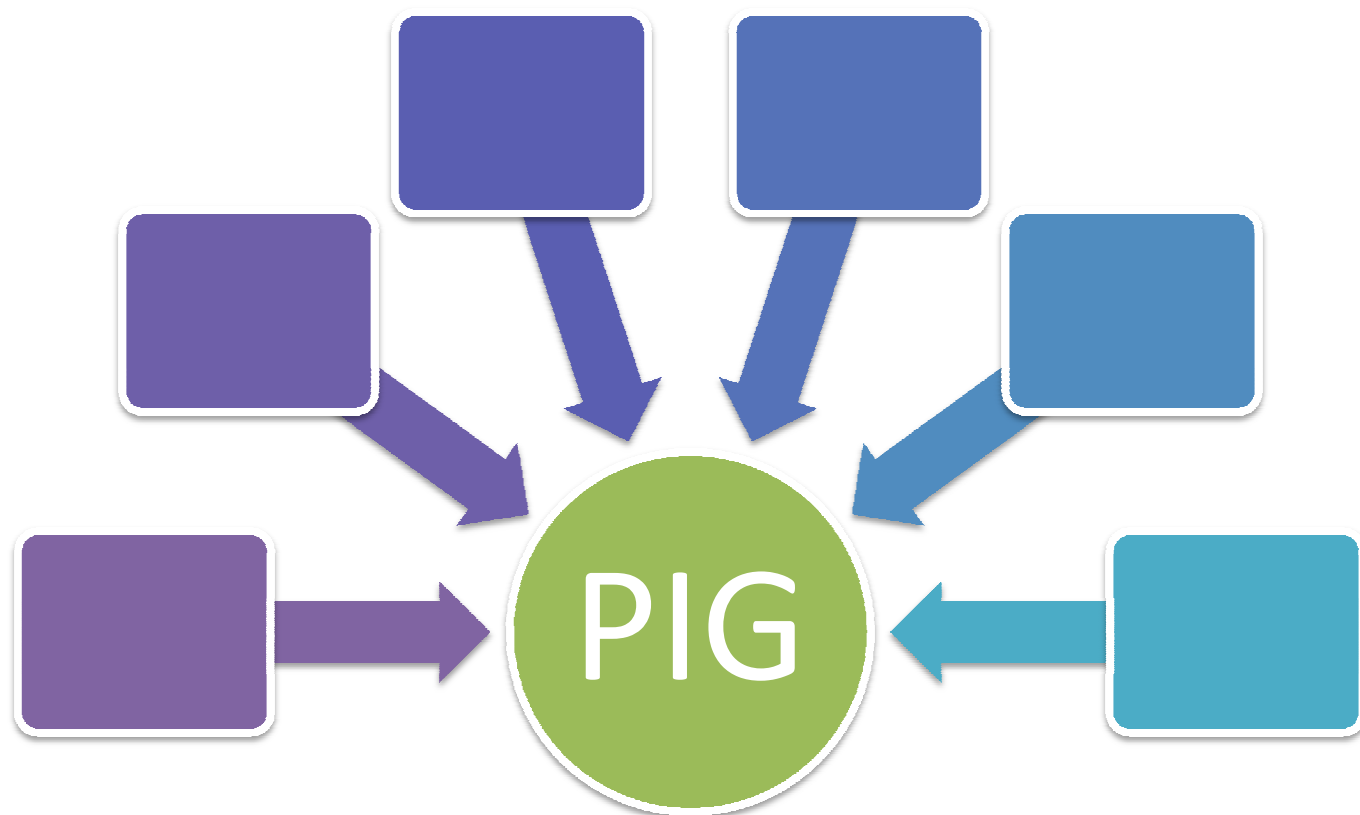
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### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

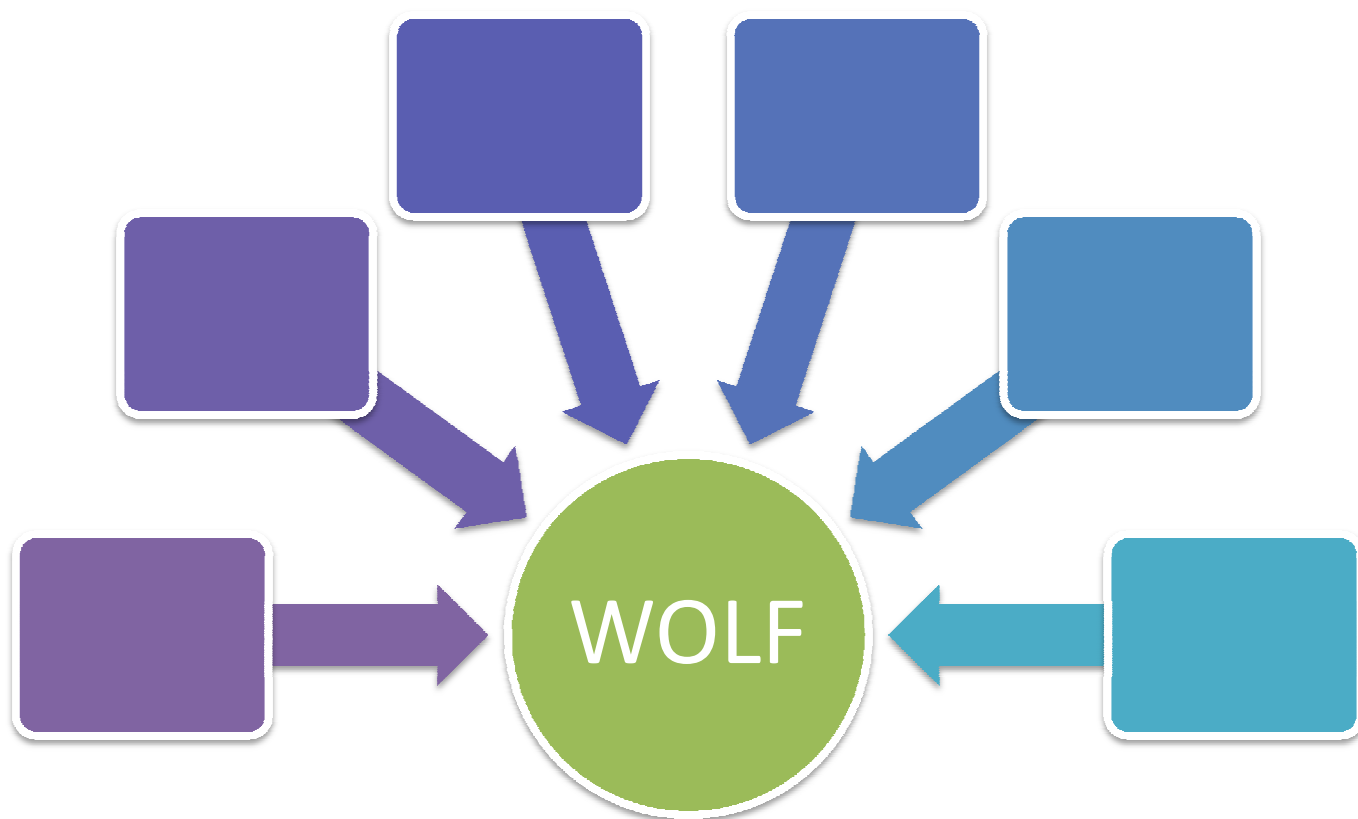
CONSOLIDATION	CONNECTIONS
<p><b>Group discussion</b></p> <p>Have students watch the episode of the ABC News television show “What Would You Do?” Lost Key or Bike Theft: What Would You Do?  <a href="http://abcnews.go.com/WhatWouldYouDo/bike-theft/story?id=10556016">http://abcnews.go.com/WhatWouldYouDo/bike-theft/story?id=10556016</a>   <a href="http://www.youtube.com/watch?v=ge7i60GuNRg">http://www.youtube.com/watch?v=ge7i60GuNRg</a></p> <p>Follow up questions:</p> <ul style="list-style-type: none"> <li>— <i>Is racial profiling limited to only law enforcement or can ordinary people engage in this form of discrimination?</i></li> <li>— <i>Why does it matter if racial profiling occurs?</i></li> <li>— <i>Why might the reactions toward the 3 actors be different for each individual? woman, white male, black male.</i></li> <li>— <i>What would Jesus do and what does the Catholic Social Teaching of the Common Good tell us what to do?</i></li> </ul> <p><b>Individual Exit Card</b></p> <p>Have students write a response to the following two questions and hand in at the end of class.</p> <ul style="list-style-type: none"> <li>— <i>What would you do?</i></li> <li>— <i>How would your actions promote the Common Good?</i></li> </ul>	<p>Assessment <b>for</b> learning:</p> <p>Based on student responses on the exit card, the teacher will determine whether or not more time is needed to be spent on racial profiling</p> <div style="text-align: center;">  </div> <p>Differentiation of Learning:</p> <ul style="list-style-type: none"> <li>— Class discussion</li> <li>— Multimedia</li> <li>— Exit Card</li> </ul>

CONTINUED LEARNING OPPORTUNITIES	
	<p>Further extensions to this lesson might include:</p> <ul style="list-style-type: none"><li>• Exploring the meaning of power and privilege and describing examples of power and privilege</li><li>• Examining cases of racial profiling from local community</li><li>• Creating a liturgy to abolish all forms of discrimination</li><li>• Exploring catechetical connections to issues surrounding racism and prejudice</li></ul>

Pig Cluster Graphic Organizer



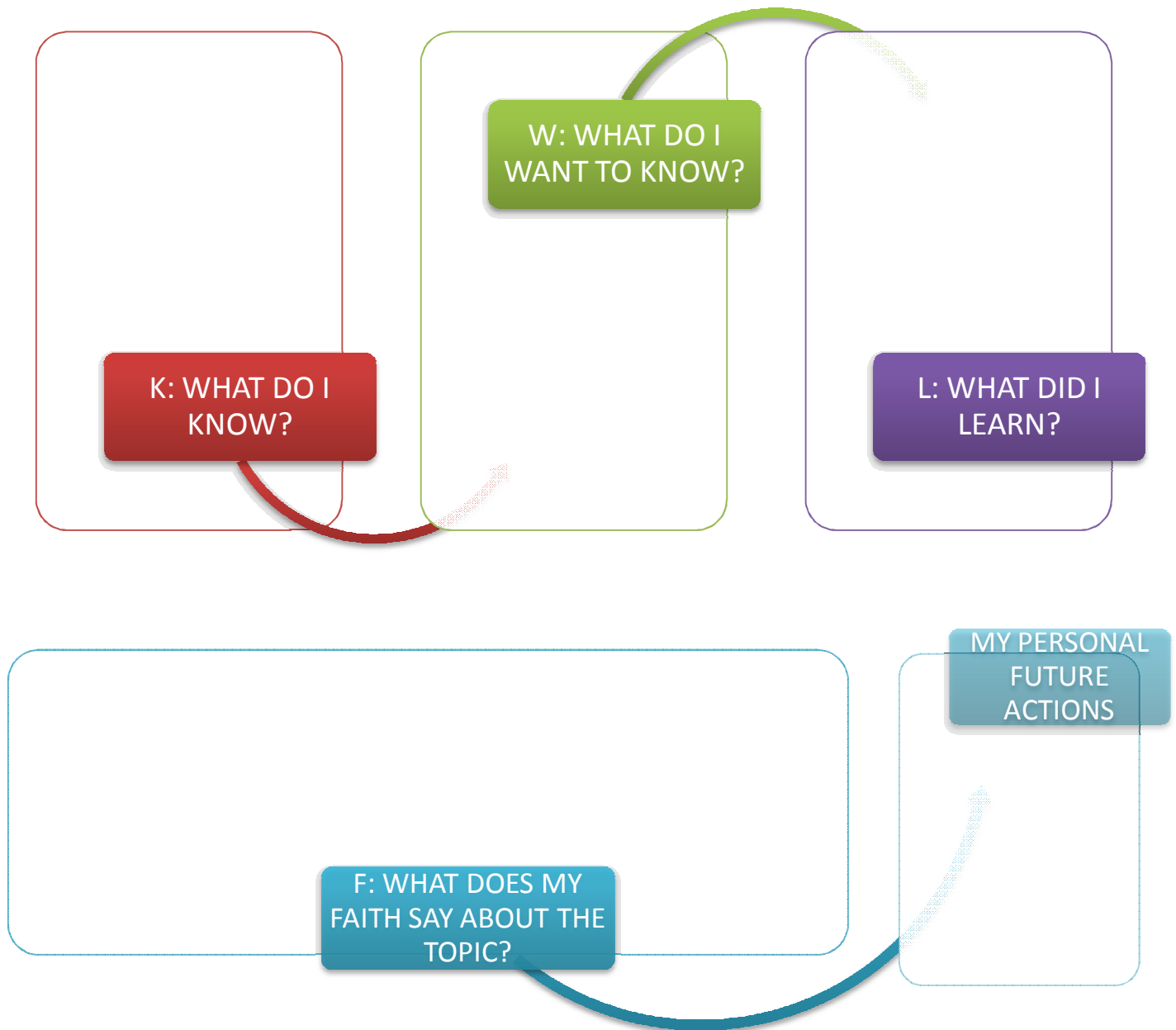
Wolf Cluster Graphic Organizer





KWLF Racial Profiling Chart

# RACIAL PROFILING



Equity and Inclusion: Through the Lens of the Catholic Social Teachings

Key Terminology Chart

Appendix D

DEFINITIONS	WHAT DOES IT LOOK LIKE? (Provide an example)
<b>Equality.</b> A condition in which all people are treated the same way, regardless of individual differences	
<b>Equity.</b> Fair, inclusive, and respectful treatment of all people. Equity does not mean treating all people the same, without regard for individual differences.	
<b>Race.</b> Social construct that groups people on the basis of common ancestry and characteristics such as colour of skin, hair texture, and/or the shape of eyes and other facial features. The term is used to designate the categories into which societies divide people according to such characteristics. Race is often confused with ethnicity, but there may be several ethnic groups within a racial group.	
<b>Racialized group.</b> A group of people who may experience social inequities on the basis of race, colour, and/or ethnicity, and who may be subjected to differential treatment	
<b>Prejudice.</b> Preconceptions, attitudes, and/or opinions held by a person about a particular group that tend to denigrate that group, despite the absence of sound or legitimate reasons to do so. When such attitudes are held by people with power, they can result in acts of discrimination and oppression against groups or individuals.	
<b>Stereotype.</b> A false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, disability, or other similar factors.	
<b>Individual discrimination.</b> Unfair or unequal treatment based on race, ethnic origin, sex, sexual orientation, religion, age, and other similar factors, perpetrated by an individual person against another person or group.	

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

**Systemic discrimination.** A pattern of discrimination that arises out of apparently neutral institutional policies or practices, that is reinforced by institutional structures and power dynamics, and that results in the differential and unequal treatment of members of certain groups.

**Power.** The ability of people to control their environment, including, at times, the behaviour of others. In any society, people with power have the greatest access to resources and can exercise control with only minimal thought to the effect on others. Societies tend to be dominated by those in “unmarked categories of power” – that is, people who are part of a group that represents the norm against which all other groups are compared. Examples of unmarked categories of power are “whiteness”, “masculinity”, and “heterosexuality”.

**Privilege.** The experience of rights, benefits, advantages, access, and/or opportunities granted members of a dominant group. Privilege is usually taken for granted by members of the majority or advantaged group, who do not recognize that minority or disadvantaged groups do not share the same rights, benefits, and opportunities.

**Oppression.** The exercise of power or authority by an individual or group to subjugate a less powerful individual or group, using physical, psychological, social, and/or economic threats or force. The term can also refer to injustices suffered by marginalized groups in their everyday interactions with members of more powerful groups. The marginalized groups usually lack the means to effectively challenge their oppression.

**Racial profiling.** Any action undertaken for reasons of safety, security, or public protection that relies on stereotypes about race, colour, ethnicity, ancestry, religion, or place of origin, rather than on reasonable suspicion, to single out an individual for greater scrutiny or differential treatment.

*All definitions from The Ontario Curriculum: Revised Social Sciences and Humanities, Queen’s Printer for Ontario, 2013. Print*

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### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

#### Examples of Racial Profiling

#### Appendix E

Cut out the following examples for students and hand to groups to read and respond to guiding question. What are is the impact and effect on the individuals and groups involved?

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Group A - law enforcement official assumes someone is more likely to have committed a crime because he is African Canadian

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Group B - school personnel treat a Latino child's behaviour as an infraction under its zero tolerance policy while the same action by another child might be seen as normal "kids' play"

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Group C - a private security guard follows a shopper because she believes the shopper is more likely to steal from the store

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Group D - an employer wants a stricter security clearance for a Muslim employee after September 11<sup>th</sup>

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Group E - a bar refuses to serve Aboriginal patrons because of an assumption that they will get drunk and rowdy

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Group F - criminal justice system official refuses bail to a Latin American person because of a belief that people from her country are violent

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Group G - a landlord asks a Chinese student to move out because she believes that the tenant will expose her to SARS (Severe Acute Respiratory Syndrome) even though the tenant has not been to any hospitals, facilities or countries associated with a high risk of SARS

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Examples taken from the What is Racial Profiling Fact Sheet created by the Ontario Human Rights Commission <http://www.ohrc.on.ca/en/what-racial-profiling-fact-sheet>

Action Card

We will .....

to put a stop to racial  
profiling.

**GRADE 12**

**Equity and Inclusive  
Education:  
From the Lens of the  
Catholic Social Teachings**

**Subject: International Business**

**Code: BBB4M**

**Lesson Title:** Proof the world is getting better day-by-day

Suggested length of time: introductory lesson is 75 minutes with follow-up time to complete assigned tasks.

**Lesson Overview**

Students will examine the national print news media for embedded negative bias and stories which suggest a distorted world perspective. In order to be well informed, we should be ever vigilant when consuming all forms of media. Critical literacy recognizes that all media is constructed for a purpose; contains belief and value messages; serve different interests; and effectively positions readers/viewers. We should always question whether media is leading us towards a life affirming realistic view of the world or whether it is shaping an overly fatalistic and undignified view that is contrary to the Common Good. In this particular lesson, students have an opportunity to analyse a real-life print media case study; and use it as a template or starting point to express a polar opposite world view that is more in line with our Catholic perspective.

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

CURRICULUM CONNECTIONS	CATHOLIC SOCIAL TEACHINGS & ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p><b>International Business BBB4M</b></p> <p><b>Strands:</b></p> <ul style="list-style-type: none"> <li>A. Business, Trade and the Economy</li> <li>B. The Global Environment for Business</li> <li>C. Marketing Challenges and Approaches, and Distribution</li> <li>D. Working in International Markets</li> </ul> <p><b>Overall Expectations:</b></p> <p>A3. demonstrate an understanding of how international business and economic activities increase the interdependence of nations;</p> <p>B2. demonstrate an understanding of the factors that influence a country's ability to participate in international business;</p> <p>D1. assess the challenges facing a business that wants to market a product internationally;</p> <p>E1. analyse the ways in which ethical considerations affect international business decisions.</p> <p><b>Specific Expectations:</b></p> <p>A3.2 describe ways in which international business activity develops interdependence among nations;</p> <p>B2.1 describe, drawing on information from a variety of sources, including the internet, the impact technology has had on the international business environment (e.g., e-commerce, e-distribution);</p> <p>D1.2 analyse the legal, political, and financial challenges a company faces in getting a product to different markets;</p> <p>E1.2 evaluate the ethical issues that arise for companies competing internationally in relation to the following groups: consumers (e.g., safety, fair pricing, disclosure); stockholders (e.g., fair return, controlled risk); employees (e.g., fair wages, good</p>	<p>The Catholic Social Teaching evident in this lesson: <b>Common Good and Community</b></p> <p>The <b>Ontario Catholic School Graduate Expectations</b> evident in this lesson include:</p> <p><b>A Discerning Believer Formed in the Catholic Faith Community who:</b></p> <p>1(d) develops attitudes and values founded on Catholic Social Teaching and acts to promote social responsibility, human solidarity and the Common Good</p> <p><b>An Effective Communicator who:</b></p> <p>2 (e) uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p> <p><b>A Reflective and Creative Thinker who:</b></p> <p>3 (a) recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;</p> <p>3 (b) creates, adapts, and evaluates new ideas in light of the Common Good;</p> <p>3 (e) adopts a holistic approach to life by integrating learning from various subject areas and experience;</p> <p><b>A Collaborative Contributor who:</b></p> <p>5 (a) works effectively as an interdependent team member;</p> <p>5 (d) finds meaning, dignity, fulfillment and vocation in work which contributes to the Common Good;</p>

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<p>working conditions, use of child labour); the host country (e.g., effects on the local economy, laws, cultural preservation); and society (e.g., sustainability of development, health of environment, conservation of resources).</p>	
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Guiding Questions from the Framework
<p>These guiding questions have been selected from the framework focusing on:</p> <p>Equity and Inclusive Education:</p> <ul style="list-style-type: none"> <li>• In building a welcoming learning environment, what words and actions demonstrate respect for the dignity of all?</li> </ul> <p>Catholic Social Teaching:</p> <ul style="list-style-type: none"> <li>• How can we as individuals contribute to the Common Good?</li> <li>• How might we move beyond indifference to concern for others?</li> </ul> <p>Ontario Catholic Graduate Expectations: How does the Catholic Social Teaching, Common Good and Community, call us to respond or act:</p> <ul style="list-style-type: none"> <li>• As an effective communicator</li> <li>• As a reflective, creative, holistic thinker</li> <li>• As a discerning believer</li> <li>• As a responsible citizen</li> </ul> <p>Critical Literacy:</p> <ul style="list-style-type: none"> <li>— What kinds of issues of equity, power and social justice are relevant to the topic?</li> <li>— How can we analyze the information presented for bias, reliability, fairness, and validity?</li> <li>— What types of actions and/or responses are appropriate in the subject?</li> </ul> <p>Teachers and students may select additional questions from the framework to guide their learning inquiry.</p>

LEARNING GOALS
<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> <li>• Identify the issue of embedded negative bias or tendency of the national print media in the context of shaping their own global perspective;</li> <li>• Consider personal experience and perspective; as well as how we consume media; using a real-life national print media exemplar to apply key critical literacy concepts;</li> </ul>



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- Analyze stories contained in the exemplar in the context of critical literacy – with a particular attention to content related to international business and globalization;
- Reflect on how media might be leading us away from a life affirming realistic view of the world or whether it is shaping an overly fatalistic and undignified view that is contrary to the Common Good;
- React by using Proof the world is getting worse day-by-day as a template or starting point to produce a new product which expresses a polar opposite world view that is more in line with our Catholic perspective; entitled: Proof the world is getting better day-by-day;
- Seek out and incorporate relevant stories in which individuals or groups that are normally stereotyped by print and other news media in a negative manner based on race, faith, sexual orientation, etc; are portrayed or featured in a positive or constructive manner.

**Success Criteria**, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.

**INSTRUCTIONAL COMPONENTS AND CONTEXT**

**Prior Learning**

No specific prior learning is required for this activity; however, it is understood that all students have had at least a modest degree of past exposure to international business news through various media sources.

**Teacher Readiness:**

Prior to this lesson, the teacher will carry out an investigation of current print and on-line news coverage of global events related to international business, globalization, and world issues; in the context of an embedded negative news bias and how this might distort the global perspective of students.

**Materials:**

Appendix A Data Gathering Tracking Sheet  
Appendix B Teacher Notes  
Appendix C Case Study the World is getting better day-by-day and Toronto Star articles Sunday, September 4, 2005 and Sunday, December 4, 2005 (Proof the world is getting worse day-by-day)  
Appendix D Assignment Outline Proof the world is getting better day-by-day  
Appendix E Rubric Proof the world is getting better day-by-day

**Internet Resources:**

Suggested web links to national and international news sites as follows:  
<http://www.thestar.com>

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<p>Teacher will use Appendix A Data Gathering Tracking Sheet to record/summarize results.</p> <p><b>Student Readiness:</b></p> <p>Prior to this lesson students will have carried out an investigation of various print and on-line news coverage of local, regional, national, and global events (15 – 20 minutes per day of homework over 5 days). Students will explore a variety of sources and record their findings related to their chosen 4 stories per day in a tracking sheet containing:</p> <ul style="list-style-type: none"> <li>— Date</li> <li>— Source</li> <li>— Title of story</li> <li>— Categorize the story as local, regional, national or international in scope</li> <li>— Brief point-form summary of story</li> <li>— Categorize stories as generally positive (P) negative(N) neutral (0) in their tone</li> <li>— Calculate totals for these 3 categories</li> <li>— Brief point-form summary of overall findings – initial reaction, surprises, etc.</li> </ul> <p>Students receive: Appendix A Data Gathering Tracking Sheet to record/summarize results.</p> <p>Ideally, students will be surprised by the ratio of negative to positive global business news stories (ah-ah moment); and how the teacher’s results measure up against those of the entire class. Also, a list of prominent global topics/themes can be listed during the class discussion; which can help guide students researching their response assignment.</p>	<p><a href="http://www.nytimes.com">http://www.nytimes.com</a>  <a href="http://www.theglobeandmail.com/">http://www.theglobeandmail.com/</a>  <a href="http://www.chicagotribune.com/">http://www.chicagotribune.com/</a>  <a href="http://global.nytimes.com/?iht">http://global.nytimes.com/?iht</a>  <a href="http://www.japantimes.co.jp/">http://www.japantimes.co.jp/</a>  <a href="http://www.smh.com.au/">http://www.smh.com.au/</a></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Use of school-based computers and software including access to the Internet; and a variety of network applications such as Paint or MS Word, MS Publisher, Smart Ideas 8 (mind mapping) as well as more advanced design applications such as Photoshop, etc. (subject to student ability)</li> <li>• <i>Catholic Education: The Future Is Now</i>, James Mulligan, CSC, Novalis, St. Paul University ISBN 2-89507-003-2</li> <li>• <i>Proof the World is Getting Worse Day by Day</i>, Torstar Syndication Services, <a href="http://www.StarStore.ca">www.StarStore.ca</a> (with copyright permission)</li> </ul> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>• Past experience has indicated that students with even modest computer skills are able to use some of the aforementioned applications to produce an effective/attractive product.</li> <li>• If technology is not an option, then students could complete the work by hand and present their product on Bristol board, journal, or in some other tangible manner.</li> <li>• Students will be encouraged to create and document a word bank throughout the course of this activity. In this regard, the teacher might choose to focus on literacy by assigning an optional task whereby students will use a Crossword Building application. Many are available online.</li> </ul>
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## CCC and OECTA Partnership Teaching Resource


### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

<b>Terminology</b>  Common Good, International business, Globalization, World issues, Global perspective, Critical Literacy, Negative bias, Propaganda, Media	<ul style="list-style-type: none"> <li>Students will hand in their completed media tracking sheets no later than the day before the activity begins. The teacher will review student findings and work up a simple chart of totals and a diagram to compare the teacher’s findings with those of the entire class.</li> </ul>
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MINDS ON	CONNECTIONS
<p><b>Structured Controversy</b></p> <p>Teacher addresses the class with select statements designed to focus their attention, start them thinking and challenge them to respond. Ideally, students will make connections between these statements and what they have recorded in their media tracking sheets – this would provide a useful context and/or a starting point for student responses especially if students reflect on stories that relate directly to teacher statements.</p> <p>Some of the following statements inspired by James Mulligan, CSC author of <i>Catholic Education: The Future Is Now</i>. Teacher statements with a negative context:</p> <ul style="list-style-type: none"> <li><i>I stopped caring when I was 14 – I just don’t care anymore</i></li> <li><i>Why should I be hopeful – I have no control</i></li> <li><i>I don’t expect to find meaning in life</i></li> <li><i>Don’t talk to me about things like values, a belief system or a passion for an idea or ideal</i></li> <li><i>I am not a spiritual person – I’m all about me</i></li> <li><i>Don’t talk to me about community</i></li> <li><i>Truth is a relative term – it’s subjective</i></li> <li><i>Life is complicated – I feel overwhelmed</i></li> </ul> <p>Teacher statements with a positive context:</p> <ul style="list-style-type: none"> <li><i>Actions give meaning and authenticity to words</i></li> <li><i>I need opportunities to create</i></li> <li><i>I act on what I believe</i></li> <li><i>I need a solid foundation to base my life on</i></li> <li><i>My life has purpose</i></li> <li><i>I hunger for meaning, connecting, and a sense of direction in life</i></li> </ul>	<p>Assessment <b>for</b> learning:</p> <ul style="list-style-type: none"> <li>Student media tracking sheets</li> </ul> <p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>Student oral or written responses to select controversial statements – shared with peers and refined based on peer feedback</li> <li>Student completion of word bank and/or optional crossword building task – option for students to exchange and complete peer’s version.</li> </ul> <p>Assessment <b>of</b> learning:</p> <ul style="list-style-type: none"> <li>Proof the world is getting better day-by-day</li> </ul>

## CCC and OECTA Partnership Teaching Resource

### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

<ul style="list-style-type: none"> <li>• <i>I want to transform the world – the world is good</i></li> <li>• <i>I want to find meaning and develop a solid world-view</i></li> <li>• <i>I don't want to be comfortably numb – I want to know what's going on around me</i></li> <li>• <i>It would be cool to transform the world</i></li> <li>• <i>I am not indifferent – I have a responsibility to help create a just society</i></li> <li>• <i>I want to find a deeper sense of meaning in life</i></li> <li>• <i>I want to resist the tendency to be cynical and to despair</i></li> <li>• <i>It's important to protect the Common Good</i></li> <li>• <i>I am tired of junk culture</i></li> <li>• <i>I know the difference between news and propaganda</i></li> <li>• <i>Challenging culture is sometimes necessary</i></li> <li>• <i>I question the integrity of the news media</i></li> </ul> <p><b>Calculation and Presentation of Tracking Sheet Results</b></p> <p>Teacher instructs students to organize into groups of 4 or 5 and calculate group totals for positive (P); negative (N); and neutral (0) stories from individual Appendix A Data Gathering Tracking Sheets. Try to identify 3 or 4 prominent topics/themes. Group leaders present these findings to the class – teacher records (P) (N) (0) totals, as well as prominent topics/themes in chart form on the whiteboard. When comparing class and teacher results – teacher solicits feedback and conclusions from students (ah-ah! moment).</p>	<ul style="list-style-type: none"> <li>— Associated reflection assignment containing specific references to relevant Catholic Social Teachings</li> </ul> <div style="text-align: center;">  </div> <p>Differentiated learning:</p> <p>Proof the world is getting better day-by-day product can be presented in a variety of formats including:</p> <ul style="list-style-type: none"> <li>— Original Toronto Star case study template</li> <li>— Poster</li> <li>— Collage</li> <li>— Model</li> <li>— Diary</li> <li>— Poem</li> <li>— Song</li> <li>— Performance</li> <li>— Journal</li> </ul>
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ACTION	CONNECTIONS
<p><b>Lecture and Directed Class Discussion</b></p> <p>Teacher uses Appendix B Teacher Notes to introduce the concept of Catholic social activism as outlined by James T. Mulligan CSC.</p> <p>Teacher uses Appendix B Teacher Notes to address the role and importance of the news media in society and as an extension of culture.</p> <p>Teacher poses the question: <i>Does information provided by the news media serve the Common Good?</i></p>	<p>Assessment <span style="color: green;">as</span> learning:</p> <ul style="list-style-type: none"> <li>— Students reflect on their understanding of the issue and participate in discussion to refine their own perspective</li> </ul>

## CCC and OECTA Partnership Teaching Resource

### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

<p>Teacher uses Appendix B Teacher Notes to addresses the issue of negative bias in the news media; and questions students about how they typically respond to negative news.</p> <p><b>Pair Work</b></p> <p>Exploration of <i>Toronto Star case study: Proof the world is getting worse day-by-day</i></p> <p>Teacher distributes print copies of Appendix C Case Study: Proof the world is getting worse day-by-day (includes 2 PDF files) and encourages students to use highlighter markers and make brief notes related to particular stories of interest. Students will briefly outline their responses which they will share with the class by posting on a word wall.</p> <p><b>Word Wall</b></p> <p>Students freely associate their opinions/impressions with what they have explored, and share with the class</p> <p>Once the word wall is complete teacher will summarize the general viewpoint, and seek, confirm or debunk consensus.</p>	<p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>— Students collaborate to reinforce their understanding of the issue and negotiate to complete their responses</li> <li>— Students validate their work by posting or providing feedback to others in the class</li> </ul>
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CONSOLIDATION	CONNECTIONS
<p><b>Presentation of Response and Assignment Outline</b></p> <p>Teacher uses Appendix D Assignment Outline: Proof the world is getting better day-by-day to present the assignment in the context of Catholic Social Teachings.</p> <p>Teacher presents assignment, responds to student questions, and considers alternative approaches as students collaborate in pairs. Individuals or pairs may negotiate alternative approaches to the assignment as per bullet three in Appendix D.</p>	<p>Assessment <b>of</b> learning:</p> <ul style="list-style-type: none"> <li>— Appendix E Rubric: Proof the world is getting better day-by-day modified to effectively assess various presentation formats of final product</li> </ul>

## CCC and OECTA Partnership Teaching Resource

### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

	<b>Additional Instruction</b>  Students will be advised to seek and incorporate a minimum of 3 – 5 relevant stories in which individuals or groups that are normally stereotyped by print and other news media in a negative manner based on race, faith, sexual orientation, etc; are portrayed or featured in a positive or constructive manner. Teacher uses Appendix E Rubric: Proof the world is getting better day-by-day to explain, and answer questions from students regarding assessment/evaluation of the final product.	
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	<b>CONTINUED LEARNING OPPORTUNITIES</b>	
	<b>Further extensions to this assignment might include:</b> <ul style="list-style-type: none"><li>• Writing letters or e-mails to editors of print and on-line news outlets to express the collective consensus.</li><li>• Being pro-active change agents e.g. Leverage this product to initiate and engage in conversations, discussions or debates with local, regional, national or international news outlets on how a negative bias distorts our global perspective and is contrary to the Common Good.</li></ul>	

CCC and OECTA Partnership Teaching Resource

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

Appendix A

Data Gathering Tracking Sheet: Proof the world got better day-by-day

Date	Source	Title	Scope	Key Topics or Themes	Categorize

Notes:

- Scope: local (L); regional (R); national (N); or international (I)
- Key topics or themes: in bullet points
- Categorize stories: generally positive (P); negative(N); or neutral (O) in their overall tone (in your opinion)
- Brief point-form summary of overall findings – initial reaction, surprises, etc.

## Equity and Inclusion: Through the Lens of the Catholic Social Teachings

### Teacher Notes: Proof the world is getting better day-by-day

### Appendix B

#### Catholic Social Activism

- According to James T. Mulligan CSC, a prominent Canadian Catholic priest, writer and educator... there is a 'Cult of Impotence' and 'There is No Alternative' attitude among young people in our society
- Father Mulligan suggests that young people must learn appropriate responses to negative elements in our culture which advocates racism, consumerism, sexism, militarism, avarice, an unrestrained sexuality, a culture which reconciles massive inequality and creates the conditions for class conflict
- Furthermore, he suggests that this attitude contradicts everything that we believe in... the promotion of the Common Good... and that we have an imperative to challenge unjust structures and transform society.

Source: *Catholic Education: The Future Is Now*, James Mulligan, CSC, Novalis, St. Paul University ISBN 2-89507-003-2

#### The News Media

- Within modern society, the communications media play a major role in information, cultural promotion and formation
- Society has a right to information based on truth, freedom, justice, and solidarity
- Users... will want to form enlightened and correct consciences... to more easily resist unwholesome influences.

Guiding question for students: *Does information provided by news media serve the Common Good?*

Source: *Catechism of the Catholic Church: Revised in Accordance with the Official Latin Text Promulgated by Pope John Paul II*. 2nd ed. Vatican City: Libreria Editrice Vaticana, 1997

#### Negative Bias in the News Media

- We are often overwhelmed by vast amounts of information and misinformation through the news media
- We would agree that the world is not a perfect place... bad things do happen... often unexpectedly without reason or merit – sometimes planned
- As Catholics we have a responsibility to acknowledge information, based on the truth, but more importantly we have a responsibility to express the hope that is within us!

Guiding question for students: *Is negative bias in the news media consistent with the Catholic perspective?*



**Equity and Inclusion: Through the Lens of the Catholic Social Teachings**

**Appendix C**

**Case Study: Proof the world is getting better day-by-day**

**Case Study: Proof the world is getting worse day-by-day**

- On Sunday, September 4, 2005 the Toronto Star published the first of many monthly features in the Ideas Section of their newspaper entitled: Proof the world is getting worse day-by-day
- As illustrated in the two PDF files dated Sunday, September 4, 2005 and Sunday, December 4, 2005 (located at the end of Appendix C in original PDF and in Word files) the reader is presented with negative global news stories for each day of these particular months; accompanied and emphasized by complimentary graphic images
- Although it is factual, professional, eye-catching, and attention-grabbing in its overall effect – it can be argued that Proof the world is getting worse day-by-day communicates a negative world view that is contrary to the Catholic perspective – as an unjust structure which promotes the “common bad” rather than the Common Good.
- Guiding question for students: *What response is required?*

**Required Response: Proof the world is getting better day-by-day**

- Our challenge is to respond to the Toronto Star and all news media by producing a factual, professional, and attractive presentation; Proof the world is getting better day-by-day; which communicates a positive world view that is consistent with the Catholic perspective – create a just structure which expresses the hope that is within us, and thus promotes the Common Good
- Students will carry out research to source positive world news stories with a focus on prominent international business themes like globalization; and aiming to effectively incorporate stories related to equity and inclusion within a business or socio-economic context
- Design and lay out your findings in an attractive text and/or graphic format to share a more positive world view that the world is getting better day-by-day.

Source: Reprinted with permission – Torstar Syndication Services

**Equity and Inclusion: Through the Lens of the Catholic Social Teachings**

**D2 H TORONTO STAR H SUNDAY, SEPTEMBER 4, 2005**

**Appendix C Continued**

Proof the world is getting worse day-by-day

August by Malene Arpe

1 3000-hit, 500-homer Oriole Rafael Palmeiro gets suspended for steroid use and tries to make us believe he was an unwitting victim of some screw-up. At least it explains why he's on Viagra.

2 A German woman accused of killing nine newborns says she can't remember how they died, as she was always drunk during labour. The babies were found buried in flowerpots and a fish tank.

3 South Korean scientists announce they've cloned an Afghan hound. Its name is Snuppy. That's short for Seoul National University Puppy.

4 Discovery commander Eileen Collins says she can see widespread ecological destruction on Earth as the shuttle orbits.

5 Says Jessica Simpson: "To play Daisy Duke, I mean, that's like an iconish... is that a word... iconic figure."

6 Greenpeace activists fail to paint the word "Legal?" on an Icelandic bottom-trawling fishing boat.

7 A Macedonian man leaves his wife at an Italian service station and only realizes he's driven off without her six hours later.

8 Two of the jurors who voted to acquit Michael Jackson of molestation say they regret their decision and only went along with the others after a jury foreman threatened to remove them. Both have book deals.

9 "The people of Niger look well-fed, as you can see," says President Mamadou Tandja and refers to reports of widespread hunger as "false propaganda." The skeletal children don't have the energy to correct him.

10 A judge extends a temporary restraining order barring Colin Farrell's ex from selling a tape of them having sex.

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11 Grizzly bears that eat salmon have higher contaminant levels in their bodies than those that eat mostly berries, plants and insects. Researchers find the fish-eating bears loaded with PCPs, pesticides and flame-retardants— possibly explaining why there are so few reports of burning bears.

12 A Russian book publisher claims the original version of Gulliver’s Travels was a pornographic novel featuring Gulliver in steamy encounters with Lilliputians and working as a sex toy for giants.

13 North Korea criticizes military exercises involving South Korea and the United States, saying the maneuvers are a final preparation for an attack on the communist state.

14 Paris Hilton exchanges Tinkerbell for a smaller dog called Bambi. “She only likes them when they were very small, and Tinkerbell got too big,” an unnamed someone explains.

15 Two pit bulls burrow under a fence at a Michigan children’s zoo and kill two goats and a rooster. Nine more animals are injured.

16 An exciting new computer worm wreaks havoc with systems at several large news organizations causing CNN to show extended footage of their tech support staff looking bewildered.

17 The BTK killer tells court that he found killing to be hard work and had to exercise to keep up his strength.

18 British troops in Iraq are issued germ-fighting underwear.

19 Storm, twisters, hail, tornados, flooding, torrential downpour. GTA roads ripped up. No locusts.

20 A boy falls off a ride at the Ex.

21 The Tigers complete a sweep of the Jays with resounding 17-6 pounding. That was that seas

22 About 30 wildfires burn out of control in drought-stricken Portugal.

23 A study finds only those Americans living in Oregon did not get fatter between 2002 and 2004.

24 Another Snowbird falls into the taxpayer sinkhole.

25 A British teen invents a hamster wheel cell phone charger.

26 Hurricane Katrina kills 11 in Florida.

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27 The debate begins as to whether Metro's 43rd murder victim of the year, Delroy Daring, may have had it coming to him. He did, after all, have 10 kids with four different women.

28 Jack Layton asks Paul Martin to recall Parliament early for debate on the most boring issue ever in the history of this country: Softwood lumber.

29 Six New Yorkers plead guilty to selling thousands of phony LiveStrong wristbands and have turned over almost \$112,000 to the Lance Armstrong Foundation.

30 Eleven people are injured and a large number of elderly people are pushed to the ground during the annual Hong Kong handout of "peace rice" to the poor.

31 The water continues to rise in New Orleans two days after Katrina hit and 80 per cent of the city now flooded.

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**D2 H TORONTO STAR H SUNDAY, DECEMBER 4, 2005**

**Appendix C Continued**

Proof the world is getting worse day-by-day

November by Malene Arpe

1 Greenpeace's Rainbow Warrior II hits a world-heritage-site coral reef. Pay a fine of one endangered tiger cub and do not pass go.

2 Paris is burning.

3 The Bay cuts 825 jobs. Quick! Stock up on those super-attractive striped blanket jackets before it's too late.

4 Sam Peckinpah's The Wild Bunch is going to be remade. That's excellent, because, you know, the original wasn't brilliant or anything.

5 Pirates, armed with guns and grenades, attack a cruise ship off the Horn of Africa. Arrrrr!

6 France is burning.

7 White Stripes singer Jack White decides to change his name. He now wants to be known as Three Quid. I personally would like to be known as the Goddess Queen of the Realm of Gloxnack. Neither is likely to happen.

8 A study shows that Canadians on average have some 44 very icky chemicals in their blood.

9 Paris Hilton is unhurt after a Hollywood car accident.

10 An anonymous buyer pays \$27,300 for an upper right canine believed to have come from the mouth of Napoleon Bonaparte.

11 Fox Television announces it will not be ordering a full third season of Arrested Development.

12 A torso found today in Parkdale matches a leg found yesterday in North York.

13 The Raptors are 0-6.

14 Christmas election...blah, blah...tax cuts...untenable...blah, blah...moral high ground...blah, blah...voice of the people...

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15 Director of Thailand's Chiang Mai Night Safari Zoo announces that guests at the official opening on New Year's Eve will have the opportunity to dine on tiger, lion, elephant and giraffe.

16 The Raptors are now 0-8, but at least they're not planning a Christmas election.

17 Two Russian brothers are charged with killing a friend in a drunken brawl and, with their mother, eating his innards. "They cut open the body, took out the heart and liver, and fried them up on the stove along with some potatoes," an investigator says.

18 An Etobicoke man refuses to give a stranger a cigarette and ends up shot.

19 Tropical storm Gamma kills six in Central America.

20 It's bye-bye birdie, as 60,000 ducks and geese in B.C. are ordered destroyed because they have the sniffles.

21 The number of people living with HIV worldwide stands at 40.3 million. That abstinence plan is really working out.

22 Tom Cruise buys a sonogram machine to better monitor what's going on inside his incubator.

23 A Dutch mall Santa is fired after slapping a beard-pulling child.

24 A study shows that there is more carbon monoxide in the atmosphere than at any other point in the last 650,000 years.

25 Poor Bono is "crushed" that Paul Martin hasn't come through on international aid.

26 It's the fourth day without running water for four million residents of China's Harbin city after a chemical plant explosion and a spill of benzene into the river.

27 The director of Russia's Lenin Museum says the ghost of the dictator is haunting the building. "We can often smell apple cake, which was his favourite food, even though there is no bakery near here."

28 Jingle bell, election hell/Campaigning all the way/Oh what fun it is to hear/ What Harper has to say/Jingle bell, election hell/Campaigning all the way/ Oh what fun it is to see/Jack Layton every day.

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29 Italian scientists find that love is indeed fleeting. A molecule called NGF is responsible for feelings of euphoria, but it sadly dissipates after a year with the same person. So, you know, don't start picking out china patterns.

30 The worst hurricane season ever — most named storms, most hurricanes, most category 5 storms — ends with tropical storm Epsilon.

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**Equity and Inclusion: Through the Lens of the Catholic Social Teachings**

**Appendix D**

**Assignment Outline: Proof the world is getting better day-by-day**

- Working individually or in pairs, students will research and report on one particular month (specific timeframe to be determined by teacher)
- Research reliable news sources to select relevant stories that reflect a positive perspective. Students are advised that it will be a challenge to find relevant news stories for every day of the month assigned
- Use the format presented in the original Toronto Star case study OR come up with an alternative presentation format that achieves the intended outcome but in a different or more personal manner (negotiated with teacher)
- Write a short (100 word max.) reflection that incorporates specific Catholic Social Teachings, applicable business terms and effectively communicates your overall perspective that the world is getting better day-by-day
- Collaborate with other groups to develop a consistent and compatible class product that could potentially be presented to a guest speaker, published on a school website or incorporated into a student portfolio (subject to teacher requirements)

**Equity and Inclusion: Through the Lens of the Catholic Social Teachings**

**Rubric: Proof the world is getting better day-by-day**

**Appendix E**

<b>Content</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Product is topical and complete – stories are global in scope or relevance.	All stories are global in scope or relevant; presented effectively; compelling; impactful.	Topical - most stories global in scope and relevant; presented in context – enlightening.	Incomplete/inconsistent regarding topics/content; some stories global in scope and relevant; informative.	Incomplete; only a few topical or relevant stories, facts, comments or opinions are provided.
<b>Faith Context</b>  Focus on Common Good; conveys a positive world view consistent with Catholic perspective – product expresses hope within us; incorporates stories related to equity & inclusion within business and socio-economic contexts.	<b>Level 4</b>  Highly focused in conveying a positive world view; clearly consistent with Catholic perspective – expresses hope within us in a compelling manner as stories are insightful, diverse in theme and topic; significant equity & inclusion content.	<b>Level 3</b>  Well focused in terms of conveying a positive world view, and consistent with Catholic perspective – product expresses the hope that is within us in convincing manner as stories are interesting/relevant; relevant equity & inclusion content.	<b>Level 2</b>  Topical and relevant in terms of conveying a positive world view, and somewhat with Catholic perspective – product expresses the hope that is within us in a coherent manner as stories are interesting and relevant; limited equity & inclusion content.	<b>Level 1</b>  There is limited evidence that a faith context has been embedded into this product;  Little or no effort has been made to address the central issue of the Common Good or the hope that is within us; no equity & inclusion content.
<b>Business Language</b>  Use of vocabulary, terms, spelling, grammar, context and conventions.	<b>Level 4</b>  Excellent use of CST & business language and conventions; no significant errors.	<b>Level 3</b>  Good use of CST & business language and conventions; some significant errors.	<b>Level 2</b>  Adequate use of CST & business language and conventions; many significant errors.	<b>Level 1</b>  Poor use of CST & business language and conventions; frequent and significant errors.
<b>Layout and Design</b>  Drawings, text and illustrations add to the purpose and interest of product – creative/original.	<b>Level 4</b>  Exceptional creativity and originality to accomplish the overall purpose; compelling product.	<b>Level 3</b>  Highly creative/original; effective use of layout and design to accomplish the overall purpose; convincing product.	<b>Level 2</b>  Some creativity/originality;  Good use of layout and design to accomplish overall purpose; coherent product.	<b>Level 1</b>  Limited creativity; design efforts accomplish limited in accomplishing the overall purpose; poor product.

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GRADE 12

**Equity and Inclusive  
Education:  
From the Lens of the  
Catholic Social Teachings**

**Subject: Philosophy**

**Code: HZT 4U**

**Lesson Title:** The Common Good

**Suggested length of time:** 150 minutes

**Lesson Overview**

This lesson will introduce students to the Catholic Social Teaching principle of the Common Good and Community. It will invite students to examine various major philosophers and their work in light of this principle.

**CURRICULUM CONNECTIONS**

**Philosophy HZT4U**

**Strand:**

G. Supplementary Topics: Social and Political Philosophy

**Overall Expectations:**

G1. Understanding Social and Political Philosophy: demonstrate an understanding of the main questions in social and political philosophy, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;  
G2. Exploring Social and Political Philosophy: demonstrate an understanding of theories in social and political philosophy, and evaluate

**CATHOLIC SOCIAL TEACHINGS &  
ONTARIO CATHOLIC SCHOOL GRADUATE  
EXPECTATIONS**

The **Catholic Social Teachings** evident in this lesson: **The Common Good and Community**

The **Ontario Catholic School Graduate Expectations** evident in this lesson include:

**A Discerning Believer Formed in the Catholic Faith Community Who:**

1 (d) Develops attitudes and values founded on Catholic Social Teaching and acts to promote social responsibility, human solidarity and the Common Good.

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<p>responses to some of the main questions in social and political philosophy by major philosophers and schools of philosophy;  G3. Making Connections to Social and Political Philosophy: demonstrate an understanding of connections between social and political philosophy and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;  G4. Philosophical Reasoning in Social and Political Philosophy: use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in social and political philosophy.</p> <p><b>Specific Expectations:</b>  G1.1 demonstrates an understanding of some of the main questions in social and political philosophy (<i>e.g., What are the just limits of state authority? Do all people have the right to equal treatment? What are an individual's rights and responsibilities?</i>)  G1.2 summarize the positions of various major philosophers on some of the main questions in social and political philosophy  G2.1 explain different theories in social and political philosophy with reference to some classic and contemporary texts  G2.2 compare how different philosophers and/or schools of philosophy approach the same questions/issues in social and political philosophy  G3.1 demonstrate an understanding of the influence that ideas related to social and political philosophy have on their everyday life  G4.1 formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in social and political philosophy</p>	<p><b>A Reflective, Creative and Holistic Thinker Who:</b></p> <p>3 (b) Creates, adapts, and evaluates new ideas in light of the Common Good.</p> <p>3 (f) Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.</p>
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	Guiding Questions from the Framework
	<p>These guiding questions have been selected from the framework focusing on:</p> <p>Equity and Inclusive Education:</p> <ul style="list-style-type: none"><li>• In building a welcoming learning environment, what words and actions demonstrate respect for the dignity of all?</li></ul> <p>Catholic Social Teaching:</p> <ul style="list-style-type: none"><li>• How can we create a society that directly affects humanity and the capacity of persons to grow in community?</li><li>• How might we move beyond indifference to concern for others?</li></ul> <p>Ontario Catholic Graduate Expectations:</p> <ul style="list-style-type: none"><li>• How does the Catholic Social Teaching, Common Good and Community, call us to respond or act:<ul style="list-style-type: none"><li>○ As a discerning believer?</li><li>○ As a reflective, creative, holistic thinker?</li></ul></li><li>• Scriptural passage that inspires this lesson: Then he will answer them, ‘Truly I tell you, just as you did not do it to one of the least of these, you did not do it to me.’ (Matthew 25:45)</li><li>• Papal Quote that inspires this lesson: An excellent program for our lives: the Beatitudes and Matthew Chapter 25. (Pope Francis Tweeted August 21<sup>st</sup>, 2013)</li></ul> <p>Critical Literacy:</p> <ul style="list-style-type: none"><li>• What kinds of issues of equity, power and social justice are relevant to the topic?</li></ul> <p>Teachers and students may select additional questions from the framework to guide their learning inquiry.</p>


	LEARNING GOALS
	<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"><li>• Understand the Catholic Social Principle Common Good and Community;</li><li>• Recognize that the Common Good is at the heart of a just and healthy society/community;</li><li>• Evaluate social and political philosophical views in light of the Common Good and Community;</li><li>• Consider how the Common Good and Community can be used as a guideline to forming laws and the behavior of individuals.</li></ul>

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	<p><b>Success Criteria</b>, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.</p>
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INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p><b>Prior Learning:</b></p> <p>Completion of Strand D, Ethics, would be beneficial (D1.1 demonstrate an understanding of some of the main questions in ethics e.g. <i>How should I live my life? What is a good life?</i>)</p> <p><b>Teacher Readiness:</b> Prior to this lesson, the teacher will have an understanding of the expectations of Strand G: Understanding Social and Political Philosophy.</p> <p><b>Student Readiness:</b> Prior to this lesson, the student have studied much of Strand G: Social and Political Philosophy</p> <p><b>Terminology:</b> Common Good, Individualism, Communitarianism, Authority, Socialism, Laissez-Faire Capitalism</p>	<p><b>Materials:</b></p> <p>Student Text (chapters on Social and Political Philosophy)  Appendix A Venn Diagram: Yours, Mine and Ours  Appendix B Catholic Social Teaching: The Common Good  Appendix C Scripture and the Common Good  Appendix D Philosophical Views and the Common Good  Appendix E The Common Good in our Society</p> <p><b>Internet Resources:</b></p> <p><b>Scarboro Foreign Missions on the Golden Rule:</b>  <a href="http://www.scarboromissions.ca/Golden_rule/">http://www.scarboromissions.ca/Golden_rule/</a></p> <p><b>Compendium of the Social Doctrine of the Church</b>  <i>(The Principle of the Common Good. paragraphs 164-170) cf.</i>  <a href="http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html">http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html</a></p> <p>The Catechism of the Catholic Church (<i>The Common Good. Paragraphs 1905-1912</i>)</p> <p><i>Jean Vanier on How We Can Make our World a Better Place 7b</i>  <a href="http://www.youtube.com/watch?v=k8Mf4Mq4XEs&amp;feature=g-upl">http://www.youtube.com/watch?v=k8Mf4Mq4XEs&amp;feature=g-upl</a></p> <p>Various Encyclicals related to the CST</p>

**Equity and Inclusion: Through the Lens of the Catholic Social Teachings**

MINDS ON	CONNECTIONS
<p><b>Whole Group</b></p> <p>Invite students to independently brainstorm (rejecting no thoughts) and record a list of all the things they believe necessary to lead a good life in the community. Encourage them to go beyond material needs and to think of their whole self – spiritually, physically, intellectually, emotionally and socially.</p> <p>Note: In case students believe money is all they need – there are a number of studies that show having money (i.e. winning the lottery) does not lead to happiness. An internet search on ‘lottery winnings and happiness’ or ‘lottery winners and health concerns’ will produce a number of articles and studies to support this.</p> <p>Also Note: Without naming things specifically, it may be necessary to provide the students with an example.</p> <p>e.g. Consider the things need to get to school today: people, infrastructure (water, sewage, electricity, roads, health care), etc.</p> <p>It may be helpful to watch <i>Jean Vanier on How We Can Make our World a Better Place 7b</i>  <a href="http://www.youtube.com/watch?v=k8Mf4Mq4XEs&amp;feature=g-upl">http://www.youtube.com/watch?v=k8Mf4Mq4XEs&amp;feature=g-upl</a> .</p> <p>In this video Vanier notes that though we are all different, we share the common needs: to love, to learn, to belong, to grow, to share, to be appreciated, to be collaborative etc.</p> <p><b>Pairs or Small Group</b></p> <p>Have students create Venn Diagrams or use Appendix A Yours, Mine &amp; Ours that represents each person’s list placing all items that they hold in common in the overlapping (“ours”) section of the diagram.</p> <p><b>Whole Class:</b></p> <p>Create a class list of all those items in the “ours” portion of each group’s/pair’s Venn diagrams.</p>	<p>Assessment <b>for</b> learning:</p> <ul style="list-style-type: none"> <li>— Observation (Learning Skills)</li> <li>— Seek opportunities to guide student thinking and understanding</li> <li>— Offer oral feedback when appropriate</li> </ul> <p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>— Observation (Learning Skills)</li> <li>— Offer descriptive (oral) feedback</li> <li>— In small groups students can offer peer-to-peer feedback</li> </ul> <p> Differentiation of learning:</p> <ul style="list-style-type: none"> <li>— Students may collate their work electronically.</li> </ul>


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<p>List all those items that sit outside the “ours” portion.</p> <p>Consider if those needs are represented in some way in the “ours” portion (e.g. a student may need to use a wheel chair and has placed this outside the “ours” portion, yet it is represented by the label health care in the “ours” portion).</p> <p>Consider if all those “needs” are truly needs or simply wants.</p> <p>Consider the “ours” list in light of the Golden Rule (Treat others the way that you would want to be treated yourself cf. <a href="http://www.scarboromissions.ca/Golden_rule/">http://www.scarboromissions.ca/Golden_rule/</a>) and/or in light of Kant’s Categorical Imperative (Ethics Unit): Act in such a way that you desire for yourself what you can at the same time will for all others.</p> <p>Invite students to consider: <i>Is this the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfillment more fully and more easily?</i> (Catechism of the Catholic Church, #1906); <i>What responsibility do we have, do institutions have, do governments have to ensure that all people enjoy these needs?</i> (Catechism of the Catholic Church, #1905-1912 examines the Principle of the Common Good)</p>	
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ACTION	CONNECTIONS
<p><b>Small Groups:</b></p> <p>Students are invited to examine Appendix B: Catholic Social Teaching: The Common Good; and, in light of Sacred Scripture Appendix C: Scripture and the Common Good.</p> <p>In Small Groups students are invited to: Examine Catholic Social Teaching (cf. Appendix B) and create a succinct working definition for the Common Good.</p>	<p>Assessment <b>for</b> learning:</p> <ul style="list-style-type: none"> <li>— Appendixes B and C</li> <li>— Observation</li> <li>— Oral Feedback</li> </ul> <p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>— Appendixes B and C</li> <li>— Observation</li> <li>— Oral Feedback</li> </ul>



## Equity and Inclusion: Through the Lens of the Catholic Social Teachings

	<p>Examine Sacred Scripture Appendix C and by answering the assigned questions come to an understanding of how we called to promote the Common Good.</p>	 Differentiation of Learning: <ul style="list-style-type: none"> <li>— demonstrating/collating their work (e.g. inviting students with devices to track their work electronically) and encouraging them to build in links/images into their work</li> </ul>
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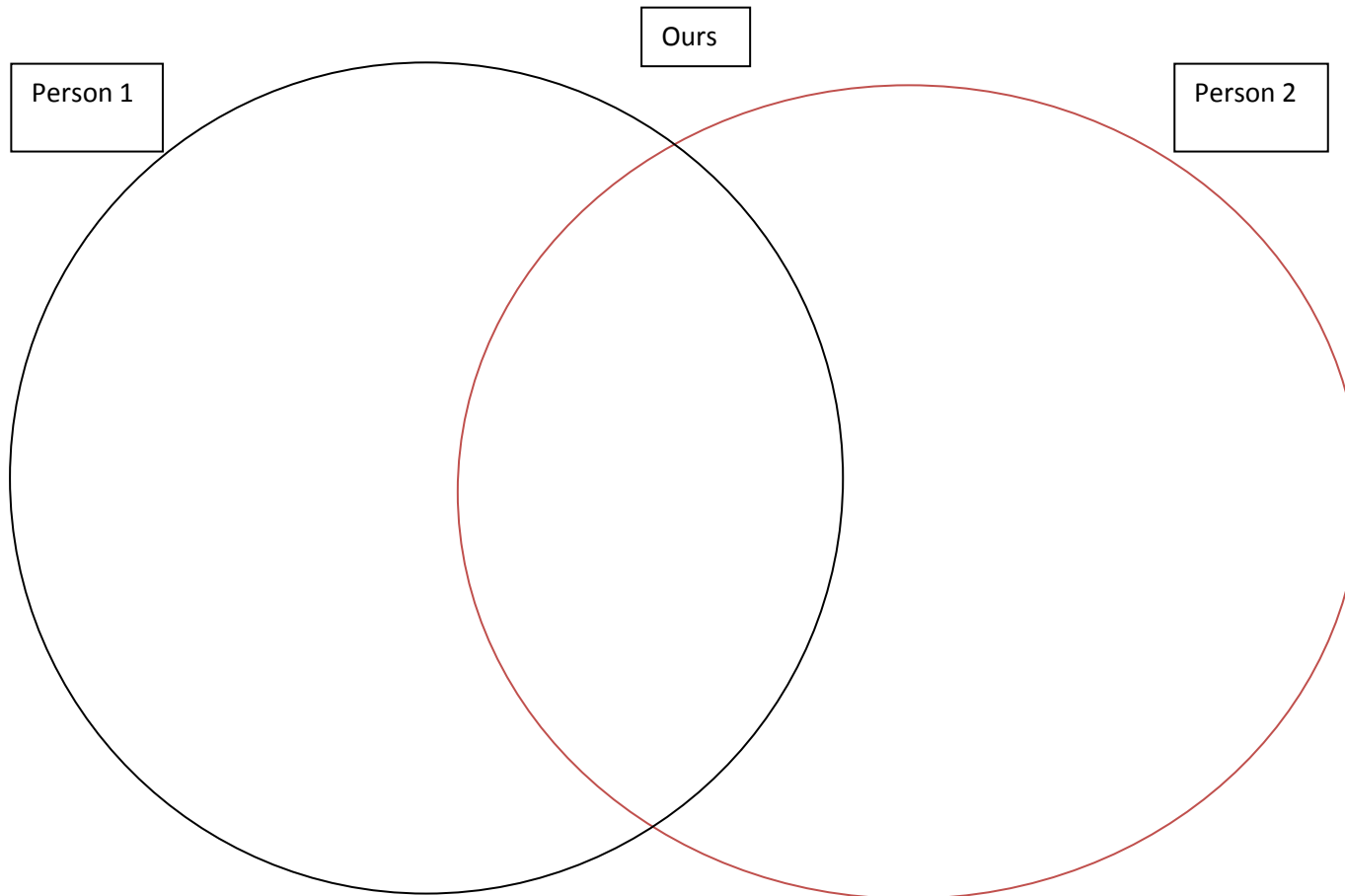
	CONSOLIDATION	CONNECTIONS
	<p><b>Individual Work:</b></p> <p>Invite students to work independently to complete Appendix D Philosophical Views and the Common Good. Having studied various Social and Political views of philosophers, students are now asked to look at various philosophical views in light of the Common Good.</p> <p><b>Pair Work:</b></p> <p>Students working in pairs (think/pair/share) complete Appendix E The Common Good in our Society.</p>	<p>Assessment <b>for and as</b> learning:</p> <ul style="list-style-type: none"> <li>— Completion of Appendix D and E</li> <li>— Oral Feedback as students complete the work</li> <li>— Assistance as needed</li> </ul> <p>Assessment <b>of</b> learning:</p> <ul style="list-style-type: none"> <li>— Submission of Appendix D and E</li> </ul>  Differentiation of Learning: <ul style="list-style-type: none"> <li>— Think/pair/share</li> <li>— Group work</li> </ul>

	CONTINUED LEARNING OPPORTUNITIES
	<p>Further extensions to this lesson might include:</p> <ul style="list-style-type: none"> <li>• Inviting students to name and research companies that consider the Common Good in their business dealings (10,000 Villages, The Body Shop, Credit Unions, Cooperatives, etc.)</li> </ul>

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Appendix A

Venn Diagram: Yours, Mine and Ours



Equity and Inclusion: Through the Lens of the Catholic Social Teachings

Appendix B

Catholic Social Teaching: The Common Good

- Pope Benedict *Caritas In Veritate* (#7)

7. Another important consideration is the Common Good. To love someone is to desire that person's good and to take effective steps to secure it. Besides the good of the individual, there is a good that is linked to living in society: the Common Good. It is the good of "all of us", made up of individuals, families and intermediate groups who together constitute society. It is a good that is sought not for its own sake, but for the people who belong to the social community and who can only really and effectively pursue their good within it. To desire the *Common Good* and strive towards it *is a requirement of justice and charity*. To take a stand for the Common Good is on the one hand to be solicitous for, and on the other hand to avail oneself of, that complex of institutions that give structure to the life of society, juridically, civilly, politically and culturally, making it the *pólis*, or "city". The more we strive to secure a Common Good corresponding to the real needs of our neighbours, the more effectively we love them. Every Christian is called to practise this charity, in a manner corresponding to his vocation and according to the degree of influence he wields in the *pólis*. This is the institutional path — we might also call it the political path — of charity, no less excellent and effective than the kind of charity which encounters the neighbour directly, outside the institutional mediation of the *pólis*. When animated by charity, commitment to the Common Good has greater worth than a merely secular and political stand would have. Like all commitment to justice, it has a place within the testimony of divine charity that paves the way for eternity through temporal action. Man's earthly activity, when inspired and sustained by charity, contributes to the building of the universal *city of God*, which is the goal of the history of the human family. In an increasingly globalized society, the Common Good and the effort to obtain it cannot fail to assume the dimensions of the whole human family, that is to say, the community of peoples and nations, in such a way as to shape the *earthly city* in unity and peace, rendering it to some degree an anticipation and a prefiguration of the undivided *city of God*.

- Pope John Paul *Sollicitudo Rei Socialis* (#38)

38. One would hope that also men and women without an explicit faith would be convinced that the obstacles to integral development are not only economic but rest on more profound attitudes which human beings can make into absolute values. Thus one would hope that all those who, to some degree or other, are responsible for ensuring a "more human life" for their fellow human beings, whether or not they are inspired by a religious faith, will become fully aware of the urgent need to change the spiritual attitudes which define each individual's relationship with self, with neighbour, with even the remotest human communities, and with nature itself; and all of this in view of higher values such as the Common Good or, to quote the felicitous expression of the Encyclical *Populorum Progressio*, the full development "of the whole individual and of all people."

**Equity and Inclusion: Through the Lens of the Catholic Social Teachings**

- **Compendium of the Social Doctrine of the Church** (*The Principle of the Common Good*. paragraphs 164-170) cf.  
[http://www.vatican.va/roman\\_curia/pontifical\\_councils/justpeace/documents/rc\\_pc\\_justpeace\\_doc\\_20060526\\_compendio-dott-soc\\_en.html](http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html)
- The Catechism of the Catholic Church (*The Common Good*. Paragraphs 1905-1912) cf.  
<http://www.scborromeo.org/ccc/p3s1c2a2.htm#II>

The Common Good:

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**Equity and Inclusion: Through the Lens of the Catholic Social Teachings**

**Appendix C**

**Scripture and the Common Good**

1. Read Matthew 25:31:45
2. Answer the following questions:
  - a. Why do you think one group did not recognize the hungry, the thirsty, the stranger, the naked or the imprisoned, while the other group tended to their needs?
  - b. The group that did tend to the hungry, the thirsty, the stranger, the naked or the imprisoned did not know when they served the “Son of Man”. Why do you think this is their response?
  - c. According to this passage, tending to the hungry, the thirsty, the stranger, the naked or the imprisoned has eternal implications. Consider:
    - i. What does this tell us about eternal life?
    - ii. What are the temporal implications of tending to the hungry, the thirsty, the stranger, the naked or the imprisoned?
    - iii. In the prayer *Our Father*, we pray for God’s Kingdom to come on earth as it is in heaven. As people of God, we are called to build God’s Kingdom on earth. In light of this biblical passage, what practical steps and initiatives might you take to fulfill this call?
  - d. The passage ends with Jesus saying: “Truly I tell you, just as you did not do it to one of the least of these, you did not do it to me.” What does this tell us about our relationship to others and the need to consider the Common Good?
3. The Acts of the Apostles talks of how the Common Good was at the heart of the early Christian Church community. Read Acts 2:42-47 and Acts 4:32-35 and in light of the Common Good give a brief summary of these passages.
4. Consider how the early Church community built up a welcoming loving, praying and learning environment. What words, attitudes, behaviours and actions found in these biblical passages am I invited to imitate? How did the early church practice equity and inclusion?

**Equity and Inclusion: Through the Lens of the Catholic Social Teachings**

**Philosophical Views and the Common Good**

**Appendix D**

Philosopher/Philosophical View	Incorporation of the Common Good
St. Thomas Aquinas	
Individualism	
Communitarianism	
Laissez-Faire Capitalism	
Libertarianism	
Socialism	

**Equity and Inclusion: Through the Lens of the Catholic Social Teachings**

**Appendix E**

**The Common Good in our Society**

Living a life guided by the principle of the Common Good (“Truly I tell you, just as you did not do it to one of the least of these, you did not do it to me” – Matthew 25:45) means that we need to evaluate all that we do in light of how it affects all people. With that in mind we consider:

What are the just limits of state authority?

We have been in the habit of evaluating all that we do in light of how the markets will respond. What else should we consider? Make a list of the questions that corporations/businesses should be asking to ensure they protect the Common Good, equity and inclusion?

Do all people have the right to equal treatment? What might we have to do to ensure that all people have their needs taken care of? What might you do?

What limits, if any, should be put on the freedom of an individual citizen?

When we consider the Common Good, what are an individual’s rights and responsibilities?

In light of Jesus’ words, “Truly I tell you, just as you did not do it to one of the least of these, you did not do it to me”, why is equity and inclusion necessary in a healthy community?