

Facilitator's handbook

CAFOD CPD: Introduction to Catholic Social Teaching

This training session will enable participants to gain a deeper understanding of Catholic Social Teaching, exploring this through a worldwide lens and the experience of our global family living within our common home. This will support the Catholic life and mission of your school. It is accompanied by resources, strategies and activities that explore CST in an active and engaging way. These will be used in the session, and can then be used in the classroom. The session, as written, is 90 minutes long, but there is the option within the script of reducing this to 60 minutes.

Aims:

- I have a deeper understanding of Catholic Social Teaching.
- I can create enriching learning opportunities to embed Catholic Social Teaching in my school, reflecting our school life and mission, and contributing to a broad and rich curriculum.
- I understand the work of the Catholic Agency for Overseas Development (CAFOD), our Catholic agency, enabling and supporting Catholic schools to put our faith into action.

Resources to support this CPD (all available on the same webpage):

- Powerpoint presentation [which includes the full script (included below) in the notes].
- Supporting resources, including preparation required before the session:
 - Our world in numbers activity – print out and cut up one set of cards per group of six.
 - CST cards – print out and cut up one set of cards per group of six.
 - School outline – print out one per group of six.
- Primary resources list
- Secondary resources list

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Overview of training (miss out framed sections in order to run a 60 minute session):

Timing	Activity	Resources (videos are embedded)
0:00 2 mins	Welcome, introductions and aims	<ul style="list-style-type: none"> • Presentation • Session aims
0:02 5 mins	Reflection "Everything is connected" reflection. Laudato Si' prayer.	<ul style="list-style-type: none"> • Reflection film • Laudato Si' prayer
0:07 3 mins	CAFOD and education Introduce CAFOD using slides.	<ul style="list-style-type: none"> • Slides about CAFOD
0:10 15 mins	Icebreaker: Our world in numbers Each group has a set of numbers and definitions, relating to issues affecting our global family. Match up. Go over the answers. This will provide a meaningful context to the importance of living out Catholic Social Teaching.	<ul style="list-style-type: none"> • Global statistics: most recent version online – PREPARE BEFOREHAND
0:25 10 mins	What is Catholic Social Teaching? An overview Video: CST in 3 minutes Slides with brief recap/history of CST. Activity: Use CST cards. Match blue principles with red definitions.	<ul style="list-style-type: none"> • CST in 3 minutes animation • CST cards
0:35 25 mins	A closer look: rooted in Scripture Video: Human dignity animation Discuss: how is our school community living out human dignity? <div style="border: 1px solid black; padding: 5px;">Activity: CST cards: match green Scripture quotations to blue principles. Video: Sam from Sheffield giving examples of how her school was living out solidarity. Can we think of any more examples? Video: The common good animation Discuss: How are we living out the common good? What more could we do?</div>	<ul style="list-style-type: none"> • Human dignity animation • Solidarity film • CST cards (green) – PREPARE BEFOREHAND • Common good animation
1:00 15 mins	CST in school Where else is CST lived out in our school community? Share ways in which these principles are currently lived out in school: making explicit what is happening implicitly .	<ul style="list-style-type: none"> • School outline (PRINT OUT BEFOREHAND)
1:15 15 mins	Share feedback Share feedback on what we are doing well, and how we can improve. <div style="border: 1px solid black; padding: 5px;">If time, start to look at relevant CST resources provided by CAFOD.</div>	<ul style="list-style-type: none"> • Links to relevant CAFOD CST resources, including school visitors. (See separate slides)
1:30	Close with Justice prayer.	

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Full script and rationale:

Timing: 0:00 2 mins		Welcome, introductions and sharing aims	
Explanation of activity	Description of activity / script		
An opportunity to set the scene.	[Slide 2] Welcome to this training! The resources we will be using are from CAFOD.		
Resources	Share our aims.		
<ul style="list-style-type: none">• Presentation	Our aims for this course are that by the end of the day, you will be able to:		
	<ul style="list-style-type: none">• have a deeper understanding of Catholic Social Teaching.• create enriching learning opportunities to embed Catholic Social Teaching in school, reflecting our school life and mission, and contributing to a broad and rich curriculum.• understand the work of the Catholic Agency for Overseas Development (CAFOD), and how that is relevant to schools, enabling us to put faith into action.		
Timing: 0:02 5 mins		Reflection: Everything is connected	
Explanation of activity	Description of activity / script		
This short video reflection will present an idea found in the development of Catholic Social Teaching – the idea that “everything is connected”. It will remind participants of the interconnectivity of people and the planet, and the role they have in bringing that to their students.	[Slide 4] Let’s watch a short reflection that reminds us that “everything (and everyone) is connected”. As we watch, let’s think about our own students, and what our hopes are for them as a result of today’s training.		
	As we will hear in the reflection video – the values that children learn at school, that we foster in them, are the values that they will take into the world.		
	Watch reflection video.		
	[Slide 5] Let us pray.		
Resources			
<ul style="list-style-type: none">• Video reflection (included in presentation: Slide 5)			
Timing: 0:07 3 mins		CAFOD and education	
Explanation of activity	Description of activity / script		
CAFOD is the official aid agency of the Catholic Church in England and Wales. We are inspired by CST and Scripture, and “the joys and hopes, the griefs and anxieties” of the communities we work with. (Gaudium et Spes 1).	[Slide 6] CAFOD is the Catholic Agency for Overseas Development. It is our official aid agency of the Catholic Church in England and Wales. Through CAFOD, we, as part of the Catholic community can reach out to some of our poorest sisters and brothers across the world.		
	Catholic Social Teaching: is at the heart of all CAFOD does and who they are.		
	CAFOD gives agency to those they serve: Local experts provide long-term aid to equip people with the skills, tools and opportunities to live with dignity, support their families and give back to their communities.		
	CAFOD has a global reach: As a member of a global Church network, CAFOD has the potential to reach everyone; and by supporting CAFOD, we can be involved, too.		

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CAFOD speaks out for justice: CAFOD campaigns to change the root causes of poverty and injustice, such as climate change, the global food system and trade laws.

[Slide 7] Education is central to CAFOD's work! Because, like us, CAFOD knows that change only happens when people understand what needs to change and why, in order to address those root causes of poverty.

CAFOD offers children and young people a variety of opportunities to explore global justice. With us, CAFOD hopes to inspire children and young people to **be the change they want to see** in their communities and worldwide.

Timing: 0:10 | 15 mins

Group Activity: Our world in numbers

Explanation of activity

This activity is intended to **give participants a meaningful context** for why and how Catholic Social Teaching inspires Catholics to work for global social justice today.

In the accompanying resource, there is more information about the context of these statistics.

Before this session, print and cut out the "Our world in numbers" cards. You can then use the slides to guide you through the correct answers. (Slides 11-19)

Resources

- World statistics cards

Description of activity / script

[Slide 8] Let us now look at our world in numbers to learn about the reality of injustice in the world and why we need to live out Catholic Social Teaching.

Place the numbers of the statistics in a line from smallest to largest. Match the descriptors to the number you think is correct. [Slides 9-18] Reveal the correct answers on the slides, showing the improvements (or deterioration). *[The most up to date answers are included on the "Our world in numbers" activity.]*

These statistics relate to issues that affect our global family, living within our common home. They are linked to different areas of CAFOD's work.

[Slide 19] Which statistic surprises you the most?

[Slide 20] In the face of these challenges, we are all people of hope. We know that progress is possible, and we can act to take action to deliver meaningful progress for people and the planet.

One of CAFOD's core values is hope.

Timing: 0:25 | 10 mins

What is Catholic Social Teaching? An overview

Explanation of activity

This will give all participants a basic understanding of the history and development of CST, and provide them with common language that can then be used explicitly with pupils.

Print out the CST cards before the session.

These are eight principles that CAFOD has highlighted in this

Description of activity / script

Video

[Slide 22] Watch "CST in 3 minutes" animation.

Recap main points.

[Slide 23] Catholic Social Teaching (CST) is rooted in **Scripture**.

It is formed by the wisdom of Church leaders through **encyclicals** and other writings of the popes and early Christian thinkers on social, political and economic issues. An encyclical is like a "round robin" letter to people in the Church, people of good will, or, more recently, everyone on the planet. Two recent encyclicals related to Catholic Social Teaching are *Laudato Si'* and *Fratelli Tutti*.

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resource. It is important to note that there isn't a definitive list of principles; you may come across others such as the dignity of work or an option for peace. CAFOD resources for different age groups have slightly different lists and terminology.

Resources

- CST in 3 minutes animation (included in presentation: slide 23)
- CST cards (blue and red)

Through **tradition** - Jesus himself proclaimed and embodied a society ruled by justice and charity. His teachings have been lived out over centuries.

Witness – CST is inspired by the lives of holy men and women.

CST is our moral compass, guiding us on how to live out our faith in the modern world.

Activity: CST principles

[Slide 24] From Catholic Social Teaching documents, like *Laudato Si'* and *Fratelli Tutti*, we derive **core principles**.

Task: Match each red definition to a blue principle card. In the animation, three CST principles were defined. In your pack, in red text on white card, there are definitions of eight principles in all. You have two minutes to find them and match each definition to a blue principle card.

[If you prefer, instead of printing out the cards, slides 25 and 27 can be used interactively.]

Share the slides with the principles and definitions matched correctly [slides 27 and 29].

[Slide 29] Catholic Schools Inspection framework

Inspection criteria are never our motivation for doing things, but it's a good indicator of how CST is a core vision of Catholic education.

Catholic Social Teaching is not new, however its profile within Catholic education is increasing.

These outstanding descriptors are taken from The National Framework for the Inspection of Catholic Schools, Colleges and Academies September 2022.

We will now further deepen your understanding of CST, while exploring the varied ways in which CAFOD can support you to embed it in the curriculum and the wider Catholic life.

Timing: 0:35 | 10 mins

A closer look: rooted in Scripture

Explanation of activity

Solidarity is one of the four core principles of CST, as given in **DOCAT** and specified in the RE Directory.

Resources

- Human dignity animation (included in presentation)
- Artwork to support the animation
- CST cards (green)

Description of activity / script

[Slide 30] There are four core principles of Catholic Social Teaching. These are human dignity, the common good, solidarity and subsidiarity. Let's explore some of these principles in more detail.

In some ways, CST has been around since Jesus! Christians have always reflected on the world around them in the light of scripture, and have passed on their reflections to their contemporaries. These principles are rooted in Scripture.

[Slides 31-33] Can you find the green Scripture card that best matches the principle of human dignity?

Video

[Slide 34] Watch human dignity animation.

[Slide 35] Discuss: How is our school community living out human dignity?

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Timing: 0:45 | 15 mins

Rooted in Scripture: Miss out this section if you only have one hour

Resources

- CST cards (green Solidarity film (included in presentation))
- Common good animation (included in presentation)
- Artwork to support the animations

If you only have a one hour session, miss out this section and go directly to "CST in school".

[Slide 36] Rooted in Scripture

Before we go further, let's see how the other principles are also rooted in Scripture.

Match up the **green CST cards** with Scripture on to the principles, to see the roots of CST. There will be overlap, there are not necessarily right and wrong answers. But there are "best matches". [Slides 38 and 40]

[If you prefer, instead of printing out the cards, slides 37 and 39 can be used interactively.]

View slide with suggested best matches.

[Slide 41] Let's now consider the principle of solidarity.

Video

[Slide 42] CST wall: Solidarity film

What relevance could these CST principles possibly have to a secondary school? I'll hand over to Sam from All Saints in Sheffield, who will answer that very question.

[Slide 43] Continue discussion: can we think of other examples, celebrating what we are doing already and identifying other opportunities to live out solidarity?

Video

[Slide 45] Watch the common good animation.

[Slide 46] Discuss:

- How are we living out the common good?

What more could we do?

Timing: 1:00 | 10 mins

CST in school

Explanation of activity

Description of activity / script

Resources

- School outline

[Slide 48] Look at example of a CAFOD-friendly school, incorporating CST and global justice throughout the life and mission of the school.

Discuss: Where else is CST lived out in our school community?

[Slide 49] Using a school outline, share ways in which these principles are currently lived out in school, making **explicit** what is happening **implicitly**.

Share ways in which we can live out these principles more fully as a school – which principles will we focus on this year?

Spend some time thinking by yourself what ideas you would like to implement in school.

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[Use slides 50 and 51 as starting points for discussions if required.]

Timing: 1:10 | 15 mins

CAFOD resources to support learning about and living out CST: If you only have one hour, look at these resources in a future meeting and move to the prayer

Contact

schools@cafod.org.uk
to book a schools visitor
to run a CST workshop
for your pupils.

If you only have one hour available, you may wish to look in more details at these resources in a future meeting, and move to the prayer.

Explanation of activity

Resources

- Primary resource list
- Secondary resource list

Description of activity / script

Explore CAFOD resources to support teaching about CST. [Visit cafod.org.uk/cpd to find links to the primary and secondary resources sheets.]

If you have longer, you can include sharing these resources and planning on where they can be embedded into your curriculum and the life and mission of your school as a response to living out CST.

We have trained school visitors who can run CST workshops for different age groups, from EYFS to GCSE classes.

Share feedback. Who will be responsible for collating and planning the next steps to achieve these plans?

Timing: 1:25 | 5 mins

Evaluation and final reflection

Resources

- Evaluation forms

Description of activity / script

[Slide 52] Complete your own internal evaluations.

[Please [click here](#) for the facilitator to submit an evaluation about this session.]

[Slide 53] Closing prayer.

Timing: 1:30

Finish

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Links to the Catholic Schools Inspection framework:

Catholic life and mission:

- CLM 1.3: Pupils have a clear understanding that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels, the social teaching of the Church and the school's own particular charism. As a result, pupils flourish as they seek opportunities to grow in virtue. They gladly embrace their personal responsibility to care for our common home, pursue the common good and serve those in need.
- CLM 1.4: Pupils take a leading role in responding to the demands of Catholic Social Teaching and are proactive in finding ways of responding, locally, nationally, and globally. They can clearly articulate the theology underpinning their actions.
- CLM 3.5: Leaders and governors are inspirational witnesses to the Gospel and to Catholic Social Teaching in their direction of the school at every level. They embody the Church's preferential option for the poor by ensuring that resources are consciously and effectively targeted at those in greatest need, both materially and educationally. In every one of their decisions, they demonstrate an exemplary commitment to care for our common home, to the pursuit of the common good and to service of those in greatest need.

Religious Education:

- RE 1.1: Pupils are developing excellent knowledge, understanding and skills that exemplify the learning required by the Religious Education Directory.
- RE 1.3: Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. As a consequence, they are particularly aware of the demands of religious commitment in everyday life.
- RE 1.8: Pupils enjoy their learning and approach lessons with great interest, passion, and enthusiasm. As a consequence, behaviour in lessons is outstanding because almost all pupils enjoy religious education, and they remain fully engaged even in extended periods without direction from an adult.
- RE2.1: Teachers have a high level of confidence based on authentic subject knowledge and teaching expertise, appropriate to the phase in which they are teaching.
- RE 2.6: Teachers have a profound understanding of the impact religious education has on the moral and spiritual development of pupils and their ability to meaningfully make sense of their experience of the world. Therefore, teachers give pupils space and time for purposeful reflection in lessons.
- RE 2.7: Teachers plan carefully to ensure that pupils are given extensive opportunities to present their learning using a wide variety of forms of expression to meet the differing needs of all pupils. High quality resources, including other adults, are used very effectively to optimise learning for all pupils.

Collective worship:

- CW 1.3: Pupils work collaboratively with others, such as teachers, other pupils, and chaplains to prepare creative and well-constructed experiences of prayer and liturgy. Due to the school's provision of liturgical formation for its pupils, they can undertake liturgical ministries with confidence, understanding and skill. Pupils have a developed capacity for evaluating the quality of the prayer and liturgy they have planned and can identify how to improve next time.
- CW 1.4: Pupils demonstrate confidence in articulating the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school. They make connections with ease and speak about them in their own language.