

# LESSON PLAN<sup>i</sup>

## *FORMING DISCIPLES FOR THE NEW EVANGELIZATION*<sup>ii</sup>

### PREPARING TO TEACH THE LESSON

**Topic:** Catholic Social Teaching—Justice and Peace

**Grade Level:** 7th and 8th Grade

**State the Standard:** 12 Catholic Social Teaching –Know, critique, and apply social justice and stewardship principles to societal situations in a way that acknowledges and affirms the dignity of the human person and community. (NDC nos. 25H, 29A-C, H, 41-46)

**Indicators:**

- 7.12.02 Recognize that the Christian response to life is recognition of its inherent dignity and a respect for life in all its stages.
- 8.12.17 Understand that Jesus’ mission and ministry are continued today through the ministries of the Word, worship, community building, and service.

**State the name of the textbook and the pages:** Call to Faith, pgs, 153-160

**Background Reading for Catechist/Facilitator:** Text as listed above, CCC 1939-1942, 2304-2306, 1807; Psalm 119:40, Proverbs 24:23-29.

**Environment:** Set up desks in U shaped fashion so all have a front row seat and can readily participate in discussion. Set up sacred space at the center of class set up—place a bible and crucifix. Show posters of humans through all stages of life and social status.

**Materials:** AMS Bible, Catechist Edition Text—Call to Faith, CCC.

### TEACHING THE LESSON

**Welcome:** Greet students cheerfully. Invite them into the class space.

**Prayer:** Invite student to pray the Psalm verse with you in the prayer space. Let us Pray, begin with the sign of the Cross: Leader: Lord God, help us demonstrate your justice. “See how I long for your precepts; in you justice gives me life.” ALL: Lord God, help us demonstrate your justice. Amen. Finish with the sign of the Cross.

**Review:** Query students on last week’s lesson. Remind them of the lesson if needed and look for a few details from the students that capture the lesson. Be ready to give a detail or two -yourself. Thank them for their contributions and move into the lesson.

**Preview:** Point out the posters on the sides of the room—humans from all walks of life, across the spectrum of society.

**Presentation:**

1. Read aloud the poem by Bessie Stanley, *What is Success?* Tell students to listen for definitions of success. Discuss with students each criterion for success. Ask them to compare how Stanley's view of success compares with Jesus' teachings. Ask students how Stanley's view of success differs from society's view of success. Ask whether Stanley's view or society's view is more in line with Jesus' teachings. Ask them "What does success mean to you?" Responses will vary, but lead the discussion of their responses.
2. Invite four volunteers to read aloud the story titled "Injustice". Ask students what message they found about the place called Justice. Answer: All people had what they needed. Ask them how the cities of "Injustice and Justice" differed. Answer: In Injustice, cheaters and liars ruled. They had no pity and laughed at suffering. In Justice, rulers served the people and people took care of one another. Ask them: Why do you think the leaders of Injustice feared the stranger so much? Answer: The leaders of Injustice wanted to rule the people and not let them be free.
3. Tell the students to read the story "God's Law" silently. Refer to the story of Injustice. Ask students to explain how the suffering people should have been treated. Emphasize that dignity is the inner worth of all people and that justice is giving to God and to all people what is due to them. Brainstorm with students some unjust actions recently reported in the media. Perhaps some view canceling of health insurance policies unjust, perhaps some might find injustice in how slowly aid may be reaching the Philippines. Remind them, Because God has endowed each person with dignity, anyone who robs another of his or her dignity acts unjustly.
4. Ask students: What is the relationship between peace and justice? List students' responses on board. Have students read the article silently—share with them that it was the custom to pay workers at the end of each day. Have two volunteers read the paragraphs about the three Old Testament prophets Hosea, Amos, and Micah. Proclaim the Scripture, Micah 6:8 "you have been told, O man, what is good, and what the Lord requires of you; Only to do the right and to love goodness, and to walk humbly with your God. Ask the students: Who needs to hear the message of these three prophets today? Responses will vary.
5. Read aloud the introductory paragraph of the story "Justice Seekers and Peacemakers". Have three volunteers read one of the bulleted items. Ask students for examples of how they can begin fulfilling these duties now: Duties of Dignity, Life and Basic needs. Read aloud the two paragraphs of the story "Social Sin". Discuss examples. Possible examples are racism, sexism, and terrorism. Ask students what Pope Paul VI meant when he said that peace is more than the absence of war. Answer, Peace comes from actively working for justice.

**Evaluation/Response:**

- Complete Review and Apply worksheet on page 159. Review in class and ensure understanding of: Dignity, Justice, Peace and Social Sin.
- Discuss how students can reflect on their service and involvement in the community and encourage them to express their reflection in creative ways. Tell them they can reflect in a journal about their experiences, concerns, hopes, and insights. They can express those insights by composing a prayer, singing a song, creating a sculpture, or even writing a book.

**Assignment:**

- Remind students to discuss the Family Faith page at home.
- Encourage students to read the passage from the book of Proverbs, 24-23-29.
- Remind them of ways to promote human dignity.
- Ask them to discuss with their family how they can carry out each suggestion. ( Look for the presence of Jesus in everyone; Be honest with others; Avoid stereotyping and prejudice; Stand up for the rights of others; and, Avoid items and messages that insult human dignity.)
- Announcements: No faith formation classes next week due to Thanksgiving Day celebrations. Let them know you wish them a Happy Thanksgiving and to think of ways they can share in their bounty.

**Closing Prayer:** Gather students to pray a prayer of lament. Assign five readers to proclaim the Isaiah passage. Tell students that the passage speaks of the sufferings of Jesus. Invite students to join you in the prayer space, position readers in a half circle in front of the others. Follow the prayer on page 158, Isaiah 53:3-4, 8, 11-12.

**Evaluation of the Lesson:** Write down your thoughts right after class. Note high spots/low spots in lesson and jot notes about how to improve it for next time. Did I integrate the standard and indicators in the lesson plan? What worked? What did not work in this lesson?

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<sup>i</sup> The language used in this Lesson Planning Outline is geared to work with children and teenagers. When using it with adults, you may want to substitute the word “session” for “lesson,” and the word “participant” for “student.”

<sup>ii</sup> The AMS Archdiocesan Religion Curriculum Guide, Grades Pre-K. to 8.