

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

**SOLIDARITY**

*“Solidarity is not a feeling of vague compassion or shallow distress at the misfortunes of people, but a firm and persevering determination to commit oneself to the common good because we are all responsible for all.” Sollicitudo Rei, Socialis #38, Pope John Paul II*

Catholic social teaching proclaims that we are our brothers' and sisters' keepers, wherever they live. We are one human family, regardless of our national, racial, ethnic, economic or ideological differences. It means that “loving our neighbour” has global dimensions in an interdependent world.

*“Solidarity is a virtue manifested in the distribution of goods, just remuneration for work, and efforts to create a more just social order.” The Common Good or Exclusion a Choice for Canadians #11, CCCB)*

**Sample Lessons Using the Solidarity Framework**

Grade, Subject, Code Lesson Topic	Lesson Summary
Grade 9 Mathematics MFM1P or MPM1D How do we help the world’s poor?	In this lesson students will investigate solidarity by analyzing world poverty data using scatter plots, linear relations, interpolation and extrapolation. Students will also make predictions and defend choices using proper mathematical terminology in the context of the data.
Grade 10 English Eng10P/D Am I my Brothers’ and Sisters’ Keeper?	This lesson will introduce students to the Catholic Social Teaching, Solidarity. Learners will view/read a variety of texts to create meaning, share thinking, and create a class photo essay which will document practical ways to express solidarity.
Grade 11 The Enterprising Person BDP30 Randy Pausch – The Last Lecture	In this lesson students will learn about the power of solidarity, whereby we are all responsible for all; interdependent and committed to each other’s success and thereby in Randy’s words “enabling the dreams of others”. Could this be Randy’s unique way of teaching us one way of “loving our neighbour”?

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

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

<b>Guiding Questions: Solidarity</b> <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>	
<p><b>The Catholic Social Teachings</b></p> <ul style="list-style-type: none"> <li>• To what extent do we understand that we are members of the human family?</li> <li>• To what extent do we recognize that we are our brothers' and sisters' keeper?</li> <li>• To what extent do we understand that to love one's neighbour has local and global implications?</li> <li>• How do we provide for peace and the development of others in the global community?</li> <li>• How can we reduce prejudices and biases, based on national, racial, ethnic, economic and ideological differences?</li> </ul>	<p><b>The Equity and Inclusive Education Strategy</b></p> <ul style="list-style-type: none"> <li>• How do we make everyone in our classroom feel respected, safe, and included to provide the best opportunity for growth and student achievement?</li> <li>• 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?</li> <li>• How can we recognize and value the gifts of others?</li> <li>• How do you see yourself as a valued and contributing member of this class, school, community, and society?</li> <li>• In building a welcoming learning environment, what words and actions demonstrate respect for the dignity of all?</li> </ul>
<div style="border: 2px solid purple; border-radius: 15px; padding: 10px; display: inline-block;"> <p><b>SOLIDARITY</b></p> </div>	
<p><b>Critical Literacy</b></p> <ul style="list-style-type: none"> <li>• What kinds of issues of equity, power and social justice are relevant to the topic?</li> <li>• How can we analyze the information presented for bias, reliability, fairness, and validity?</li> <li>• How can we challenge our assumptions?</li> <li>• What types of actions and/or responses are appropriate in the subject?</li> <li>• How does our faith (age, culture, life experiences, values, etc.) influence how the message is interpreted?</li> <li>• How might the text be changed to offer alternative perspectives or recognize and include missing voices, such as the marginalized?</li> </ul>	<p><b>The Ontario Catholic Graduate Expectations</b></p> <ul style="list-style-type: none"> <li>• What scriptural reference might guide our thinking in this Catholic Social Teaching?</li> <li>• How does the Catholic Social Teaching, Solidarity call us to respond or act:             <ul style="list-style-type: none"> <li>• As a discerning believer?</li> <li>• As an effective communicator?</li> <li>• As a reflective, creative, holistic thinker?</li> <li>• As a self-directed responsible life-long learner?</li> <li>• As a collaborative contributor?</li> <li>• As a caring family member?</li> <li>• As a responsible citizen?</li> </ul> </li> </ul>

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

**GRADE 9**

<p><b>Equity and Inclusive Education: From the Lens of the Catholic Social Teachings</b></p>	<p><b>Subject: Mathematics</b> <b>Code: MFM1P or MPM1D</b></p> <p><b>Lesson Title:</b> How do we help the world's poor? Suggested length of time: 75-150 minutes</p>
	<p><b>Lesson Overview</b></p> <p>In this lesson students will investigate solidarity by analyzing world poverty data using scatter plots, linear relations, interpolation and extrapolation. Students will also make predictions and defend choices using proper mathematical terminology in the context of the data.</p>

CURRICULUM CONNECTIONS	CATHOLIC SOCIAL TEACHINGS & ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p><b>Mathematics MFM1P or MPM1D</b></p> <p><b>Strands:</b></p> <p>LR. Linear Relations (<i>MPM1D &amp; MFM1P</i>) AG. Analytic Geometry (<i>MPM1D</i>)</p> <p><b>Overall and Specific Expectations:</b> LR1. Apply data management techniques to investigate the relationships between two variables. (<i>MPM1D &amp; MFM1P</i>) LR1.04 describe trends and relationships observed in data, make inferences from data,</p>	<p>The <b>Catholic Social Teachings</b> evident in this lesson: <b>Solidarity</b></p> <p>The <b>Ontario Catholic School Graduate Expectations</b> evident in this lesson include:</p> <p><b>An effective communicator who:</b> 2 (c) presents information and ideas clearly and honestly and with sensitivity to others.</p> <p><b>A reflective, creative and holistic thinker who:</b></p>

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

	<p>compare the inferences with hypotheses about the data, and explain any differences between the inferences and the hypotheses <i>(MPM1D &amp; MFM1P)</i></p> <p>LR2. Demonstrate an understanding of the characteristics of a linear relation <i>(MPM1D)</i></p> <p>LR2. Determine the characteristics of linear relations <i>(MFM1P)</i></p> <p>LR2.01 construct tables of values and graphs, using a variety of tools (e.g., graphing calculators, spreadsheets, graphing software, paper and pencil), to represent linear relations derived from descriptions of realistic situations <i>(MPM1D &amp; MFM1P)</i></p> <p>LR2.02 construct tables of values, scatter plots, and lines or curves of best fit as appropriate, using a variety of tools (e.g., spreadsheets, graphing software, graphing calculators, paper and pencil), for linearly related and non-linearly related data collected from a variety of sources <i>(MPM1D &amp; MFM1P)</i></p> <p>LR2.05 determine the equation of a line of best fit for a scatter plot, using an informal process <i>(MPM1D)</i></p> <p>LR3. Demonstrate an understanding of constant rate of change and its connection to linear relations <i>(MFM1P)</i></p> <p>LR3.04 express a linear relation as an equation in two variables, using the rate of change and the initial value <i>(MFM1P)</i></p> <p>LR3.05 describe the meaning of the rate of change and the initial value for a linear relation arising from a realistic situation <i>(MFM1P)</i></p>	<p>3 (c) thinks reflectively and creatively to evaluate situations and solve problems.</p> <p><b>A responsible citizen who</b></p> <p>7 (f) respects and affirms the diversity and interdependence of the world’s peoples and cultures.</p>
--	--	---

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

	<p>AG3. Solve problems involving linear relations (MPM1D)</p> <p>AG3.03 describe the meaning of the slope and y-intercept for a linear relation arising from a realistic situation (MPM1D)</p> <p>AG3.04 identify and explain any restrictions on the variables in a linear relation arising from a realistic situation (MPM1D)</p>	
--	---	--

	<b>Guiding Questions from the Framework</b>	
	<p>These guiding questions have been selected from the framework focusing on:</p> <p>Equity and Inclusive Education:</p> <ul style="list-style-type: none"><li>• How do you see yourself as a valued and contributing member of this class, school, community, and society?</li></ul> <p>Catholic Social Teaching:</p> <ul style="list-style-type: none"><li>• To what extent do we recognize that we are our brothers' and sisters' keeper?</li><li>• To what extent to we understand that to love one's neighbour has local and global implications?</li></ul> <p>Ontario Catholic Graduate Expectations:</p> <p>How does the Catholic Social Teaching, Solidarity, call us to respond or act:</p> <ul style="list-style-type: none"><li>• as an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others?</li><li>• as a reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems?</li><li>• as a responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures?</li></ul> <p>A scripture reading that inspired this lesson is: The second is like this, 'You shall love your neighbor as yourself.' There is no other commandment greater than these. Mark 12:31</p> <p>Critical Literacy:</p> <ul style="list-style-type: none"><li>• How can we analyze the information presented for bias, reliability, fairness, and validity?</li><li>• How can we challenge our assumptions?</li><li>• What types of actions and/or responses are appropriate in the subject?</li></ul> <p>Teachers and students may select additional questions from the framework to guide their learning inquiry.</p>	

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

LEARNING GOALS	
<p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Create scatter plots and lines of best fit using secondary data;</li> <li>• Interpolate and extrapolate values using the equation of the line of best fit;</li> <li>• Make predictions and defend choices using proper mathematical terminology and data in context.</li> </ul> <p><b>Success Criteria</b>, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.</p> <p><b>Sample Success Criteria</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Create scatter plots from secondary data and describe the trend shown</li> <li>• Determine the equation of the line of best fit and explain the significance of the initial value and rate of change in context</li> <li>• Use the equation to make predictions (interpolate and extrapolate)</li> <li>• Make convincing arguments using secondary data</li> </ul>	


INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p><b>Prior Learning</b></p> <p><b>Teacher Readiness:</b> Prior to this lesson, the teacher will have:</p> <ul style="list-style-type: none"> <li>• Familiarity using technology to create scatter plots and lines of best fit</li> <li>• Comfort with students working in pairs and facilitating whole group discussions where students share and debate</li> </ul> <p><b>Student Readiness:</b> Prior to this lesson, students will have:</p> <ul style="list-style-type: none"> <li>• Created scatter plots and lines of best fit using technology</li> <li>• Describe the meaning of initial value and rate of change for a linear relation in the context of data</li> </ul>	<p><b>Materials:</b></p> <p>Appendix A How do we help the world’s poor?  Appendix B Student Handout – Poverty Data  Appendix C Teacher Resources to Support Function Modeling Using Technology</p> <p>Handheld graphing technology (TI 83/84 or Nspire) or computer access (Fathom or Excel)</p> <p>Grid paper</p> <p><b>Internet Resources:</b></p> <p>Appendix C resources on using technology</p> <p>World Bank Development Indicators:  <a href="http://wdi.worldbank.org/table">http://wdi.worldbank.org/table</a></p>

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

	<p><b>Terminology</b> Poverty Line, Data trends, correlation, Initial value and rate of change of a linear relation</p>	
--	---	--

	MINDS ON	CONNECTIONS
	<p><b>Whole Class → Discussion to set the context</b></p> <p>Teachers should begin by defining “needs” and “wants” and the difference between them.</p> <p>Briefly discuss the scripture “You shall love your neighbor as yourself.” What does this look like in our community?</p> <p><b>Whole Class → Think/Pair/Share</b></p> <p>Pose the following questions one at a time:</p> <ol style="list-style-type: none"> <li>1. <i>What do you spend money on? (Categorize them as needs or wants)</i></li> <li>2. <i>How much money do you spend in a week? Per day?</i></li> <li>3. <i>How much would it cost to feed and house a person in our community?</i></li> <li>4. <i>How much per day would be needed to pay the necessities? (Use this data to define “poverty line”)</i></li> </ol> <p>Record a brief summary on blackboard/whiteboard/chart paper for later use in the lesson.</p>	

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

ACTION	CONNECTIONS
<p>For resources on using technology refer to Appendix C (Teacher Resources to Support Function Modeling) prior to the lesson.</p> <p><b>Whole Class → Discussion</b></p> <p>Distribute Appendix A How do we help the world’s poor?</p> <p>Discuss the two international measures of poverty (\$1.25 and \$2.00) to ensure they understand units</p> <p>Discuss the data in the table and deduce the world’s population in 2005 (6.46 billion)</p> <p><b>Pairs/Triads → Technology Application</b></p> <p>Distribute handheld technology or arrange access to computer technology. One piece of technology per pair.</p> <p>Pairs will choose to analyze Poverty line vs. Population Below <b>or</b> Poverty Line vs. Population Above. Ensure you have a balance between the two.</p> <p>Students complete task and record their work on Appendix A.</p> <p><b>Whole Class → Sharing/Discussion</b></p> <p>Invite pairs to share their solutions to questions 1 and 2. Comment on differences in equations of lines of best fit.</p> <p>Invite pairs to share their predictions for question 3. Students should be able to explain that the prediction should be the same regardless which column of data they analyzed. (Pairs who analyzed the appropriate data can only answer questions 4 <b>OR</b> 5.)</p> <p>Question 6 is only an expectation for MPM1D. These students should be able to explain the restricted domain for the linear relation. Other possible student responses might include that the relation does not account for countries in the first world that have a poverty line of more than \$10 per day.</p>	<p>Assessment <b>for</b> learning:</p> <ul style="list-style-type: none"> <li>— Monitor pairs during activity to check for application of scatter plots, lines of best fit.</li> <li>— Provide descriptive feedback</li> </ul> <p> Differentiation of Learning by student interest as they choose a set of data to analyze.</p>



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

CONSOLIDATION	CONNECTIONS
<p><b>Pairs/Triads → Application &amp; Reflection</b></p> <p>Distribute Appendix B Student Handout – Poverty Data Pairs examine more current poverty line data for individual countries and make recommendations.</p> <p><b>Whole Class → Sharing/Discussion</b></p> <p>Invite pairs to share their recommendations. Encourage proper mathematical terminology and justification for student recommendations. Record on blackboard/whiteboard/chart paper a brief summary.</p> <p><b>Individual → Exit Ticket/Reflection</b></p> <p>Briefly review the summary for the Minds On and summary from the Consolidation.</p> <p>Students write a 100-200 word reflection.</p> <p>This may be used as an exit ticket.</p>	<p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>— By writing a reflection, students understand how “loving they neighbor” has local and global implications</li> </ul>

CONTINUED LEARNING OPPORTUNITIES	
	<p>Further extensions to this lesson might include:</p> <ul style="list-style-type: none"> <li>• Analyzing further the World Bank Indicator data found at <a href="http://wdi.worldbank.org/table">http://wdi.worldbank.org/table</a></li> <li>• Cultivating interest in projects to address poverty in the school, community or internationally such as: <ul style="list-style-type: none"> <li>○ <a href="http://www.catholiccharitiestor.org/">http://www.catholiccharitiestor.org/</a></li> <li>○ <a href="http://www.sharelife.org/Public/Home.aspx">http://www.sharelife.org/Public/Home.aspx</a></li> <li>○ <a href="http://www.povertyfreeontario.ca/">http://www.povertyfreeontario.ca/</a></li> <li>○ <a href="http://www.ocap.ca/">http://www.ocap.ca/</a></li> </ul> </li> </ul>

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

**How do we help the world's poor?**

**Appendix A**

The World Bank publishes the World Development Indicators Report. The international measure of poverty is the number of people living on \$1.25 per day and \$2.00 per day. From the 2008 report, we have the following data measuring the population of the world at various poverty levels per day, based on 2005 population data.

**World Population (Billions) for various Poverty Line Amounts (USD per day)**

Poverty Line Amount per day (US \$ per day)	World Population below Poverty Line (Billions of People)	World Population above Poverty Line (Billions of People)
\$0.00	0	6.46
\$1.00	0.88	5.58
\$1.25	1.40	5.06
\$1.45	1.72	4.74
\$2.00	2.6	3.86
\$2.50	3.14	3.32
\$3.00	4.72	1.74

Source: World Bank Development Indicators 2008

**Analysis Task:** You and a partner will use your knowledge of linear relations, interpolation and extrapolation of data to analyze the data above. You can choose to analyze either the population *below* the poverty line or the population *above* the poverty line data.

1. With or without technology, create a scatter plot of poverty line amount per day versus population below *or* population above. From your graph, describe the trend in the data using terms like linear relation and correlation. Make a sketch of your scatter plot.
2. Using technology, determine the equation of the line of best fit. Describe the meaning of the initial value and the rate of change for this data.
3. Using the equation of your line of best fit, what poverty line amount per day would have half the world's population above and below it?
4. If you analyzed population *below*, estimate what poverty line amount would have the entire world population below it (i.e. 6.46 billion).
5. If you analyzed population *above*, estimate what poverty line amount would have zero people above it.
6. A linear model does not accurately model the relation between poverty line amount and population. Provide some reasons why it is not a good model.

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

**Appendix B**

**Student Handout**

Your first analysis examined world population. We need to dig deeper to find what parts of the world need more support. The table below provides more current data for a sample of 16 countries. Each country has:

- the year the survey was collected
- the percent of the population living on \$1.25 per day or less
- the percent of the populations living on \$2.00 per day or less

**Task:** You and your partner will analyze the data and make recommendations about countries or continents that need the most support. Be prepared to share with the class your recommendations. Support your choices with data and use correct mathematical terminology.

**Poverty Data from World Bank Development Indicators Report 2013 (Table 2.8)**

Country	Continent	Survey Year	Percent of Population living below \$1.25 per day	Percent of Population living below \$2.00 per day
Argentina	South America	2010	1.9%	1.9%
Bangladesh	Asia	2010	43.3%	76.5%
Brazil	South America	2009	6.1%	10.8%
China	Asia	2009	11.8%	27.2%
Columbia	South America	2010	8.2%	15.8%
Dominican Republic	North America	2010	2.2%	9.9%
Egypt	Africa	2008	1.9%	15.4%
Guatemala	North America	2006	13.5%	26.3%
Haiti	North America	2001	61.7%	77.5%
India	Asia	2010	32.7%	68.7%

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

Mexico	North America	2010	1.9%	4.5%
Morocco	Africa	2007	2.5%	14%
Peru	South America	2010	4.9%	12.7%
Russia	Asia	2011	1.9%	1.9%
Rwanda	Africa	2011	63.2%	82.4%
South Africa	Africa	2009	13.8%	31.3%

*Source: World Bank Development Indicators 2013*

**Reflection:**

Pope John Paul II said:

*“Solidarity is not a feeling of vague compassion or shallow distress at the misfortunes of people, but a firm and persevering determination to commit oneself to the Common Good because we are all responsible for all.”* Based on how much your family spends for basic necessities and you spend on yourself, what are some ways you can commit to the Common Good in developing countries in the world. Describe as many specific actions as possible. (100-200 words expected)

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

**Appendix C**

**Teacher Resources to Support Function Modeling using Technology**

**TI 83/84 Graphing Calculator**

<http://education.ti.com/en/us/pd/online-learning/tutorials#navigation-tab-contents=navigation-element-tab-contents-1>

See Atomic Learning videos in *C. Working with Lists*

[http://mthsc.clemson.edu/ug\\_course\\_pages/view\\_item.py?id=82](http://mthsc.clemson.edu/ug_course_pages/view_item.py?id=82)

[http://fym.la.asu.edu/~tturner/MAT\\_117\\_online/Regression/Linear%20Regression%20Using%20the%20TI-83%20Calculator.htm](http://fym.la.asu.edu/~tturner/MAT_117_online/Regression/Linear%20Regression%20Using%20the%20TI-83%20Calculator.htm)

<http://www.pstcc.edu/facstaff/jahrens/calculator/stats83.pdf>

<http://www.online.math.uh.edu/GraphCalc/> (See videos 17-20)

**TI Nspire Handheld (Non-CAS or CAS version)**

<http://education.ti.com/en/us/pd/online-learning/tutorials#navigation-tab-contents=navigation-element-tab-contents-0>

See Atomic Learning videos in “C. Lists and Spreadsheets”

<http://mathbits.com/MathBits/TINSection/Statistics2/ExponentialModel.html>

**Computer Software (Fathom, Excel & Graphmatica)**

<http://www.keycurriculum.com/products/fathom>

<http://www.edugains.ca/resources/LearningMaterials/TechnologySupports/SoftwareSupport/FathomResources.pdf>

[http://staff.district87.org/powelln/Calculus/Chapter1/modeling\\_howto.doc](http://staff.district87.org/powelln/Calculus/Chapter1/modeling_howto.doc)

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

**GRADE 10**

<p><b>Equity and Inclusive Education: From the Lens of the Catholic Social Teachings</b></p>	<p><b>Subject: English</b> <b>Code: Eng10P/D</b></p> <p><b>Lesson Title: Am I my Brothers' and Sisters' Keeper?</b></p> <p>Suggested length of time: approx. 200 minutes</p>
	<p><b>Lesson Overview</b></p> <p>This lesson will introduce students to the Catholic Social Teaching, Solidarity. Learners will view/read a variety of texts to create meaning, share thinking, and create a class photo essay which will document practical ways to express solidarity.</p>

CURRICULUM CONNECTIONS	CATHOLIC SOCIAL TEACHINGS & ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>English 10 P/D</p> <p><b>Overall and Specific Expectations:</b></p> <p><b>Oral Communication:</b></p> <p>1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; 1.2 identify and use several different active listening strategies when participating in a variety of classroom interactions</p> <p>2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of</p>	<p>The <b>Catholic Social Teaching</b> evident in this lesson: <b>Solidarity</b></p> <p>The <b>Ontario Catholic School Graduate Expectations</b> evident in this lesson include:</p> <p><b>A Discerning Believer Formed in the Catholic Faith Community Who:</b></p> <p>1 (d) Develops attitudes and values founded on Catholic Social Teaching and acts to promote social responsibility, human solidarity and the Common Good.</p>

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

<p>purposes; 2.1 communicate orally for several different purposes, using language suitable for the intended audience 2.2 demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences</p> <p><b>Reading:</b> 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; 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; &amp; the world around them</p> <p><b>Writing:</b> 2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience; 2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear, vivid, and interesting for their intended audience</p> <p><b>Media</b> 1. Understanding Media Texts: demonstrate an understanding of a variety of media texts; 1.1 explain how simple media texts and some teacher-selected complex media texts are created to suit particular purposes and audiences 1.2 interpret simple media texts and some</p>	<p><b>An Effective Communicator Who:</b> 2 (a) Listens actively and critically to understand and learn in light of gospel values 2 (b) Reads, understands and uses written materials effectively.</p> <p><b>A Collaborative Contributor Who:</b> 5 (a) works effectively as an interdependent team member 5 (e) Respects the rights, responsibilities and contributions of self and others.</p> <p><b>A Responsible Citizen Who:</b> 7 (b) accepts accountability for one’s own actions</p>
---	---

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

	<p>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>3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p>3.4 produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques</p>	
--	--	--

	<p><b>Guiding Questions from the Framework</b></p>	
	<p>These guiding questions have been selected from the framework focusing on:</p> <p><b>Equity and Inclusive Education:</b></p> <ul style="list-style-type: none"> <li>• How do we make everyone in our classroom feel respected, safe, and included to provide the best opportunity for growth and student achievement?</li> </ul> <p><b>Catholic Social Teaching:</b></p> <ul style="list-style-type: none"> <li>• To what extent do we understand that we are members of the human family?</li> <li>• To what extent do we recognize that we are our brothers' and sisters' keepers?</li> <li>• To what extent do we understand that to love one's neighbour has local and global implications?</li> </ul> <p><b>Ontario Catholic Graduate Expectations:</b></p> <ul style="list-style-type: none"> <li>• What scriptural references might guide our thinking in this Catholic Social Teaching? Cain and Abel (Genesis 4:1-15) and The Good Samaritan (Luke 10:25-37)</li> </ul> <p><b>Critical Literacy:</b></p> <ul style="list-style-type: none"> <li>• What kinds of issues of equity, power and social justice are relevant to the topic?</li> <li>• What types of actions and/or responses are appropriate in the subject?</li> <li>• How does our faith (age, culture, life experiences, values, etc.) influence how the message is interpreted?</li> </ul> <p>Teachers and students may select additional questions from the framework to guide their learning inquiry.</p>	



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

LEARNING GOALS
<p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret a variety of texts and be critical viewers and readers;</li> <li>• Listen to and build on others’ ideas in order to gain a deeper understanding of the Catholic Social Teaching, Solidarity;</li> <li>• Explain that our faith calls each of us to be responsible for all of us;</li> <li>• Communicate and share thinking both in written and oral formats;</li> <li>• Produce a powerful and meaningful photo essay.</li> </ul> <p><b>Success Criteria</b>, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.</p>

INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p><b>Prior Learning</b></p> <ul style="list-style-type: none"> <li>• some background knowledge of Catholic Social Teaching, especially solidarity and human dignity</li> <li>• collaborative / productive group work elements and skills</li> <li>• knowledge of reading comprehension strategies and critical literacy skills</li> <li>• some practice with conversations skills (i.e. active listening, building on what was said, etc.)</li> </ul> <p><b>Teacher Readiness:</b> Prior to this lesson, the teacher will have to</p> <ul style="list-style-type: none"> <li>• introduce students to key concepts of media literacy</li> <li>• make sure students are familiar with a variety of reading comprehension strategies (predicting, asking questions, clarifying meaning/understanding, making connections, visualizing, comparing and contrasting, summarizing, recognizing the author’s purpose)</li> <li>• Do an internet search for “<b>images</b> arthur szyk prints” and have De Profundis ready to show students</li> </ul>	<p><b>Materials:</b></p> <p>Appendix A Looking at our World Appendix B Excerpts from The Gospel of Life, Pope John Paul II</p> <p><b>Internet Resources:</b></p> <p><a href="http://www.scarboromissions.ca/Mission_education/Study_Guides/guide_3.php">http://www.scarboromissions.ca/Mission_education/Study_Guides/guide_3.php</a></p> <p><a href="http://www.educationforjustice.org">www.educationforjustice.org</a></p> <p><a href="https://www.youtube.com/watch?feature=player_embedded&amp;v=NEx5RGmNWbA">https://www.youtube.com/watch?feature=player_embedded&amp;v=NEx5RGmNWbA</a></p> <p><b>NOTE:</b> Need access to computers and the internet</p>


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

	<p><b>Student Readiness:</b> Prior to this lesson, students will have some back ground knowledge on media literacy</p> <p><b>Terminology</b> Catholic Social Teaching, solidarity, human dignity, exit cards, equity, media literacy, critical literacy, encyclicals, consumerism,</p>	<p>Need to do an internet search for “<b>images</b> arthur szyk prints” and have De Profundis ready to show students</p>
--	--	--

	MINDS ON	CONNECTIONS
	<p><b>Whole Group:</b> Appendix A Looking at our World*</p> <p>Note: Some preparation (e.g. making a visible point) will be required to set this activity up for success. Also, not all students may be comfortable with the physical contact (i.e. sitting on each other’s laps) required.</p> <p>*Source: Adapted from the service project, Accepting Responsibility for Each Other <a href="http://www.educationforjustice.org">www.educationforjustice.org</a></p> <p>Guide follow up class discussion using the following questions:</p> <ul style="list-style-type: none"> <li>• <i>How much do you think (the person on the last chair) makes per year?</i></li> <li>• <i>What is the average annual income for the richest 10% of the world? (The answer is \$27,000—will need to be updated using internet searches as time goes on).</i></li> <li>• <i>Think about how much adults you know make per year. How much does the average Canadian make?</i></li> <li>• <i>Why might such inequity exist in our world?</i></li> <li>• <i>What are some ways young people “buy in” and contribute to this inequity?</i></li> <li>• <i>If poverty and inequality are such enormous problems, why do we rarely hear anything about them?</i></li> </ul> <p><b>Independent:</b></p> <p>Ask students to take out their notes and jot down all the ways we are privileged. What are specific examples?</p>	<p>Assessment <b>for</b> learning:</p> <ul style="list-style-type: none"> <li>— Observe student behaviour and listen to what students say in both small groups and whole group discussions in order to assess gaps in understanding and plan next steps (e.g. comfort levels, participation, gaps in understanding, etc.)</li> </ul>

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

	<p><b>Whole Group:</b> Create a class list of ways we are privileged by students randomly sharing their examples. More questions to consider could be:</p> <ul style="list-style-type: none"> <li>• <i>What is the difference between needs and wants?</i></li> <li>• <i>What do we take for granted and what should we consider first world problems?</i></li> </ul>	
--	---	--

	ACTION	CONNECTIONS
	<p><b>Note:</b> There are several parts to the Action section of this lesson. Depending on the class, the teacher may choose to have different groups of students look at the different resources suggested below and have these group share their learning and understanding instead of working through each of these steps as a large group.</p> <p><b>Whole Group:</b> Remind students that being a responsible Catholic requires us to live out our faith through action-not just being a believer. Introduce the term Catholic Social Teaching (see introductory pages of this resource). Explain that we will be focusing our learning on the social teaching principle, Solidarity. Truly, we are all neighbours—interdependent and interconnected. The principle of solidarity encourages us to remove the obstacles that separate us and promote our common humanity. Explain how the following questions can help guide our thinking as we try to deepen our understanding of solidarity:</p> <ul style="list-style-type: none"> <li>• <i>How do we make everyone in our classroom feel respected, safe, and included to provide the best opportunity for growth and student achievement?</i></li> <li>• <i>To what extent are we our brothers' and sisters' keepers?</i></li> <li>• <i>How does loving one's neighbour have local and global implications?</i></li> <li>• <i>What kinds of issues of equity, power and social justice are relevant to solidarity?</i></li> </ul> <p>Copy them on chart paper so they can be used as an anchor chart to refer to again. Refer back to the Minds On activity and ask students to make any connections they can.</p> <p>Search the web for “What the World Eats” (Time Photos) or try this site, <a href="http://www.time.com/time/photogallery/0,29307,1626519_1373664,00.html">http://www.time.com/time/photogallery/0,29307,1626519_1373664,00.html</a></p>	<p>Assessment <b>for</b> learning:</p> <ul style="list-style-type: none"> <li>— Listen to what students say in both small and whole groups in order to assess gaps in understanding and plan next steps.</li> </ul> <p>Assessment <b>for</b> learning:</p> <ul style="list-style-type: none"> <li>— Student responses</li> </ul> <p> Differentiation of Learning: Some students may need</p>


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

<p>Explain that we will look at several images of families from around the world surrounded by a week’s worth of groceries and the cost.</p> <p>Have them jot down some predictions about some countries (i.e. Japan, Germany, United States, Italy, Chad, Kuwait, etc.). Ask them what influences their responses? What are our assumptions/stereotypes based on?</p> <p><b>Independent/Pairs/Whole Group:</b> Ask students think about all the reasons why people might go/be hungry. Have them orally communicate their thinking with a partner. In order to encourage individual accountability, explain that you will randomly choose students (popsicle sticks with students’ names works well) to share what the two of them discussed. Keep a list of their reasons as they are shared.</p> <p><b>Whole Group:</b> Search the web for “Ten Myths pdf - Scarborough Missions” or try this site, <a href="http://www.scarboromissions.ca/Scarboro_missions_magazine/Issues/2003/September/ten_myths.pdf">http://www.scarboromissions.ca/Scarboro_missions_magazine/Issues/2003/September/ten_myths.pdf</a> Share this pamphlet (about world hunger) with the students (Smart Board, LCD projector, handout, or overhead) to compare with the list they just created. Pose the following questions: <i>How accurate were they? How old is this information? How do they think this information has changed? What do they know about the Scarborough Missions? Is this a reliable site/organization? How do they know?</i></p> <p>As a class, check out Hunger Statistics at the United Nations World Food Programme. <a href="http://www.wfp.org/hunger/stats">http://www.wfp.org/hunger/stats</a></p> <p>Try the quiz to test the class’ Hunger IQ. <i>How does this information match? What do they know about the United Nations? Is this a reliable site/organization? How do they know?</i></p> <p>When students have a deeper (and perhaps more accurate) understanding of world hunger ask them about possible connections to the “Looking at our World” activity. Refer to the guiding questions on the chart paper and discuss any new thinking, connections, or responses they may have.</p>	<p>guided reading; some students may need the structure of deciding who takes part A, <b>A</b>wesome is and who takes B, <b>B</b>rilliant to encourage participation and comprehension.</p> <p>Assessment <b>as</b> learning: Students help each other with comprehension and understanding of the text.</p> <p>Assessment <b>for</b> learning: Student responses</p> <p>Assessment <b>for</b> learning: Exit cards</p> <p>Assessment <b>for</b> learning:</p>
---	--

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

<p>Search the web for “images arthur szyk prints” and click on the images tab at the top (very important); show students the painting, De Profundis. Ask them to quietly examine the print and jot down all their thoughts, connections, questions, etc. Have them share their thinking with a partner/neighbour. Randomly ask students to share something they discussed. Students may not be familiar with the Cain and Abel scripture passage (Genesis 4:1-15) so read and review it with the class. Make the connection to the saying, “brother’s (and sister’s) keeper”. Discussion questions:</p> <p><i>Does this add to their thinking?</i></p> <p><i>What do you know about the Holocaust? What might Szyk’s purpose/message be in this painting? When did he create it? What might his reasons for linking it to scripture have been? What does “De Profundis mean? (“from the depths” which connects to Psalm 130 “Out of the depths I cry to you O Lord). Why do you think Szyk called it De Profundis then?</i></p> <p><i>What roles do different types of media have in our lives? How does it influence our beliefs? culture? stereotypes? needs and wants? the way we treat others?</i></p> <p><i>How do the messages of media compare to the messages of our faith?</i></p> <p>Note: The purpose of looking at Szyk’s image is to encourage conversation around ways that we have not respected the dignity of others and do not live in solidarity with each other. Remember that this strong piece was created in a particular context and we need to be aware of the implications of creating an unintended bias.</p> <p>Explain to students that they will be reading part of one of Pope John Paul’s encyclicals—papal letters sent to all bishops of the Roman Catholic Church—Appendix B Excerpts from The Gospel of Life (Evangelium Vitae, 1995).</p> <p><b>Pairs:</b></p> <p>Now that students have activated some prior knowledge, their purpose while reading is twofold. 1. At the end of each paragraph, they are to record some thinking (i.e. what they feel is significant, any connections they can make, questions they may have, words they are not sure about, etc.). 2. After they have read a paragraph and jotted</p>	<p>— Student responses</p> <p>Assessment <b>for</b> learning:</p> <p>— Student responses</p>
---	--

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

	<p>down some thinking, they are to talk about their thinking with their partner. (Encourage them to listen to each other and have a conversation, not just saying what they wrote down; they need to build on, ask for clarification, agreeably disagree, etc.) They continue this process until they have read the entire text.</p> <p>Note: In order to be able to reuse the article, students can use small sticky notes to make jot notes beside the appropriate places in the text. Another option is have students create two columns on a piece of paper; the column on the left (what the text is about) is for a key word or phrase while the column on the right (what it makes me think about) is for their own notes.</p> <p><b>Whole Group:</b></p> <p>Have a class discussion related to the message of the encyclical by randomly asking students to share parts of their conversations. Again remind students to actively listen and to try and build on what they are hearing. Refer back to the guiding questions so students can reflect and add to their learning and understanding.</p> <p><b>Independent:</b></p> <p>Have students complete an exit card (piece of paper will do or a recipe card) with the following prompts:</p> <ul style="list-style-type: none"> <li>• I believe solidarity is...</li> <li>• I think the most challenging message in the encyclical is...</li> <li>• One way I can respond to/act on this message is...</li> </ul> <p><b>Whole Group:</b></p> <p>Ask students what they remember from Jesus’ parable, The Good Samaritan (Luke 10:25-37)? Are they familiar with the culture of the time (e.g. Purity Codes)? Tell students to listen for reasons why this is an example of living out the Catholic Social Teaching of solidarity as you read the passage to them. Have them randomly share what they heard. Have a discussion using the following questions:</p> <ul style="list-style-type: none"> <li>• <i>What does Jesus want them to realize? Who would the each of the people in the parable be today? What is different today? What is still the same? How does this story connect to our school? our classroom?</i></li> </ul>		<p>Differentiation of Learning:</p> <ul style="list-style-type: none"> <li>— Some students may need scaffolding (steps, websites, camera) to find images and create captions</li> <li>— Teacher may wish to pair certain students together</li> </ul> <p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>— Partners helping each other and reviewing success criteria</li> </ul>
--	--	---	--

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

- *What “rules” do students have that keep them from living in solidarity with each other?*

Search the internet for the Jean Vanier video called “Seeing God in Others” or try [http://www.youtube.com/watch?v=k\\_xDRTXb-o](http://www.youtube.com/watch?v=k_xDRTXb-o). Before viewing ask students to listen for ways that Jean Vanier lives his life in solidarity with others. Possible questions are: *What is his message? How does it contradict our culture? What scripture references does he make? How does what he says challenge us? How does the way he speaks influence you? What about the images used? Does his age make a difference? His appearance? How so?* (You may need to watch it more than once to get the full benefit. Have a different purpose each time you view it.)

Ask students to revisit the guiding questions on the anchor chart. *In what ways do both Jesus and Jean Vanier help us answer these questions?* You may continue with a class discussion or have students complete another exit card, or ask them to record their thinking in their notes for later use.

Explain to students that together we are going to construct a class photo essay (compiled into a slide show or other format that can be shared). Remind students that “What the World Eats” is an example of a photo essay. The goal is to have diverse images that all have the common thread of Solidarity. Look at some sample photo essays on line in order to get the idea (perhaps some students have created a photo essay before) and to come up with specific success criteria.

Possible photo essays to review:

<http://world.time.com/2013/07/24/the-pope-visits-brazil-scenes-from-pontiffs-latin-american-tour/photo/more-galleries/>

<http://moodleshare.org/mod/book/view.php?id=742&chapterid=115>

<http://www.slideshare.net/sgerald/shovels-seeds-and-miracles>


<http://www.english.illinois.edu/maps/depression/photoessay.htm>

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

	<p>Share with the students that the goal and challenge of the photo essay is to answer the guiding questions:</p> <ul style="list-style-type: none"><li>• <i>How do we make everyone in our classroom feel respected, safe, and included to provide the best opportunity for growth and student achievement?</i></li><li>• <i>To what extent are we our brothers' and sisters' keepers?</i></li><li>• <i>How does loving one's neighbour have local and global implications?</i></li><li>• <i>What kinds of issues of equity, power and social justice are relevant to solidarity?</i></li></ul> <p>Work through success criteria with the students so they are clear about what to do and what the teacher is looking for. Possible questions for students to figure out are: How many images per pair of students? What kind of images could answer these questions? What should the caption for each image contain or be about? Who should the audience will be? Should scripture be included? How do the images need to be referenced if they are not their own? The teacher may decide to make some to these decisions and let students make some.</p> <p><b>Pairs:</b></p> <p>Students work together to “create” their assigned number of images. Remind them of the success criteria as they work.</p> <p>Note: The teacher needs to compile the completed images in a way that can be shared with the students and hopefully an authentic audience.</p>	
--	---	--



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

CONSOLIDATION	CONNECTIONS
<p><b>Independent:</b></p> <p>Show the completed class photo essay so students can enjoy a “gallery walk”.</p> <p>Show it again, but this time each student is to choose two images that they feel really speaks to them about solidarity. They need to write out what solidarity means to them and include an explanation of their thinking by providing specific reasons for the two images they chose.</p>	<p>Assessment of learning:</p> <ul style="list-style-type: none"> <li>— Written reflection</li> </ul>  <p>Differentiation of Learning: students hand in an audio version of their reflection.</p>

CONTINUED LEARNING OPPORTUNITIES	
<p>Further extensions to this lesson might include research into ways that solidarity is evident in Canada:</p> <ul style="list-style-type: none"> <li>• Development and Peace 2 minute video, International Development: Do it justice. <a href="https://www.youtube.com/watch?feature=player_embedded&amp;v=NEx5RGmNWbA">https://www.youtube.com/watch?feature=player_embedded&amp;v=NEx5RGmNWbA</a> (or search YouTube for “International Development: Do it justice”)</li> <li>• Homelessness <a href="http://socialservices.regionofwaterloo.ca/en/inc/resources/HHSS.pdf">http://socialservices.regionofwaterloo.ca/en/inc/resources/HHSS.pdf</a></li> <li>• Residential Schools –apology <a href="https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/rqpi_apo_pdf_1322167347706_eng.pdf">https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/rqpi_apo_pdf_1322167347706_eng.pdf</a></li> </ul> <p>A possible connection to solidarity might be to learn about Leprosy:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.catholiccurriculumcorp.org/Units/AnsweringtheCall.pdf">http://www.catholiccurriculumcorp.org/Units/AnsweringtheCall.pdf</a></li> </ul> <p>The following links are Christian organizations working in solidarity with Palestinians and Israelis who want peace:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.pilgrimsofibilin.org/">http://www.pilgrimsofibilin.org/</a></li> <li>• <a href="http://www.sabeel.ca">http://www.sabeel.ca</a></li> <li>• <a href="http://www.cpt.org/work/palestine">http://www.cpt.org/work/palestine</a></li> </ul>	

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

### Looking at our World

### Appendix A

This activity is designed to give students a visual representation of the extreme inequality of our world. To set it up, you will need ten chairs in a straight line at the front of the room all facing the rest of the group; the chairs need to be touching each other. Ask for volunteers to sit in each of the chairs.

Explain to the students that these chairs together, represent the world; the people sitting in these chairs represent the entire human population, roughly 6 billion people.

Continue with the line that something with this picture is not quite accurate, however. Turn to the person at one end of the row, and ask \_\_\_\_\_, if s/he wouldn't like a little more space? (You need to be very encouraging. Remind this person how hard s/he works, how much s/he has done to own more, that s/he should enjoy the fruits of her/his labor, etc. Finish with, "OK good, everybody scoot down to give more room to \_\_\_\_\_. (Don't let them move the chairs [you can't move the planet] and don't let anybody get off of the chairs [or else they'd be floating in space].)

Continue to encourage the students to move over, "Keep scooting down! Feel free to share chairs, sit on each other's laps. We're all friends here. Come on, this is what we're talking about; \_\_\_\_\_ has worked so hard for all this! (Encourage the person on the end to spread out, put his/her feet up, etc.).

Now you can make this as much as a game as you'd like or as time allows, but in the end one person should be covering seven chairs, one person should cover two chairs and the last eight people should be crammed onto the last chair!

End with, "OK, now this looks much more accurate." Ask the "comfy" person on the end, "How do you feel? Ask someone on the last chair, preferably at the bottom of the pile of people, "And how are you doing? What do you think about this set-up?"

Share that this is our world today. The one person on the end represents the richest ten percent of people on earth, and s/he controls 70% of all the natural resources and income of our planet. The second person on two chairs represents the second richest ten percent of people on earth. S/he possesses twenty percent of the earth's resources.

And finally on this last chair we see the remaining 80% of our brothers and sisters on our planet—nearly 5 billion people. They are forced to scrape by on less than 10% of our world's natural resources and income.

Take a good look at this. This is how we divide God's creation; this is a testament to the structural sin of poverty in our world. This is not an accident. This is not the way the world is supposed to be. God does not will such inequality and such greed. When we talk about serving our neighbors, we are talking about those who we've stranded on the last chair. We cannot continue to pretend that they are not there.

Source: Adapted from Accepting Responsibility for Each Other ([www.educationforjustice.org](http://www.educationforjustice.org))

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

**Excerpt from “The Gospel of Life” by Pope John Paul II**

**Appendix B**

The Lord said to Cain: "What have you done? The voice of your brother's blood is crying to me from the ground" (Gen 4:10). The voice of the bloodshed by men continues to cry out, from generation to generation, in ever new and different ways.

The Lord's question: "What have you done?", which Cain cannot escape, is addressed also to the people of today, to make them realize the extent and gravity of the attacks against life which continue to mark human history; to make them discover what causes these attacks and feeds them; and to make them ponder seriously the consequences which derive from these attacks for the existence of individuals and peoples.

Some threats come from nature itself, but they are made worse by the culpable indifference and negligence of those who could in some cases remedy them. Others are the result of situations of violence, hatred and conflicting interests, which lead people to attack others through murder, war, slaughter and genocide.

And how can we fail to consider the violence against life done to millions of human beings, especially children, who are forced into poverty, malnutrition and hunger because of an unjust distribution of resources between peoples and between social classes? And what of the violence inherent not only in wars as such but in the scandalous arms trade, which spawns the many armed conflicts which stain our world with blood? What of the spreading of death caused by reckless tampering with the world's ecological balance, by the criminal spread of drugs, or by the promotion of certain kinds of sexual activity which, besides being morally unacceptable, also involve grave risks to life? It is impossible to catalogue completely the vast array of threats to human life, so many are the forms, whether explicit or hidden, in which they appear today!

This reality is characterized by the emergence of a culture which denies solidarity and in many cases takes the form of a veritable "culture of death". This culture is actively fostered by powerful cultural, economic and political currents which encourage an idea of society excessively concerned with efficiency. Looking at the situation from this point of view, it is possible to speak in a certain sense of a war of the powerful against the weak: a life which would require greater acceptance, love and care is considered useless, or held to be an intolerable burden, and is therefore rejected in one way or another. A person who, because of illness, handicap or, more simply, just by existing, compromises the well-being or life-style of those who are more favoured tends to be looked upon as an enemy to be resisted or eliminated. In this way a kind of "conspiracy against life" is unleashed. This conspiracy involves not only individuals in their personal, family or group relationships, but goes far beyond, to the point of damaging and distorting, at the international level, relations between peoples and States.

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

It is precisely in this sense that Cain's answer to the Lord's question: "Where is Abel your brother?" can be interpreted: "I do not know; am I my brother's keeper?" (Gen 4:9). Yes, every man is his "brother's keeper", because God entrusts us to one another. And it is also in view of this entrusting that God gives everyone freedom, a freedom which possesses an inherently relational dimension. This is a great gift of the Creator, placed as it is at the service of the person and of his fulfillment through the gift of self and openness to others; but when freedom is made absolute in an individualistic way, it is emptied of its original content, and its very meaning and dignity are contradicted.

(*Evangelium Vitae* Encyclical, 1995; 10, 12, & 19)

Downloaded from

[http://www.vatican.va/holy\\_father/john\\_paul\\_ii/encyclicals/documents/hf\\_jpii\\_enc\\_25031995\\_evangelium-vitae\\_en.html](http://www.vatican.va/holy_father/john_paul_ii/encyclicals/documents/hf_jpii_enc_25031995_evangelium-vitae_en.html)

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

**GRADE 11**

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

**Subject: The Enterprising Person**

**Code: BDP30**

**Lesson Title:** Randy Pausch – The Last Lecture  
Suggested length of time: introductory lesson is 75 minutes with follow-up time to complete assigned tasks.

**Lesson Overview**

Randy Pausch was a highly respected professor at Carnegie Mellon University located in Pittsburgh, Pennsylvania USA. Approximately one month after being diagnosed with terminal pancreatic cancer, Randy presented a lecture entitled: Really Achieving Your Childhood Dreams. Randy gained public fame for what would become known as The Last Lecture - an inspirational speaker and positive role model.

Randy’s lecture wasn’t about dying – it’s about living. He teaches us the importance of having dreams, working hard to bring them to fruition, and how 1 person can truly make a difference.

Randy’s enterprising or entrepreneurial approach isn’t consistent with contemporary business thinking which espouses the power of the individual as the prime driving force behind the creation/success of new business ventures. On the contrary, it is about the power of solidarity; whereby we are all responsible for all, we are interdependent and committed to each other’s success and thereby in Randy’s words “enabling the dreams of others”; Perhaps one way of “loving our neighbour”.

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

CURRICULUM CONNECTIONS	CATHOLIC SOCIAL TEACHINGS & ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p><b>Entrepreneurship: The Enterprising Person, BDP30</b></p> <p><b>Strands:</b></p> <p>A. The Changing Nature of the Workplace                      B. Entrepreneurship and the Enterprising Employee                      C. Enterprising Skills</p> <p><b>Overall Expectations:</b></p> <p>A3. analyse the characteristics of work environments that promote enterprising behaviour and identify the factors that influence the creation of such an environment;                      B1. identify and describe the characteristics and contributions of an entrepreneur and the factors affecting successful entrepreneurship;                      C2. assess the extent to which they have developed enterprising skills.</p> <p><b>Specific Expectations:</b></p> <p>A3.1 identify the factors within the control of an employer or manager that encourage an enterprising spirit among employees (e.g., method of planning and organizing work, management style, leadership qualities, emphasis on the team approach, decentralized control, delegation of power);                      B1.4 describe the roles of entrepreneurs that benefit communities and society (e.g., agents of change, creators of jobs and wealth, role models of ethical behaviour, advocates for community development);                      C2.4 assess the personal rewards of becoming an enterprising person.</p>	<p>The Catholic Social Teaching evident in this lesson include: <b>Solidarity</b></p> <p>The <b>Ontario Catholic School Graduate Expectations</b> evident in this lesson include:</p> <p><b>A Discerning Believer Formed in the Catholic Faith Community who:</b>                      1(d) develops attitudes and values founded on Catholic Social Teaching and acts to promote social responsibility, human solidarity and the Common Good;                      1(e) speaks the language of life...“recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”                      1(g) understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey.</p> <p><b>An Effective Communicator who:</b></p> <p>2 (e) uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p> <p><b>A Reflective and Creative Thinker who:</b>                      3 (a) recognizes there is more grace in our world than sin and that hope is essential;                      3(b) creates, adapts, and evaluates new ideas in light of the Common Good;                      3(e) adopts a holistic approach to life by integrating learning from various subject areas and experience.</p> <p><b>A Collaborative Contributor who:</b>                      5(a) works effectively as an interdependent team member;                      5(d) finds meaning, dignity, fulfillment and vocation in work which contributes to the Common Good.</p>

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

### Guiding Questions from the Framework

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

Equity and Inclusive Education:

- 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?

Catholic Social Teaching:

- To what extent do we understand that we are members of the human family?
- To what extent do we understand that to love one's neighbour has local and global implications?

Ontario Catholic Graduate Expectations: How does the Catholic Social Teaching, Solidarity, call us to respond or act:

- As an effective communicator
- As a reflective, creative, holistic thinker
- As a collaborative contributor
- As a responsible citizen

Critical Literacy:

- How does our faith (age, culture, life experiences, values, etc.) influence how the message is interpreted?

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

### LEARNING GOALS

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

- Identify significant meaning from the various teachings communicated through The Last Lecture video and apply this towards their own understanding of how to become a more enterprising or entrepreneurial person;
- Relate their own personal experience, as well as those of family, friends, and others; to understand that there is a significant connection between life lessons and how to grow as a person, employee or entrepreneur;
- Come to appreciate the importance of having personal dreams and consider how they might work towards bringing these dreams to fruition;
- Build on previously completed personal self-assessments dealing with skills, qualities, characteristics, strengths, weaknesses, opportunities, work-styles, goals, etc. in the

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

	<p>context of being an enterprising or entrepreneurial person;</p> <ul style="list-style-type: none"> <li>• Based on your own self-assessment, and taking into account what you have learned from The Last Lecture, consider possible changes or improvements in lifestyle choices, personal priorities, financial matters, as well as educational or professional goals;</li> <li>• With a particular focus on relationships, consider how you might build more constructive and fulfilling relationships which individuals or groups that are normally stereotyped by print and other news media in a negative manner based on race, faith, sexual orientation, etc. Would you be willing to actively support, contribute to, invest in or likewise enable their dreams?</li> <li>• Reflect on Randy’s life and document specific connections between his choices, experiences, and teachings and those outlined in the Catholic Graduate Expectations and Catholic Social Teaching. Consider these in the context of your own life;</li> <li>• Create a Personal Mind Map which visually organizes your self-assessment, makes various connections, and illustrates a framework for a personal action plan designed to really achieve your childhood dreams, become a more complete, enterprising or entrepreneurial person, and ultimately contribute to the Common Good.</li> </ul> <p><b>Success Criteria</b>, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.</p>
--	--

INSTRUCTIONAL COMPONENTS AND CONTEXT			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Prior Learning</b></p> <p>Students have ideally completed a variety of self-assessment questionnaires such as:</p> <ul style="list-style-type: none"> <li>• Discovering Your Entrepreneurial Talent Quiz on the Small Business Town Network website at: <a href="http://www.smallbusinesstown.com">www.smallbusinesstown.com</a></li> <li>• Service Canada Self-Employment Quizzes at: <a href="http://www.jobbank.gc.ca">www.jobbank.gc.ca</a> <ul style="list-style-type: none"> <li>○ Self-Assessment Questionnaire: Am I the Entrepreneur Type?</li> <li>○ The Entrepreneur Quiz: What Business Should I Start?</li> <li>○ Business Start-Up Quiz: Are You Ready for Self-Employment?</li> </ul> </li> <li>• General Innovation Skills Aptitude Test (GISAT) of the Conference Board of Canada at <a href="http://www.conferenceboard.ca">www.conferenceboard.ca</a></li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Materials:</b></p> <p>Appendix A Scenario Randy Pausch The Last Lecture  Appendix B Teacher Notes  Appendix C Assignment Supporting Details  Appendix D Rubric: Randy Pausch The Last Lecture</p> <p><b>Internet Resources:</b></p> <p>Use of school-based computers and software including access to the Internet; and a variety of network applications such as Paint or MS Word, MS Publisher, Smart Ideas 8 (mind mapping) as well as more advanced design applications such as Photoshop, etc. (subject to student ability)</p> </td> </tr> </table>	<p><b>Prior Learning</b></p> <p>Students have ideally completed a variety of self-assessment questionnaires such as:</p> <ul style="list-style-type: none"> <li>• Discovering Your Entrepreneurial Talent Quiz on the Small Business Town Network website at: <a href="http://www.smallbusinesstown.com">www.smallbusinesstown.com</a></li> <li>• Service Canada Self-Employment Quizzes at: <a href="http://www.jobbank.gc.ca">www.jobbank.gc.ca</a> <ul style="list-style-type: none"> <li>○ Self-Assessment Questionnaire: Am I the Entrepreneur Type?</li> <li>○ The Entrepreneur Quiz: What Business Should I Start?</li> <li>○ Business Start-Up Quiz: Are You Ready for Self-Employment?</li> </ul> </li> <li>• General Innovation Skills Aptitude Test (GISAT) of the Conference Board of Canada at <a href="http://www.conferenceboard.ca">www.conferenceboard.ca</a></li> </ul>	<p><b>Materials:</b></p> <p>Appendix A Scenario Randy Pausch The Last Lecture  Appendix B Teacher Notes  Appendix C Assignment Supporting Details  Appendix D Rubric: Randy Pausch The Last Lecture</p> <p><b>Internet Resources:</b></p> <p>Use of school-based computers and software including access to the Internet; and a variety of network applications such as Paint or MS Word, MS Publisher, Smart Ideas 8 (mind mapping) as well as more advanced design applications such as Photoshop, etc. (subject to student ability)</p>
<p><b>Prior Learning</b></p> <p>Students have ideally completed a variety of self-assessment questionnaires such as:</p> <ul style="list-style-type: none"> <li>• Discovering Your Entrepreneurial Talent Quiz on the Small Business Town Network website at: <a href="http://www.smallbusinesstown.com">www.smallbusinesstown.com</a></li> <li>• Service Canada Self-Employment Quizzes at: <a href="http://www.jobbank.gc.ca">www.jobbank.gc.ca</a> <ul style="list-style-type: none"> <li>○ Self-Assessment Questionnaire: Am I the Entrepreneur Type?</li> <li>○ The Entrepreneur Quiz: What Business Should I Start?</li> <li>○ Business Start-Up Quiz: Are You Ready for Self-Employment?</li> </ul> </li> <li>• General Innovation Skills Aptitude Test (GISAT) of the Conference Board of Canada at <a href="http://www.conferenceboard.ca">www.conferenceboard.ca</a></li> </ul>	<p><b>Materials:</b></p> <p>Appendix A Scenario Randy Pausch The Last Lecture  Appendix B Teacher Notes  Appendix C Assignment Supporting Details  Appendix D Rubric: Randy Pausch The Last Lecture</p> <p><b>Internet Resources:</b></p> <p>Use of school-based computers and software including access to the Internet; and a variety of network applications such as Paint or MS Word, MS Publisher, Smart Ideas 8 (mind mapping) as well as more advanced design applications such as Photoshop, etc. (subject to student ability)</p>		



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

<p><b>Teacher Readiness:</b></p> <p>Prior to this lesson, the teacher will have had students complete a variety of self-assessment questionnaires related to general aptitude, work-style, entrepreneurship, business start-up, etc. The teacher might have also walked students through some of the tasks and case studies contained in the Future Entrepreneurs: Building skills that last a lifetime resource available in print or at:</p> <p><a href="http://www.ontariocanada.com/ontcan/1medt/smallbiz/en/sb_je_future_en.jsp">http://www.ontariocanada.com/ontcan/1medt/smallbiz/en/sb_je_future_en.jsp</a></p> <p><b>Student Readiness:</b></p> <p>Prior to this lesson, students will have completed a variety of self-assessment questionnaires related to general aptitude, work-style, entrepreneurship, business start-up, etc. Students may have also carried out simple entrepreneurial case studies.</p> <p><b>Terminology</b></p> <p>Entrepreneur, Enterprising person, Skills and aptitudes, Enable, Fruition, Business case study</p>	<p><b>NOTES:</b></p> <p>Past experience has indicated that students with even modest computer skills are able to use some of the aforementioned applications to produce an effective and attractive product. In this particular assignment Smart Ideas 8 is the preferred application. If not available on the school network a version of this application can easily be downloaded for free at <a href="http://www.smarttech.com">www.smarttech.com</a></p> <p>If technology is not an option, then students could complete the work by hand and present their product on bristol board, journal, or in some other tangible manner suitable to the circumstances.</p> <p><b>Resources:</b></p> <p><a href="http://www.cs.cmu.edu/~pausch/">http://www.cs.cmu.edu/~pausch/</a></p> <p>The video and transcript is under a "creative commons" license, which enables their use for non-commercial purposes; as long as they are not altered and that attribution is given.</p> <p>Future Entrepreneurs: Building skills that last a lifetime resource available in print or at:</p> <p><a href="http://www.ontariocanada.com/ontcan/1medt/smallbiz/en/sb_je_future_en.jsp">http://www.ontariocanada.com/ontcan/1medt/smallbiz/en/sb_je_future_en.jsp</a></p> <p>The Last Lecture authored by Randy Pausch with Jeffrey Zaslow is also available in book form – published by Hyperion ISBN#9781401323257. A highly recommended book featuring profiles of positive role models is:</p> <p><i>In Search of Ethics: Conversations with Men and Women of Character</i>, Len Marella, and published by DC Press ISBN#1932021116.</p>
---	---

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


MINDS ON	CONNECTIONS
<p><b>Challenging Question – Think-Pair-Share:</b></p> <p>Teacher asks students to consider that Gospel values guide us in leading ethical lives and doing what is right in our daily work. It invites and encourages us to be honest workers who live in solidarity with our peers. God calls each of us to find work that is legitimate and provides us with opportunities to work towards the Common Good.</p> <p>Teacher makes a personal statement on the topic of their childhood dreams; for example, “one of my childhood dreams was to become a quarterback in the Canadian Football league”. Teacher shares background information related to this particular dream; and in doing so, models the types of questions and considerations that might be appropriate when students work together in think-pair-share.</p> <p>Working in pairs, students list some of their childhood dreams and share related background information with their partner. Students explain where the inspiration for these dreams came from, talk about role models or family members who might be involved, consider what challenges might be faced in achieving these dreams, and what resources or supports might be needed. Peers can ask questions that express sincere interest and share suggestions or encouragement.</p> <p><b>Visualization Scenario – Teacher Read</b></p> <p>Teacher reads from Appendix A Scenario: Randy Pausch The Last Lecture to shift the focus of student reflective thinking and discussion to segue to the real life scenario of Randy Pausch.</p>	<p>Assessment <b>for</b> learning:</p> <ul style="list-style-type: none"> <li>— Student’s use of their imagination to connect and relate to the scenario</li> </ul> <p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>— Think-Pair-Share would enable peers to share their thoughts, help each other focus, and provide constructive feedback</li> </ul>

ACTION	CONNECTIONS
<p><b>Real Life Scenario:</b></p> <p>Teacher reads from Appendix B Teacher Notes: Really Achieving Your Childhood Dreams to shift from the visualization scenario to the real life scenario – student feedback?</p>	

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

	<p>Teacher reads from Appendix B Teacher Notes: One Person Can Make a Difference to put Randy’s last lecture into a context that high school students can better relate to – student feedback?</p> <p><b>Connecting Randy’s teachings to Catholic Social Teachings</b></p> <p>Teacher reads from Appendix B Teacher Notes: Randy Pausch: Outstanding Role Model to make connections between Randy’s teachings and the equity and inclusion questions related to solidarity.</p> <p>Teacher makes the connection (especially from bullet point 4) between enabling the dreams of others (Randy); and expressing solidarity with others (Catholic Social Teachings).</p> <p>Teacher divides the class into groups of 3 – 4 students each to discuss/answer the following 4 Solidarity Framework questions:</p> <ul style="list-style-type: none"> <li>• <i>How do we make everyone in our classroom feel respected, safe, and included to provide the best opportunity for growth and student achievement?</i></li> <li>• <i>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?</i></li> <li>• <i>How can we recognize the gifts of others and value them?</i></li> <li>• <i>How do you see yourself as a valued and contributing member of this class, school, community, and society?</i></li> </ul> <p><b>Outline of group and individual tasks</b></p> <p>Teacher reads from Appendix B to outline the groups and/or individual tasks to be completed (supporting details below):</p> <p>View/listen to the Last Lecture, take notes and answer questions related to the specific topics or themes assigned to your group from the list of 20 outlined in the lesson plan (Group Work).</p>	<p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>— Group work enables peers to share their thoughts, to find connections and cooperatively develop answers</li> </ul> <p>Assessment <b>for and as</b> learning:</p> <ul style="list-style-type: none"> <li>— Groups share their findings and answers as a class and receive feedback from each other as well as the teacher regarding their interpretation of Solidarity Framework questions</li> </ul> <p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>— Groups share their findings and answers as a class and receive feedback from each other as well as the teacher regarding their interpretation of the topics or themes presented in the Last Lecture</li> <li>— Teacher conferences with groups to guide and ensure theological connections are valid</li> </ul>
--	--	--

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

	<p>Group Assignments:</p> <ol style="list-style-type: none"> <li>1. Family – parents and growing up</li> <li>2. Dreams</li> <li>3. When people give up on you</li> <li>4. Leadership</li> <li>5. Sacrifice</li> <li>6. Humility</li> <li>7. How to learn</li> <li>8. Enabling the dreams of others</li> <li>9. How to live your life</li> <li>10. Working with other people</li> <li>11. Look for the best in everybody</li> <li>12. Don't give up easily</li> <li>13. Don't be afraid to do something new</li> <li>14. Thank you</li> <li>15. Loyalty</li> <li>16. Apologies</li> <li>17. Truth</li> <li>18. Communication</li> <li>19. Optimism</li> <li>20. Input of others</li> </ol> <p>Consider what Randy teaches about the specific topics or themes from a Catholic point-of-view, and make specific connections that your group can explain and support; Identify specific Catholic Graduate Expectations or Catholic Social Teachings that may apply or are consistent with his perspective.</p>	 <p>Differentiated Learning: Personal Mind Map product can be presented in a variety of formats including:</p> <ul style="list-style-type: none"> <li>— Smart Ideas 8</li> <li>— Poster</li> <li>— Model</li> <li>— Collage</li> <li>— Diary</li> <li>— Poem</li> <li>— Song</li> <li>— Performance</li> <li>— Journal</li> </ul>
--	---	--

	CONSOLIDATION	CONNECTIONS
	<p>Students combine what they have learned from the Last Lecture with what they have come to understand about themselves from previous questionnaires and self-assessments and create a visual representation in the form of a Personal Mind Map (Individual Work).</p> <p>Teacher reads, or student copies could be distributed, from Appendix C Assignment Supporting Details to provide more detailed direction. Review Appendix D Assignment Rubric to provide specific expectations and answer student questions.</p>	<p>Assessment of learning:</p> <ul style="list-style-type: none"> <li>— Appendix D Rubric: Personal Mind Map modified to effectively assess various presentation formats of final product</li> </ul>

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

	<b>CONTINUED LEARNING OPPORTUNITIES</b>
	<p>Further extensions to this assignment might include:</p> <p>Collaborate to produce a whole class product – printed and organized into a portfolio, together with a letter on behalf of the class sent to the family of Randy Pausch in recognition of his influence as a positive role model and agent of change.</p>

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

**Appendix A**

**Scenario: Randy Pausch the Last Lecture**

Scenario

- Imagine that you are 40 years of age... you are married and have two young children.
- You've spent the past 20 years working your way through college or an apprenticeship... and struggled to get your career off on the right foot...
- Perhaps you work for someone else or maybe run your own business...
- Family life is good... you have a good reputation with your co-workers... your work is interesting, challenging, and rewarding...
- You've been very fortunate... your career or business is a success... and are enjoying the financial rewards that come with success...
- You have every expectation that life will continue to get better... when all of a sudden your life goes into crisis mode.

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

### Teacher Notes: Randy Pausch the Last Lecture

### Appendix B

#### Really Achieving Your Childhood Dreams

- This was very similar to the scenario that Randy Pausch faced several years ago. In September of 2007 computer science professor Randy Pausch stepped in front of an audience at Carnegie Mellon University to deliver a last lecture called Really Achieving Your Childhood Dreams.
- Randy started his lecture by introducing “the elephant in the room”. With slides of his CT scans projected onto the screen, he told his audience that he had terminal cancer that would claim his life in a matter of months.
- Then he proceeded over the next hour to cheerfully and energetically talk about Really Achieving Your Childhood Dreams.

#### One Person Can Make a Difference

- Randy’s lecture almost instantly evolved into an international phenomenon; as has the book that he wrote based on the same topic.
- He wanted to teach the importance of celebrating the dreams we all strive to turn into reality.
- As high school students exploring how to become more enterprising and entrepreneurial in life; you will be faced with many challenges in trying to take your ideas and bringing them to fruition – this is the same language that Randy used to describe the importance of turning dreams into a reality.

#### Randy Pausch: Outstanding Role Model

- Randy’s last lecture presents a positive world view that is consistent with Catholic Social Teachings.
- He encourages us to think well beyond the selfish notion of achieving our own dreams – to be more selfless and act to enable the dreams of others – this is one way we can express solidarity with others.
- Over the past weeks you have completed various questionnaires, and self-assessments – trying to better understand your work-style, what defines a positive and enterprising person, as well as whether you have what it takes to be an entrepreneur.
- While Randy teaches us to use our gifts to achieve our dreams as well as enable the dreams of others; Catholics Social Teachings tell us to use God’s gifts to achieve, and express solidarity with others.

#### Outline of group and individual tasks

1. View/listen to the Last Lecture, take notes and answer questions related to the specific topics or themes assigned to your group from the list of 20 outlined in the lesson plan (Group Work);
2. Consider what Randy teaches about these topics or themes from a Catholic point-of-view, and make specific connections that your group can explain and support (Group Work);
3. Students combine what they have learned from the Last Lecture with what they have come to understand about themselves from previous questionnaires and self-assessments and create a visual representation in the form of a Personal Mind Map (Individual Work).

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

**Appendix C**

**Assignment Supporting Details: Randy Pausch the Last Lecture**

Students will use Smart Ideas 8 to create a Personal Mind Map that features your unique set of qualities, characteristics, skills, interests, values, beliefs, potential, dreams, etc; and creatively/graphically illustrates the connections and relationships that exist.

This product will be a visual representation of how you see yourself as an individual, in the context of enterprising person, and as potential entrepreneur.

In creating this product, you will specifically consider your relationships with others; current classmates, future co-workers, colleagues, associates, partners, customers, etc.

More specifically, you will consider how to express solidarity with individuals and/or groups who are normally stereotyped in a negative manner based on race, faith, sexual orientation, etc. Would you be willing to actively support, contribute to, invest in or likewise enable their dreams?

Design and lay out your findings in an attractive text and/or graphic format.



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

**Rubric: Randy Pausch the Last Lecture**

**Appendix D**

<p><b>Content</b> Product is topical; insightful; complete.</p>	<p><b>Level 4</b> Product topical and complete with insightful and meaningful content; presented in effective, compelling and impactful manner.</p>	<p><b>Level 3</b> Product complete and mostly topical with some questionable content; presented in the right context – informative.</p>	<p><b>Level 2</b> Product intact but incomplete and/or inconsistent in terms of topics and content; in correct order/sequence; informative.</p>	<p><b>Level 1</b> Product incomplete; few relevant facts, insights, comments or opinions provided – lacks connectivity.</p>
<p><b>Faith Context</b> Conveys positive world view; expresses hope – solidarity with individuals and/or groups normally stereo-typed in a negative manner based on race, faith, sexual orientation, etc.</p>	<p><b>Level 4</b> Highly focused and conveys positive world view; in synch with Catholic perspective – product is compelling; distinct/meaningful equity and inclusion pieces; profoundly announces hope within.</p>	<p><b>Level 3</b> Well focused and conveys a positive world view, and clearly consistent with Catholic perspective – product is convincing; contains some meaningful equity and inclusion pieces; enthusiastically announces hope within.</p>	<p><b>Level 2</b> Topical and relevant in terms of conveying a positive world view, and somewhat with Catholic perspective – product expresses the hope that is within us in a coherent manner stories are interesting/relevant; announces hope within us to limited effect.</p>	<p><b>Level 1</b> There is limited evidence that a faith context has been embedded into this product; little effort has been made to address the central issue of the Common Good or hope within us; no stories related to equity and inclusion.</p>
<p><b>Business Language</b> Appropriate use of vocabulary; terms; spelling; grammar; conventions; context.</p>	<p><b>Level 4</b> Excellent use of vocabulary, terms, spelling, grammar and context with no errors.</p>	<p><b>Level 3</b> Good use of vocabulary, terms, spelling, grammar, conventions and context with some errors.</p>	<p><b>Level 2</b> Adequate use of vocabulary, terms, spelling, grammar, conventions, context with many errors.</p>	<p><b>Level 1</b> Poor use of vocabulary, terms, spelling, grammar, conventions and context with frequent errors.</p>
<p><b>Layout and Design</b> Text, illustrations and connections add to the purpose and interest of the product – creative and original; over-all design, use of colour and space.</p>	<p><b>Level 4</b> Text, illustrations and connections add to the purpose/interest of the product with creativity and originality; exceptional use of design, colour and space; compelling product.</p>	<p><b>Level 3</b> Text, illustrations and connections add to the purpose/interest of the product with creativity and originality; strong use of design, colour, and space to effect; convincing product.</p>	<p><b>Level 2</b> Text, illustrations and connections add to the purpose/interest of the product with some creativity and originality; good use of design, colour and space to effect; coherent product.</p>	<p><b>Level 1</b> Limited in overall presentation, design, creativity, and effect; ineffective product.</p>