

YEAR 7	SOCKTOBER CHALLENGE
<p>Sacred Texts</p> <hr/> <p>Christian Spiritual Writings and Wisdom</p> <hr/> <p>Religious Knowledge and Deep Understanding</p> <p>The writings and key messages of the founders of religious orders influence the way of life of religious communities (e.g. prayer life, apostolate, dress, spiritual practices, beliefs, symbols, daily life). (STCW8)</p> <p>Skills</p> <ul style="list-style-type: none"> Analyse and explain how the way of life of religious communities has been influenced by the writings and key messages of the founders. <hr/> <p>Beliefs</p> <hr/> <p>Trinity: God, Jesus the Christ, Spirit</p> <p>Religious Knowledge and Deep Understanding</p> <p>The Creeds of the apostolic and ancient Churches, including the Apostles Creed and Nicene Creed, expressed the Christian understanding of God. Through the Creeds, Christians are linked with the faith of believers throughout history. (BETR9)</p> <p>Skills</p> <ul style="list-style-type: none"> Explore contextual information (e.g. historical, social, cultural) about the Creeds of the apostolic and ancient Churches Distinguish statements of belief within the Creeds of the apostolic and ancient Churches that express a Christian understanding of God (e.g. God as Creator, Trinity, Mystery). 	<p>Mission Pack 2 – Well-being Catholic Social Teaching: Stewardship, Participation and Subsidiarity, Preferential Option for the Poor, Common Good</p> <ul style="list-style-type: none"> Research the founders of religious orders to find how they expressed the importance of physical and mental well-being. <p>Mission Pack 6 – Participation Catholic Social Teaching: Common Good, Dignity of the Human Person, Participation and Subsidiarity</p> <ul style="list-style-type: none"> Watch the documentary, ‘Heart of a Missionary: The Story of Pauline Jaricot’. What was she notable for doing as a young woman? What wisdom did she share – how was this evident through her actions? Compare the founder of your school to Blessed Pauline Jaricot. What things do they have in common? <p>Mission Pack 5 – Peace Catholic Social Teaching: Common Good, Dignity of the Human Person, Preferential Option for the Poor, Participation and Subsidiarity</p> <ul style="list-style-type: none"> The World Almanac for Kids sponsored a project inviting kids from around the world to suggest what they believe would make the world a better place. This was in 2003. When all the letters were received, the top ten priorities were listed in a Kids’ Creed. A version of the Kids’ Creed is provided below. Create your own beliefs about what would make the world a better place in 2022. Are there any that you'd keep? What would you add? <ol style="list-style-type: none"> 1. We believe all governments should make it their top priority to work for world peace. 2. We believe no one should go to sleep hungry and living in poverty. 3. We believe that helping the homeless is everyone’s responsibility. 4. We believe every child has a right to a good education. 5. We believe the environment is for everyone’s enjoyment and needs to be protected. 6. We believe every child has a right to be safe. 7. We believe prejudice and discrimination of any kind is always wrong. 8. We believe society should be free of illegal drugs and guns. 9. We believe elderly people have a lot to offer society. 10. We believe terrorism threatens everyone’s safety even when it happens in another place.

<p>Mission and Justice</p> <p>Religious Knowledge and Deep Understanding</p> <p>Concern for the good of the community is a basic principle of Christian morality. According to Church teaching, personal gifts are meant to be at the service of others and of the common good. The good of the community can be protected and promoted in a variety of ways. (CLMJ8)</p> <p>Skills</p> <ul style="list-style-type: none"> Analyse the Church's teaching about the common good Investigate and present a variety of ways of protecting and promoting the common good Explore ways of serving the common good using personal gifts and talents. <p>Achievement Standard:</p> <p>They consider and draw conclusions about the significance of sacred texts for the faith journey of believers. Students examine and explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.</p>	<p>Mission Pack 4 – Service</p> <p>Catholic Social Teaching: Common Good Dignity of the Human Person Solidarity</p> <ul style="list-style-type: none"> Read 1 Peter 4:10. What were the disciples asked to do? What does that mean for each of us in our everyday life? <p>Mission Pack 6 – Participation</p> <p>Catholic Social Teaching: Common Good, Dignity of the Human Person, Participation and Subsidiarity</p> <ul style="list-style-type: none"> Catholic Mission needs you! What would it mean to be a Mission Ambassador? – how would you explain this to your friends? How could you invite others to join you?
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<p>Beliefs - Trinity: God, Jesus the Christ, Spirit</p> <hr/> <p>Religious Knowledge and Deep Understanding</p> <p>Christians believe that the mission of Jesus is continued in the world and in the Church through the activity of the Holy Spirit. (BETR10)</p> <p>Skills</p> <ul style="list-style-type: none"> Investigate ways in which the Church is present and active in the world today (e.g. at a local, regional and global level) and how this work of the Church continues the mission of Jesus and the action of the Holy Spirit. <hr/> <p>Mission and Justice</p> <p>Religious Knowledge and Deep Understanding</p> <p>Assisted by the Holy Spirit, the Church draws on the teaching of Jesus and its living Tradition to respond to emerging moral questions. Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action. A consistent theme in Catholic social teaching is that the good of people be the criterion in making moral judgments about social and economic structures. (CLMJ9)</p> <p>Skills</p> <ul style="list-style-type: none"> Define Catholic social teaching. Identify ways in which the Church communicates its social teaching (e.g. encyclicals, weekly teaching, social media, websites, pastoral letters, parish and school newsletters, homilies) Analyse and evaluate judgements about social and economic structures (e.g. scientific and technological advances, social communication, globalisation), informed by the Church's social teaching. <p>Achievement Standard: Students explore how believers, past and present continue the mission of Jesus in the world, in times of challenge and change. Students explore how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.</p>	<p>Mission Pack 1 – Creation Catholic Social Teaching: Stewardship, Solidarity, Dignity of the Human Person</p> <ul style="list-style-type: none"> What do the words Laudato Si mean? What is it about, and why was it written? <p>Mission Pack 4 – Service Catholic Social Teaching: Common Good Dignity of the Human Person Solidarity</p> <p>Mission Pack 6 – Participation Catholic Social Teaching: Common Good, Dignity of the Human Person, Participation and Subsidiarity</p> <ul style="list-style-type: none"> Catholic Mission needs you! What would it mean to be a Mission Ambassador? – how would you explain this to your friends? How could you invite others to join you? Register your school for Socktober to make a difference in the life of others Visit the Catholic Mission website – Learn about our work with Indigenous Communities in Port Pirie, South Australia Visit the Catholic Mission website – Stories from the Field to discover the work of Catholic Mission globally as well as Our Stories – videos. <p>Catholic Social Teaching:</p> <ol style="list-style-type: none"> Solidarity - God created all people, so we are all brothers and sisters in God's family wherever we live. Participation and Subsidiarity - God made us to be part of communities, families and countries, so all people can share and help each other. No one community should have dominance over another or interfere in their lives. Dignity of the Human Person - God made each person, so every life is important and should be protected. Common Good - A true community is one where the common good is reached when we work together to better the wellbeing of all people in our community and the wider world. Preferential Option for the Poor - God wants us to help people who are poor, who don't have enough food, a safe place to live, or a community of which to be a part. <p>All Mission Packs have a focus on Catholic Social Teaching. Students could choose one of the CSTs and investigate it through one of the Mission Packs.</p>

YEAR 9	SOCKTOBER CHALLENGE
<p>Christian Life - Moral Formation</p> <hr/> <p>Religious Knowledge and Deep Understanding</p> <p>Respect for each person, as created in the image of God and as a reflection of God, is expressed through moral behaviour towards oneself and others. Two key principles of Catholic social teaching, namely respect for the dignity of the human person and human rights and responsibilities, provide guidelines for developing a healthy understanding of one's personal identity and of human relationships. (CLMF13)</p> <p>Skills</p> <ul style="list-style-type: none"> Analyse and evaluate different perspectives on the dignity of the human person and human rights and responsibilities Make judgements about behaviour towards oneself and others, based on two key principles of Catholic social teaching, namely respect for the dignity of the human person and human rights and responsibilities. <p>Mission and Justice</p> <p>Religious Knowledge and Deep Understanding</p> <p>Assisted by the Holy Spirit, the Church draws on the teaching of Jesus and its living tradition to respond to emerging moral questions about scientific and technological advances. Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action. The principles of Catholic social teaching, especially promotion of peace, stewardship, and common good, provide guidelines for scientific and technological advancement. (CLMJ10)</p> <p>Skills</p> <p>Apply principles of Catholic social teaching to particular real-world examples of scientific and technological advances</p> <p>Present an argument, informed by principles of Catholic social teaching, that expresses an opinion, justifies a position, and makes a judgement about an issue related to scientific and technologic advancement.</p> <p>Achievement Standard: They analyse perspectives in the writings of various religious and lay leaders at that time. They evaluate the impact of Catholic social teaching on an individual's moral behaviour and on the Church's response to emerging moral questions.</p>	<p>Mission Pack 2 – Well-being Catholic Social Teaching: Stewardship Participation and Subsidiarity Preferential Option for the Poor Common Good</p> <ul style="list-style-type: none"> Identify common sources of stress in the categories of life event, home, future, school, friends, and sport. What are some ways to alleviate these stresses? <p>Mission Pack 4 – Service Catholic Social Teaching: Common Good Dignity of the Human Person Solidarity</p> <ul style="list-style-type: none"> Read the story of Pauline Jaricot and identify how, through her action, did she exemplify the Church teaching about dignity and respect for others? How did she live 'mission'? Use this scripture from Matthew 25:45 '<i>I tell you the truth, whatever you did not do for one of the least of these, you did not do for me.</i>' & answer these questions: Who is the advocate? What is being advocated? On whose behalf is the advocating being done? <p>Mission Pack 1 – Creation Catholic Social Teaching: Stewardship, Solidarity, Dignity of the Human Person</p> <ul style="list-style-type: none"> Create an ecological action plan for your class or household. Pope Francis has responded to scientific and technological advances through encyclicals such as Laudato Si. What are the key messages he shares? <p>Mission Pack 2 – Well-being Catholic Social Teaching: Catholic Social Teaching: Stewardship, Participation and Subsidiarity, Preferential Option for the Poor, Common Good</p> <ul style="list-style-type: none"> Are "wellbeing" and "happiness" the same? Why/why not? How would this apply to a child in Australia and in Ethiopia? Participation and Subsidiarity - God made us to be part of communities, families and countries, so all people can share and help each other. No one community should have dominance over another or interfere in their lives. How does this CST apply today? In which elements of Australian society can we see evidence of this CST? Where are the gaps? <p>Mission Pack 3 – Opportunity Catholic Social Teaching: Participation and Subsidiarity Common Good Solidarity</p> <ul style="list-style-type: none"> What does "sustainable development" mean? How are the projects we support sustainable?

YEAR 10	SOCKTOBER CHALLENGE
<p>Beliefs - World Religions Religious Knowledge and Deep Understanding</p> <p>The religions of the world contribute valuable insights into the idea of God or the 'Other'. The core beliefs and practices of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) reflect this mystery of God/Other which is beyond human understanding. (BEWR11)</p> <p>Skills</p> <ul style="list-style-type: none"> Identify the core beliefs of the major world religions and the religious practices that reflect these beliefs Interpret how the importance of the founding figures is reflected in the celebrations of the world religions, including Islam, Buddhism or Hinduism Explain how the diversity of the beliefs and practices of the major world religions reflects the human understanding of God or the 'Other'. <p>Mission and Justice Religious Knowledge and Deep Understanding</p> <p>Assisted by the Holy Spirit, the Church draws on the teaching of Jesus and its living tradition to respond to emerging moral questions about economic structures and development. Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action. The principles of Catholic social teaching, especially participation, economic justice, global solidarity and development, preferential option for the poor, stewardship, and subsidiarity, provide guidelines for just economic order and development. Christians believe that human work shares in God's creative activity. Work enables each person to use their talents to serve the human community. Employment without discrimination and for a just wage is each person's moral right. (CLMJ11)</p> <p>Skills</p> <ul style="list-style-type: none"> Explain different viewpoints, attitudes and perspectives about particular examples of economic order and structure (e.g. access to employment, conditions of labour, discrimination in the workforce) through the development of cohesive and logical arguments, informed by the principles of Catholic social teaching Articulate their own understanding of the nature and purpose of human work, informed by the principles of Catholic social teaching. <p>Achievement Standard: Students evaluate and draw conclusions about the ways in which the Church has responded to a range of emerging threats to human and environmental ecology. They consider the significance of various sources that guide the Church's action in the world, including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience. They create responses to a contemporary moral question using evidence from these various sources to support their responses.</p>	<p>Mission Pack 6 - Participation Catholic Social Teaching: Common Good, Dignity of the Human Person, Participation and Subsidiarity</p> <ul style="list-style-type: none"> View the Australia Cricket Team as they celebrate their Ashes win in 2022. What did Pat Cummins and his teammates stop to make sure he was included, the humble leadership shown by Pat Cummins to remember each individual in his team. Usman Khwaja's story of coming to Australia from Pakistan at 5 and then to grow up and play for Australia is remarkable. What a great show of what it is to be a true team where everyone is respected, and dignity is upheld. Identify ways that you could adapt this in your school and teams you belong to. You could formulate a code of behaviour if one doesn't exist or add to it. Find out about Catholic Mission's Interfaith Program. What does Interfaith mean? Why is it important? <p>Mission Pack 3 – Opportunity Catholic Social Teaching: Participation and Subsidiarity, Common Good, Solidarity</p> <ul style="list-style-type: none"> Interview a woman in your life about their job. Could a woman in other countries have access to the same job? How did opportunity make a difference in the life of Manar Abarjabal, School Captain of St James College in Brisbane? Read her story. Do opportunities exist in your school community? https://catholicleader.com.au/news/st-james-captain-manar-abajabal-becoming-a-voice-for-the-voiceless/ Research the Indigenous Fashion Brand Myrrdah. Without the support of their parents and First Nations Fashion and Design (FNFD) this opportunity to be part of Australian Fashion Week and build their brand may not have happened. What opportunities are provided in your community to support those in need - this could be families or your peers. How does this create opportunity for them?