

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

DIGNITY OF THE HUMAN PERSON

“Our God-given dignity as human persons with human rights comes from having been created by God and being capable of knowing, loving and glorifying God, unlike all other earthly creatures.”

*The Assembly of Catholic Bishops of Ontario, Fundamental Principles of Catholic Social Teaching
<http://www.acbo.on.ca>*

Each person is created in the image of God. The inherent dignity of the human person which comes from God, and the right to have that dignity respected from conception to natural death, is at the core of all moral and social teachings which are rooted in scripture and the teachings and traditions of our Catholic faith.

Sample Lessons Using the Dignity of the Human Person Framework

Grade, Subject, Code	
Lesson Topic	Lesson Summary
Grade 9 English Eng1P/D I Have a Dream	This lesson will introduce students to the Catholic Social Teaching, Dignity of the Human Person. Learners will view/read a variety of texts to create meaning, share thinking and deepen their understanding of human dignity. Students will write two different poems in response.
Grade 11 Media Arts ASM 30 Created in the Image of God	This lesson will introduce students to the Catholic Social Teaching, Dignity of the Human Person, and will provide continued learning opportunities for students to deepen their understanding of this teaching through the creation of a digital collage media art work.

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.

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Guiding Questions: Dignity of the Human Person <i>"With her social doctrine the Church proclaims God and the mystery of salvation in Christ to every human being" (Compendium of Social Doctrine 67)</i>	
The Catholic Social Teachings <ul style="list-style-type: none"> • How can we demonstrate our understanding that all life is sacred? • How can we recognize that the human person is the clearest reflection of God's presence in the world? • As someone created in God's image, recognizing each person's dignity, how can we live and contribute to the community, to be in 'communion' with others? • Do we understand that human dignity comes from God and not from human accomplishments or attributes? • How can I show that I understand and act in a way that recognizes that each person has rights that flow from their dignity; and that rights are accompanied by responsibility? • Through actions and words, how do we bear witness to the dignity of each person? 	The Equity and Inclusive Education Strategy <ul style="list-style-type: none"> • 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?
<div style="border: 2px solid purple; border-radius: 15px; padding: 10px; text-align: center; background-color: white;"> DIGNITY OF THE HUMAN PERSON </div>	
Critical Literacy <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • What scriptural reference might guide our thinking in this Catholic Social Teaching? • How does the Catholic Social Teaching, Dignity of the Human Person, call us to respond or act: <ul style="list-style-type: none"> • 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?

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GRADE 9

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

Subject: English

Code: Eng1P/D

Lesson Title: I Have a Dream

Suggested length of time: approximately 200 minutes

Lesson Overview

This lesson will introduce students to the Catholic Social Teaching, Dignity of the Human Person. Learners will view/read a variety of texts to create meaning, share thinking and deepen their understanding of human dignity. Students will write two different poems in response to their learning.

CURRICULUM CONNECTIONS

English Eng1P/D

Overall and Specific Expectations:

Oral Communication:

2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
2.1 communicate orally for several different purposes, using language suitable for the intended audience

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

The **Catholic Social Teaching** evident in this lesson: **Dignity of the Human Person**

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>Reading:</p> <p>1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;</p> <p>1.3 identify the most important ideas and supporting details in texts, including increasingly complex texts</p> <p>1.5 extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>Writing:</p> <p>2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms</p> <p>2.3 use appropriate descriptive words, phrases, and expressions to make their writing clear for their intended audience</p> <p>Media:</p> <p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;</p> <p>1.1 explain how simple media texts and some teacher-selected complex media texts are created to suit particular purposes and audiences</p> <p>1.2 interpret simple media texts and some teacher-selected complex media texts, identifying some of the overt and implied messages they convey</p> <p>1.5 identify the perspectives and/or biases evident in a few simple media texts and teacher-selected complex media texts and comment on any questions they may raise about beliefs, values, and identity</p>	<p>An Effective Communicator Who:</p> <p>2 (a) Listens actively and critically to understand and learn in light of gospel values</p> <p>2 (b) Reads, understands and uses written materials effectively.</p> <p>A Collaborative Contributor Who:</p> <p>5 (a) works effectively as an interdependent team member</p> <p>5 (e) Respects the rights, responsibilities and contributions of self and others.</p> <p>A Responsible Citizen Who:</p> <p>7 (b) accepts accountability for one's own actions</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"> • 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? • In building a welcoming learning environment, what words and actions demonstrate respect for the dignity of all? <p>Catholic Social Teaching:</p> <ul style="list-style-type: none"> • How can we demonstrate our understanding that all life is sacred? • Do we understand that human dignity comes from God and not from human accomplishments or attributes? • Through actions and words, how do we bear witness to the dignity of each person? <p>Ontario Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • What scriptural reference might guide our thinking in this Catholic Social Teaching? "God created us in his own image...male and female he created us." (Genesis 1:27) <p>Critical Literacy:</p> <ul style="list-style-type: none"> • What kinds of issues of equity, power and social justice are relevant to the topic? • How can we challenge our assumptions? • How does our faith (age, culture, life experiences, values, etc.) influence how the message is interpreted? <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 be able to:</p> <ul style="list-style-type: none"> • Communicate their understanding of the Catholic Social Teaching, Dignity of the Human Person; • Articulate how our faith calls us to respect the dignity of all through our words and actions; • Interpret simple and complex media texts and identify some of the overt and implied messages they convey; • Use descriptive words and phrases to write poetry for an intended purpose and audience; • Share thinking orally and listen to and build on others' ideas.

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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

Teacher Readiness: Prior to this lesson, the teacher will have introduced students to poetry (or include poetry in the lesson)

It would be helpful if the teacher had some background knowledge of:

- Catholic Social Teaching, especially human dignity
- collaborative / productive group work elements and skills
- reading comprehension strategies and critical literacy skills

Student Readiness: Prior to this lesson, students will have some back ground knowledge on poetry.

Terminology

Catholic Social Teaching, human dignity, exit cards, equity, racism, critical literacy, poetry,

Materials:

A standard (or larger version) deck of cards
Appendix A I Am Poem
Appendix B The Changing Face of Ontario

Internet Resources:

<http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>

http://www.readwritethink.org/files/resources/lesson_images/lesson391/i-am-poem.pdf

<http://www.youtube.com/watch?v=5BZlyxS37Kk>


Resources:

Cavert, C. & Frank, L. (1999). *Games (& other stuff) for Teachers*. Oklahoma City: Wood ‘N’ Barnes Publishing.

NOTE:

Will need to do an internet search for King’s “I Have a Dream” speech (written and audio version).

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MINDS ON	CONNECTIONS
<p>Whole Group:</p> <p>Note: The activity, Poker Face*, requires students to mingle and chat with each other. Students will most likely need some prompts and practice in order to do this with some comfort. If so, brainstorm questions students could ask each other or topics to talk about in order to create some conversation with a number of peers as well as a review of expected behaviour.</p> <p>To ‘play’ this activity you need to clear the centre of the classroom so students can comfortably move around. Explain that you will be handing out a playing card to every student (you may wish to “stack” the deck to make sure some of the more popular students get a low card), but they must not look at the face of it at any point during this activity! Give each student a card face down. Ask them to hold their card against their forehead so that the face shows (students can see their peers’ cards but not their own card). Explain that students are to mix and mingle, but they are to treat each other according to the value of the cards they are seeing. For example, students with an ace or king are to be treated like royalty while those with 3s and 2s are not given the time of day (help students get the idea). Let students participate a sufficient amount of time; be sure to observe their behaviours.</p> <p>Ask students to stop talking and to listen to further instructions (still without looking at their own cards). Tell them to line up (without looking at others’ cards) according to what they believe is the value of their card (how they felt they were treated). Establish a line where royalty begins. When everyone has a spot ask them to look at the cards around them and then their own. How did they do?</p> <p>Independent:</p> <p>Ask students to sit down and take out their notes in order to jot down some reflections/thoughts. Have the following questions available and ask students to answer a number of them (point form is fine).</p> <ul style="list-style-type: none"> • <i>How was this activity for you? What are some feelings you experienced?</i> • <i>How were you aware of your ‘position’ compared to others?</i> 	<div data-bbox="1133 394 1193 451"></div> <p>Differentiation of learning:</p> <ul style="list-style-type: none"> — ‘Stack’ the deck to make sure some of the more popular students get a low card or a shy quiet student gets a higher card <p>Assessment for learning:</p> <ul style="list-style-type: none"> — Observe student behaviour and listen to what they say in both small and large groups in order to know what the next step should be (e.g. practise taking turns, active listening, making connections, sharing thinking, etc.) <ul style="list-style-type: none"> — Student responses

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<ul style="list-style-type: none"> • <i>Did you want to quit and look at your card? When?</i> • <i>Did you seek out the high cards? Did others seek you out? How did this make you feel?</i> • <i>On what basis were you judging and being judged?</i> • <i>In what ways is this like the world we live in? Your community? Our school?</i> • <i>Did you get a lot of attention? What was it like?</i> • <i>Did you get very little attention? What was it like?</i> • <i>If you had a choice, would you like more or less attention from others?</i> • <i>What are some good/bad ways we get attention from others?</i> • <i>How much attention do you need from friends? Peers? Teachers? Parents? Adults?</i> <p>Source: Poker Face* adapted from <i>Games (& other stuff) for Teachers</i>.</p> <p>Pairs:</p> <p>When most students have finished jotting down their responses to several questions, have them share some of their thinking with a partner. Ask each pair to identify themselves as A or B.; identifying them as A, Awesome and B, Brilliant is to help ensure that both partners talk about each question. (The teacher may need to assign time for Awesome to speak and then Brilliant to make certain all students are all participating.)</p> <p>Whole Class:</p> <p>Debrief as a whole class; have students share popcorn style. Encourage them to build on (e.g. add to, question, disagree with, etc.) what their peers share instead of just saying what they want to share.</p> <p>End the conversation by telling students that we will be focusing on the Catholic Social Teaching principle, Human Dignity, recognizing that we all have God-given dignity. (The inherent dignity of the human person which comes from God and the right to have that dignity respected from conception to natural death is core to the Gospel. Human life is sacred, for each person is made in the image of God.) Scripture tells us that, “God created us in his own image...male and female he created us.” (Genesis 1:27)</p>	<div data-bbox="1128 682 1193 735" data-label="Image"> </div> <p>Differentiation of learning:</p> <ul style="list-style-type: none"> — Flexible pairings- students may choose their own partner or teacher strategically matches students.
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ACTION	CONNECTIONS
<p>Whole Class:</p> <p>Explain that the following questions can help guide our thinking as we try to deepen our understanding of human dignity, as well as the rights and responsibilities that go along with this gift.</p> <ul style="list-style-type: none"> • <i>What gifts do I bring to share with my classmates and how will I use these gifts to support my learning and the learning of others?</i> • How can we recognize and value the gifts of others? • <i>In building a welcoming learning environment, what words and actions demonstrate respect for the dignity of all?</i> <p>Copy them on chart paper so they can be used as an anchor chart to refer to again.</p> <p>Search You Tube for “I am Special” with Sesame Street or try (http://www.youtube.com/watch?v=Gms-Yk7mzv4)</p> <p>Before this clip, help students to activate prior knowledge by asking them if they watched Sesame Street when young. Ask students to keep track of all the ways Grover is special (purpose for viewing). Watch and enjoy the 3 minute video clip, “I am Special”. Share at the end. Be sure to talk about the message (both overt and covert) of the clip including--what message do you think the creators want us to take away? Who is the target audience? Is it an effective message? How so? Why not?</p> <p>Independent:</p> <p>Ask students to think about all that makes them special. Explain that they are to write a poem about themselves following the I Am Poem* as outlined in Appendix A; You may give some students the choice of writing their own free (open) verse if they wish. The purpose for this poem is to inform your peers (audience) about some of your specialness and how we are all unique. Students are to include images to bring their poem to life. Encourage them to be creative in the words and images they choose! Remind them of the gifts God has given them (some students may need help believing they are special). Access to technology would be beneficial for some, but great for all.</p>	

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<p>Note: Before students begin to write, be sure to create success criteria together so learners know what free verse and I am poetry looks and sounds like, what the purpose is (i.e. to inform), and who the audience will be. Also, students need to understand what the teacher will be looking for.</p> <p>Source: I Am Poem* adapted from http://www.readwritethink.org</p> <p>Whole Class:</p> <p>Search You Tube “It’s You I Like” with Mr. Rogers (the one with a young boy in striped shirt) or try http://www.youtube.com/watch?v=CP_cLHIYGil</p> <p>Watch the 6 minute video clip, “It’s You I Like”. Ask students to look for the specific ways (words and actions) Mr. Rogers treats Jeff with dignity (purpose for viewing). Share and debrief at the end.</p> <p>Ask students to think about a time when:</p> <ul style="list-style-type: none"> • <i>you were treated with dignity (what did the person do? how did you feel?)</i> • <i>you were not treated with dignity (what did the person do? how did you feel?)</i> • <i>you did not treat someone with dignity (what did you do? how did you feel?)</i> • <i>you treated someone with dignity (what did you do? how did you feel?)</i> <p>Watch the clip again and take the opportunity to help students to practice critical literacy skills with these sample questions.</p> <ul style="list-style-type: none"> • <i>What does Mr. Rogers value? How do you know?</i> • <i>Whose perspectives are we seeing? Whose voice is missing?</i> • <i>When was this video created? How might it look today?</i> • <i>How can we challenge our assumptions?</i> • <i>How does our faith (age, culture, life experiences, values, etc.) influence how the message is interpreted?</i> <p>Pairs:</p> <p>Explain that there are rights and responsibilities that go with human dignity. We have a duty to value our own dignity and to become the person God calls us to become, but also to always respect the dignity and rights of others. Ask pairs to create a t-chart; the left side title is</p>	<p>Assessment for learning:</p> <ul style="list-style-type: none"> — Observe student behaviour and listen to what they say in both small and large groups in order to know what the next step should be (e.g. practice taking turns, active listening, making connections, sharing thinking, etc.) <p>Assessment as and for learning:</p>
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<p> speak and then Brilliant to ensure all students are all participating.) Can they help each other out with any of their questions or clarifications? </p> <p> Whole Group (might also include pairs and individual time): Initiate a popcorn discussion. Ask students to share what they talked about with their partner. Randomly picking out popsicle sticks (with all students' names) is a quick way to boost accountability and ensure that more students are included. </p> <p> Be sure to clear up any misconceptions. Questions might include: <i>What kind of issues of equity, power and social justice addressed by Martin Luther King? Ask students what has changed? How do they know? What has stayed the same? How does Canada compare? Ontario? Local community?</i> </p> <p> Once students have some understanding of this speech (and related issues), explain to them that they will use the message of this text to write a free verse (open) poem with a similar message, but one that represents Ontario today. The purpose of their poem is twofold: to inform high school students of the need to respect the dignity of all and provide examples of the diversity of our province. As they read King's speech again, they are to pick out key words and phrases that speak to them and that they feel are important. Instruct them to write down these words and phrases as they will need them later. </p> <p> Hand out Appendix B, The Changing Face of Ontario, (found online at http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf). To assist with the diversity information of the poem, students are to use the Changing Face of Ontario information to write a poem relevant to Ontarians today. (The teacher may encourage students to do some of their own research too.) Students are to use their chosen words and phrases from King's speech to begin to write a poem. </p> <p> Note: It is important to model and create a few lines together as a class <i>before</i> they begin to write so students understand the process. Creating success criteria together around what needs to be in the poem is also essential so learners know what the poem looks and sounds like, what the purpose is (i.e. to inform), and who the audience will be to understand what the teacher will be looking for. </p>	<p> Assessment as learning: </p> <ul style="list-style-type: none"> — Cooperatively taking turns, working together and helping each other out <p>  Differentiation of learning: </p> <ul style="list-style-type: none"> — Some students may require more scaffolding in order to write their poems. <p> Assessment for (and possibly of) learning: </p> <ul style="list-style-type: none"> — Poems <p>  Differentiation of learning: </p> <ul style="list-style-type: none"> — Some students may also do research — Choice (or teacher suggestion) to work alone or with a partner
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<p>Lastly, students need to reference King’s “I Have a Dream” speech and any other sources they use.</p> <p>Independent or Pairs:</p> <p>Students may choose to work on their poems alone or with a partner.</p>	
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CONSOLIDATION	CONNECTIONS
<p>Independent:</p> <p>Ask students to look at our guiding questions and reflect on their learning during the last few days. They are to complete an Exit Card (a plain piece of paper works) using the following questions:</p> <ul style="list-style-type: none"> • <i>What gifts do I bring to share with my classmates and how will I use these gifts to support my learning and the learning of others?</i> • <i>How can I recognize and value the gifts of others?</i> • <i>What do you feel is the most important message you have learned?</i> 	<p>Assessment of learning:</p> <p>— Exit Card</p>

CONTINUED LEARNING OPPORTUNITIES	
<p>Further extensions to this lesson might include:</p> <ul style="list-style-type: none"> • Thinking about and evaluating a variety of real and fictional characters’ treatment of human dignity (their own and others) • Encouraging students to question all texts they encounter using critical literacy skills • Learning more about stereotyping and ‘othering’ (http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_First_Person.pdf) • Exploring human dignity in video games http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_First_Person.pdf • Watching the clip “Love is Louder” and creating a follow up clip of specific examples http://www.youtube.com/watch?v=URQp6aW7azU 	

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I Am Poem

Appendix A

FIRST STANZA

I am (name)

I am (2 special characteristics you have)

I love (people you appreciate)

I believe (something you put faith in or think is true)

I feel (a feeling you have often)

I dislike (something you do not approve of)

I appreciate (something you are thankful for)

I am (the first line of the poem repeated)

SECOND STANZA

I am (2 more characteristics you have)

I do (things you do for others)

I wonder (something of curiosity)

I worry (something that bothers you)

I cry (something that makes you sad)

I wish (something you wish would come true)

I am (the first line of the poem repeated)

THIRD STANZA

I am (2 things you are good at)

I understand (something that is true)

I dream (something you dream about)

I would like (an actual desire)

I try (something you really make an effort about)

I hope (something you hope for)

I am (the first line of the poem repeated)

Source: Adapted from http://www.readwritethink.org/files/resources/lesson_images/lesson391/i-am-poem.pdf

THE CHANGING FACE OF ONTARIO

Language: Ontarians reported more than 200 languages, as "mother tongue". The proportion of Ontarians reporting English or French as a mother tongue is declining. In 2006, 69.1% of Ontarians reported English as their mother tongue, and 4.2% of the population reported French as their mother tongue.

Aboriginal peoples: Between 2001 and 2006, Ontario's Aboriginal population grew nearly five times faster than the non-Aboriginal population. The Aboriginal population is also younger than the non-Aboriginal population. More than a third (35.7%) of the Aboriginal population consists of children and teenagers aged 19 and under.

Families: Between 2001 and 2006, the number of lone-parent families increased by 11.2%.

Same-sex couples: Between 2001 and 2006, the number of self-identified same-sex couples increased by 40%.

Newcomers: Ontario continued to be the province of choice for more than half (52.3%) of the 1.1 million newcomers who arrived in Canada during the 2001–2006 period. More than half of these newcomers will settle in areas outside of Toronto.

Visible minorities: The 2006 Census enumerated an estimated 2.7 million Ontarians who identified themselves as members of the visible minority population, representing more than half of Canada's total visible minorities. Between 2001 and 2006, Ontario's visible minority population increased more than four times faster than the population as a whole (not counting those who self-identified as Aboriginal).

Religion: By 2017, about one-fifth of our population will be members of diverse faith communities including Islam, Hinduism, Buddhism, and Judaism, in addition to a growing number of individuals without a religious affiliation.

(Source: 2006 Census of Canada;
Statistics Canada, March 2005, p. 63)

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GRADE 11

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

Subject: Media Arts

Code: ASM30

Lesson Title: Created in the Image of God

Suggested length of time: 75-150 Minutes

Lesson Overview

This lesson will introduce students to the Catholic Social Teaching, Dignity of the Human Person, and will provide continued learning opportunities for students to deepen their understanding of this teaching through the creation of a digital collage media art work.

CURRICULUM CONNECTIONS

Media Arts Grade 11

Strands:

- A. Creating, Performing and Presenting
- B. Reflecting Responding, and Analyzing

Overall Expectation:

A1. The Creative Process: apply the creative process to create media art works, individually and/or collaboratively

Specific Expectations:

A1.1 use a variety of strategies to generate and explore ideas for solutions to creative problems

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

The **Catholic Social Teaching** evident in this lesson: **Dignity of the Human Person**

The **Ontario Catholic School Graduate Expectation** evident in this lesson:

A Self-Directed, Responsible, Lifelong Learner Who:

4 (a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

A Responsible Citizen Who:

7 (d) Promotes the sacredness of life.

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<p>A1.2 develop plans that address a range of creative problems</p> <p>A1.3 produce and refine media art works, using experimentation, input and reflection</p> <p>Overall Expectation:</p> <p>B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, assessing and reflecting on media art works</p> <p>Specific Expectation:</p> <p>B1.1 identify and explain their initial responses to media art works</p> <p>Overall Expectation:</p> <p>B2.Identity and Values: demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural, and community values and their awareness of those values</p> <p>Specific Expectations:</p> <p>B2.1 identify and explain ways in which media art works reflect artists' personal identities</p> <p>B2.2 explain ways in which media art works reflect cultural identity</p> <p>B2.3 identify and explain ways in which media art works can influence community or societal values</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"> How can we recognize and value the gifts of others?

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	<p>Catholic Social Teaching:</p> <ul style="list-style-type: none"> • How can we demonstrate our understanding that all life is sacred? • How do we recognize that the human person is the clearest reflection of God’s presence in the world? <p>Ontario Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • How does the Catholic Social Teaching, Dignity of the Human Person, call us to respond or act: <ul style="list-style-type: none"> ○ As a self-directed, responsible, lifelong learner? ○ As a responsible citizen? <p>Critical Literacy:</p> <ul style="list-style-type: none"> • How can I challenge my assumptions? <p>Teachers and students may select additional questions from the framework to guide their learning inquiry.</p>
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	<p>LEARNING GOALS</p>
	<p>By the end of this lesson, we will:</p> <ul style="list-style-type: none"> • Use the Critical Analysis Process to judge how a photo reflects the values which express the Catholic Social Teaching, Dignity of the Human Person; • Use the Creative Process to create a digital collage that expresses the values based on the Catholic Social Teaching, Dignity of the Human Person. <p>Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria helps 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> <p>Sample Success Criteria</p> <p>I can:</p> <ul style="list-style-type: none"> • Examine and reflect on the theme of human dignity found in media art works using the Critical Analysis Process in both oral and written form • Develop and revise a plan to create a digital collage, based on the theme of human dignity, using the Creative Process that includes self-reflection and the feedback of others • Produce and refine my digital collage based upon my own reflections and teacher and peer feedback • Articulate how my digital collage reflects the Catholic Social Teaching, Dignity of the Human Person in both oral and written form

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


INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p>Prior Learning</p> <p>Teacher Readiness: Prior to this lesson, the teacher should:</p> <ul style="list-style-type: none"> review the Thinking Routines provided throughout and prepare lesson materials have some experience with the Creative Process and the Critical Analysis Process knowledge of the elements and principles of design <p>Student Readiness: Prior to this lesson, students will learn/review the basic tools in Adobe Photoshop and review the elements and principles of design.</p> <p>Terminology: human dignity, sacred, reflection, thinking routine, digital collage, creative commons</p> <p>Scriptural passage that inspires this lesson:</p> <p><i>And they shall see his face: and his name shall be on their foreheads. Rev 22:4</i></p>	<p>Materials:</p> <p>Appendix A Photos (2 copies) Appendix B Reading a Photo The Critical Analysis Process (class set) Appendix C CST: Dignity of the Human Person (class set) Appendix D Scriptural Passages: Finding the Face of God in the Bible (class set)</p> <p>Glue sticks/tape, markers, notebook paper, class set of Bibles or access to on-line Bible</p> <p>Continued Learning Opportunities:</p> <p>Appendix E The Learning Contract: Digital Collage (class set) Appendix F Assessment and Evaluation Tracking Sheet (class set)</p> <p>Internet Resources:</p> <p>www.flickr.com/creativecommons</p> <p>NOTE: For additional thinking routines for use in the Arts, go to: www.pzartfulthinking.org</p> <p>Print Resources:</p> <p>All Thinking Routines taken from: <i>Making Thinking Visible</i>, by Ritchhart, Church, Morrison, Jossey-Bass, 2011</p>

MINDS ON	CONNECTIONS
<p>Small Group: Matching Activity</p> <p>Print off one copy (preferably in colour) of Appendix A Photos. There are five photos in total. Teachers may wish to print off a second copy for reference.</p>	


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<p>For each of the photographs in Appendix A, cut the images into 4-6 puzzle type pieces depending upon the number of students in your class so that each student will have one piece of one of the photos. Each set of pieces should make a complete photo.</p> <p>Note: The photos found in Appendix A were taken on a student mission trip to the Dominican Republic. The students built a house for a needy family and these are some of the people they met on their journey. The photos focus on the human face as a theme. Teacher may substitute other photos of the human face if desired.</p> <p>Have students find each other and form a group by matching the pieces and gluing/taping them together onto another sheet of paper. Have students look at the image and discuss their first impressions.</p> <p>Individual Work: Appendix B The Critical Analysis Process</p> <p>Distribute Appendix B to each student and have each student complete Appendix B while referencing the photo in their small group.</p> <p>Small Group: Discussion</p> <p>Once Appendix B is complete, students can share their responses in their small group. Have one person in each group designated as the spokesperson for the group for sharing back to the large group when prompted.</p> <p>Whole Group: Discussion</p> <p>Have one student from each group report back to the whole group on the answers to the following questions:</p> <p><i>What do you think the photographer knows, cares about or believes? What makes you say that? Are there any assumptions in your thinking that may need to be challenged?</i></p> <p>Capture student responses by recording answers on chart paper or black/smart board. Student responses may include such ideas as: people, portraits, humans, the human face, etc. Students to remain in their groups.</p>	<p>Assessment for learning:</p> <ul style="list-style-type: none"> — Observation — Assessment and Evaluation Tracking Sheet Appendix F
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<p>Group Activity: Chalk Talk</p> <p>This thinking routine asks learners to consider ideas or questions by silently responding in writing to both the prompt and the thoughts of others.</p> <p>Post the following question on a piece of ledger or chart paper, for each group:</p> <p><i>Prompt: How can the human face be a reflection of God’s presence in the world?</i></p> <p>Round One: Invite each student to think about their reaction to the prompt and to record their responses on the Chalk Talk paper provided. (Tips: Students may use their own pens or you may wish to provide a variety of coloured markers. Monitor the amount of time students need to think, reflect and express for each round of Chalk Talk.)</p> <p>Round Two: Have each group switch papers with another group and have students record their answers on the Chalk Talk paper for the following question:</p> <p><i>What connections can you make to others’ responses?</i></p> <p>Round Three: Have each group switch Chalk Talk papers once again with another group and record their answers to this question:</p> <p><i>What questions arise as you think about the ideas and consider the responses and comments of others?</i></p> <p>Round Four: Have students return to their original paper to read and review what others have written on their group’s “Chalk Talk” paper. Ask the group what themes they noticed emerging. Where did they see common responses and questions? Debrief the Chalk Talk process, asking the students how their thinking developed over the course of the activity.</p>	<p>Assessment as learning:</p> <ul style="list-style-type: none"> — Small group discussion of Appendix B — Whole group discussion of Appendix B-Peer Feedback (Chalk Talk) — Assessment and Evaluation Tracking Sheet Appendix F <p> Differentiation of learning:</p> <ul style="list-style-type: none"> — Students have opportunities to think/talk about/identify their interests — Students seek feedback and respond to suggestions
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Equity and Inclusion: Through the Lens of the Catholic Social Teachings

ACTION	CONNECTIONS
<p>Whole Class Instruction</p> <p>Introduce the Catholic Social Teaching: Dignity of the Human Person. Use definition from Appendix C.</p> <p>Teacher Prompt: <i>What do you think you know about this topic?</i> Discuss. <i>How do you think this topic is connected to the activities that we just completed?</i> Discuss.</p> <p>If opting for Continued Learning Opportunity Appendix E, let students know that they will eventually be creating a media art work based upon the Catholic Social Teaching: Dignity of the Human Person.</p> <p>Individual Work: One Phrase and One Word</p> <p>Distribute Appendix C CST: Dignity of the Human Person.</p> <p>Have students complete Appendix C individually.</p> <p>Individual/ Partner/Small Group Work: Appendix D Scriptural Passages</p> <p>Remind students of their conversations from Chalk Talk. Students may refer to their Talk Chalk sheets. Emphasize the theme of the human face as being the clearest reflection of God’s presence in the world.</p> <p>Have students complete Appendix D Scriptural Passages. Allow students a choice in working: they may do so individually, in partners, or in small groups. Students will need access to Bibles or to an online Bible.</p> <p>When finished, debrief the activity by inviting students to share their favourite scriptural passage from the choices provided.</p>	<p>Assessment for learning:</p> <ul style="list-style-type: none"> — Observation — Assessment and Evaluation Tracking Sheet Appendix F <p>Assessment as learning:</p> <ul style="list-style-type: none"> — Guided discussion — Assessment and Evaluation Tracking Sheet Appendix F <p> Differentiation of learning:</p> <p>Instructional Strategy:</p> <ul style="list-style-type: none"> — Cooperative learning (working with a partner or small group) <p>Key Feature:</p> <ul style="list-style-type: none"> — Choice (working with a partner or small group or individually) based on readiness and the student’s preferred condition for learning <p>Shared Responsibility for Learning:</p> <ul style="list-style-type: none"> — Students advocate for conditions that support their learning

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	CONSOLIDATION	CONNECTIONS
	<p>Individual: Exit Card</p> <p>I Used to Think..., Now I Think... This thinking routine allows students to reflect on their thinking and explore how and why that thinking has changed.</p> <p>Have students write and respond to the following on a slip of paper and hand in at the end of class:</p> <p>About Human Dignity:</p> <ol style="list-style-type: none"> I used to think... Now I think... This new learning will influence my words and actions in recognizing and valuing the gifts of others by... <p>Collect and review exit card responses. Look for patterns in student responses that indicate how the students' thinking has grown, deepened, shifted or changed. Use this student learning to plan for the next lesson. Consider using responses from the third statement to create a class agreement/vision for learning that can be posted.</p>	<p>Assessment for learning:</p> <ul style="list-style-type: none"> Exit Card Assessment and Evaluation Tracking Sheet Appendix F <p>Assessment as learning:</p> <ul style="list-style-type: none"> Exit Card Assessment and Evaluation Tracking Sheet Appendix F <p>Assessment of learning:</p> <ul style="list-style-type: none"> Creative Process Log Appendix E Digital Collage Appendix E Assessment and Evaluation Tracking Sheet Appendix F <p> Differentiation of Learning:</p> <ul style="list-style-type: none"> DI Structure: Learning Contract Appendix E

	CONTINUED LEARNING OPPORTUNITIES
	<p>Further extensions to this lesson might include:</p> <ul style="list-style-type: none"> Appendix E: Learning Contract: Creating a Digital Collage Appendix F: Assessment and Evaluation Tracking Sheet Co-constructing success criteria with students for Digital Collage Assignment











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

Reading a Photo

Appendix B

<p>The Critical Analysis Process</p> <p><i>Use the steps of the Critical Analysis Process to analyze your group's photo.</i></p>	
Initial Reaction	1. What is your first impression of this photo? What do you see?
	2. What does this photo bring to mind? What emotions does this work evoke?
Analysis & Interpretation	1. What do you think is the subject and theme of the photo?
	2. What attitudes, interpretations and conclusions has the photographer built into the photo?
	3. How does the photo challenge your assumptions?
Cultural Context	1. What might the photographer know or care about or believe that may have influenced this photo?
Ongoing Reflection	1. What does this photo make you wonder?
	2. How can these photos help you to recognize and value the gifts of others?

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Catholic Social Teaching: Dignity of the Human Person

Appendix C

Student Name _____ Date: _____

Each person is created in the image of God. The inherent dignity of the human person which comes from God, and the right to have that dignity respected from conception to natural death, is at the core of all moral and social teachings which are rooted in scripture and the teachings and traditions of our Catholic faith.

Read the following points for the ST on **Dignity of the Human Person**. For each of points select/highlight one phrase and one word from each point that speaks to you in some way and record them here.

By learning about this Catholic Social Teaching, it is hoped that students will...	One Phrase	One Word	How is this word or phrase connected to what you already know or think? What question or wonderings do you have about this phrase or word?
<i>demonstrate an understanding that all of human life is sacred</i>			
<i>recognize that any vision of society should begin with the recognition of the dignity of the human person</i>			
<i>demonstrate an understanding that they are known and loved by God</i>			
<i>recognize that human dignity does not have to be earned- everyone possesses dignity because they are created in the image of God</i>			
<i>recognize that the human person is the clearest reflect of God's presence in the world</i>			

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Scriptural Passages: Finding the Face of God in the Bible

Appendix D

Look up the following biblical references and jot down the main idea/quote in the scriptural passage containing the word “face”. You may work with a partner, in a small group, or on your own.

Biblical References	Main Idea/Quote
Rev 22:4	
1 Chronicles 16:11	
Psalms 27:8	
Psalms 17:15	
Psalms 80:19	
Psalms 105:4	
Acts 2:25	
2 Corinthians 3:18	
Genesis 33:10	
Exodus 33:11	

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Deuteronomy 5:4	
Deuteronomy 34:10	
Judges 6:42	
Job 22:26	
Psalms 27:9	
Psalms 67:1	
Psalms 80:3	
Psalms 88:14	
Psalms 13:1	
Psalms 143:7	
Micha 3:4	
<ol style="list-style-type: none"> 1. Highlight the above biblical quote(s) that speaks to you. 2. What do you like about that quote(s) and how do you connect it to your current understanding of the Catholic Social Teaching: Dignity of the Human Person, Appendix C? 	

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Appendix E

<p align="center">Learning Contract: Digital Collage</p> <p><i>A digital collage is a combination of elements that forms a whole single image to give the illusion that the elements belonged together originally. The combination of images and texts into one new single image often creates a new meaning.</i></p>	
<p>Task: Create a Digital Collage, using Photoshop that clearly conveys your understanding of the Catholic Social Teaching, Human Dignity of the Person.</p>	
<p>Non-negotiable Task You must:</p> <ul style="list-style-type: none"> • create a digital collage based upon the theme of Human Dignity of the Person • select one or more of the points of Human Dignity of the Person, Appendix B, phrase(s) and/word(s) and convey the text(s) in your digital collage • select one or more scriptural passages, Appendix D, and convey the text(s) in your digital collage • use 5-10 photographic images to convey your message about Human Dignity in your digital collage • log your use of the Creative Process in written form (paper or electronic log) • revise your digital collage based on the feedback of teacher and peers • be able to explain your understanding of Human Dignity through your digital collage in written and oral form 	
<p>Individual Choice You may choose:</p> <ul style="list-style-type: none"> • the Photoshop tools and filters you will use to create your digital collage • the size of your collage • the orientation of your collage: portrait or landscape • pictures that you have taken or pictures selected from www.flickr.com/creativecommons (If you are using pictures from a creative commons artist, you must credit the source.) • any other course approved tools/programs 	
<p>Optional Task You may wish to:</p> <ul style="list-style-type: none"> • present your digital collage to the class • upload your completed assignment to our class website • share your digital collage with others outside of our classroom such as your religion teacher, school chaplain etc. for further feedback 	

Conference with Teacher: Date(s): _____

Feedback to/from Peer Date(s): _____

Final Assignment Due Date: _____

CCC and OECTA Partnership Teaching Resource

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Assessment and Evaluation Tracking Sheet

Appendix F

Student Name: _____ Date: _____

Tasks	Complete	Incomplete	Comment
The Critical Thinking Process (Appendix B)			
Dignity of the Human Person (Appendix C)			
Scriptural Passages (Appendix D)			
Creative Process Log			

Learning Goals Observed:

Comments

<i>Responsibility</i>	<i>E</i>	<i>G</i>	<i>S</i>	<i>N</i>
<i>Organization</i>	<i>E</i>	<i>G</i>	<i>S</i>	<i>N</i>
<i>Independent Work</i>	<i>E</i>	<i>G</i>	<i>S</i>	<i>N</i>
<i>Collaboration</i>	<i>E</i>	<i>G</i>	<i>S</i>	<i>N</i>
<i>Initiative</i>	<i>E</i>	<i>G</i>	<i>S</i>	<i>N</i>
<i>Self Regulation</i>	<i>E</i>	<i>G</i>	<i>S</i>	<i>N</i>

Creative Process/ Final Product	Complete	Incomplete	Comments/ Overall Level Achieved
Conference with Teacher			
Conference with Peers			
Digital Collage			