



Jesuit Mission Planner

Year 9

Jesuit Mission Magis



St Ignatius' Spiritual Renewal, places emphasis on the heart and generosity, the offering of oneself to God and His work.

The following unit of work is linked to Ignatian Spirituality, Jesuit Global Identities, Catholic Social Teachings, the 17 Global Goals and the Religious Education curriculum. The overall unit utilises the Ignatius Pedagogical Paradigm-(IPP)

The Ignatian pedagogical paradigm is a way of learning and a method of teaching taken from the Spiritual Exercises of Ignatius of Loyola. It takes a holistic view of the world.

The three main elements are **Experience, Reflection, and Action.**

Every stranger who knocks at our door is an opportunity for an encounter with Jesus Christ, who identifies with the welcomed and rejected strangers of every age. Matthew 25:35-43

... a true follower of Christ should be deeply moved by the Gospel, leading to a passionate desire to serve others and live a life dedicated to God's will. (Pedro Arrupe)

Background Information

Catholic Social Teaching (CST) originates from a combination of Scripture, Tradition, and the Church's ongoing engagement with social issues throughout history. It finds its roots in the Old and New Testaments, particularly the Gospels and the writings of the Apostles. Over time, the Church has developed CST through papal encyclicals, conciliar documents, and the reflections of theologians and other thinkers.

Scripture:

CST draws heavily from biblical teachings, especially the prophetic tradition in the Old Testament and the life and teachings of Jesus in the New Testament. The concept of the "preferential option for the poor," for instance, is rooted in biblical themes of justice and compassion for the marginalized.

Tradition:

The Church's interpretation and application of Scripture, passed down through centuries of teaching and practice, forms a crucial part of CST. This includes the writings of the Church Fathers and the teachings of later theologians.

Engagement with Social Issues:

As the Church has encountered different social challenges throughout history, it has developed CST to address those issues. A key example is Pope Leo XIII's 1891 encyclical *Rerum Novarum*, which addressed the social problems arising from the Industrial Revolution.

Papal Encyclicals and Documents:

Modern CST is significantly shaped by papal encyclicals and other Church documents that address contemporary social issues. These documents provide guidance on topics like human dignity, the common good, solidarity, and the preferential option for the poor.

Reflection and Experience:

CST is not just a set of abstract principles; it's also informed by the Church's lived experience and ongoing reflection on social realities. This includes the experiences of individuals and communities facing social challenges, as well as the insights of theologians and other thinkers.

The Ten Global Jesuit Identifiers

The ten Global Jesuit Identifiers are characteristics that define and guide Jesuit schools and institutions worldwide. These identifiers commit educational works to: 1) being Catholic and offering in-depth faith formation, 2) creating a safe and healthy environment for all, 3) educating on global citizenship, 4) the care of all creation, 5) promoting justice, 6) being accessible for all, 7) educating on interculturality, 8) being a global network at the service of the mission, 9) promoting human excellence, and 10) fostering life-long learning.

St Ignatius was Catholic.

Catholic schools support Catholic organisations. Jesuit schools are Catholic and prioritise supporting Jesuit organisations. Jesuit Mission are a Catholic organisation who follow the Jesuit charism. The principal activities of Jesuit Mission Australia Limited are to raise funds for the purpose of international relief and development. As a ministry of the Society of Jesus in Australia, Jesuit Mission Australia Limited draws on the richness and depth of the Ignatian spirituality which guides and shapes how to engage with each other, how to respond to the needs of our world and how to reflect and learn from experiences. Jesuit Mission Australia Limited partners with Jesuits and other companions overseas to empower women, men and children living on the frontiers to liberate themselves from poverty and injustice through participation in programs that build skills, capacity and resilience to live full and free lives. These programs directly or indirectly benefit the most marginalised and



vulnerable communities. Funds are raised by engaging with individuals and communities who are part of the Jesuit family. This includes Jesuit supporters, volunteers, schools, parishes, and other Jesuit networks across Australia.

Unit Title	Jesuit Mission Magis
Levels	Year 9
Duration	
Start Date	
Team Members	

Big Ideas	What is the overall understanding that you want the students to achieve?
Learning intention	<p>Develop empathy for the people Jesuit Mission support and learn of the many global projects.</p> <p>Create an ethical awareness campaign to support Jesuit Mission</p>
Key Concepts	<p>What are the specific areas you will be investigating in order to achieve your Big Idea?</p> <p>What is Jesuit Mission and how does it serve others.</p> <p>?</p>
Key Competencies	Highlight on the below table and add those that will be focused on and assessed within this unit.

Personal & Social capabilities	Organisational Strategies	Critical and Creative Thinking	Thinking Routines
<ul style="list-style-type: none"> Practise the skills required to include others and make friends with peers, teachers and other adults <u>(VCPSCSO005) (Social awareness & management)</u> Name and practise basic skills required to work collaboratively with peers <u>(VCPSCSO006) (Social awareness & management)</u> Relating to others Managing self Participating and contributing Collaborative Learning Communication Teamwork Planning & organising Problem solving Conflict Resolution Identify emotions 	<ul style="list-style-type: none"> Brainstorming Discussion Mind map Fact/opinion chart Venn diagram SWOT analysis Four W questions 	<ul style="list-style-type: none"> Interpreting Analysing Evaluating Explaining Sequencing Reasoning Comparing Questioning Inferring Designing Hypothesising Appraising Testing Creating Generalising Reflecting Generating ideas 	<ul style="list-style-type: none"> Circle of viewpoints See, think, wonder Compass points Think, pair, share Creative questions Circles of action Values identities and actions <p>Intercultural Capabilities:</p> <ul style="list-style-type: none"> Culture, Identity and Belonging Cultural Diversity <p>Ethical Capabilities:</p> <ul style="list-style-type: none"> Understanding ethical concepts and perspectives Decision-making and actions

School Value Links	<p>"Just as the social mission of the Church is central to the practice of Christian witness and discipleship, so the core dimensions of social teaching – justice, mercy and love – are integral to Catholic education. They must not be treated as tangential or optional, but as a core element of educational and catechetical programs and formative experiences."</p> <p>Sydney Catholic Schools Catholic Social Teaching: A framework for faith in action, 2012</p>
Host Curriculum Area	Religious Education.
Supporting curriculum areas	<u>Economics and Business</u> <u>C9HE10K05</u> processes that businesses use to manage the workforce and improve productivity, including the role of entrepreneurs

Unit Overview: Cura Personalis

Learning Intention: Understand...

- Jesuit Mission follow in Ignatius of Loyola's footsteps and respond with love to the most vulnerable people around the globe.
- Explore best practice in fundraising campaigns and create a fundraising initiative for Jesuit Mission

Unit Overview

Students learn how Jesuit Mission Australia follow in Ignatius of Loyola's footsteps and respond with love and financial support to Jesuits around the world who run projects to support those in need.

Students participate in a simulation whereby they are contracted by Jesuit Mission to create an Advertising and Awareness Fundraising Campaign.

Religious Education:

Catholic Social Teachings: C.S.T.

- The Bible teaches us to look out and care for the most vulnerable people.
- The C.S.T are about trying to create a fairer and just world for all.

Highlight those that will be focused on within this unit.

These principles are not isolated but rather interconnected, forming a comprehensive vision for social justice and human flourishing. The Bible teaches us to look out and care for the most vulnerable people. It is about trying to create a fairer and just world for all.

Human Dignity	This principle asserts that every person, regardless of background, is created in the image of God and possesses inherent worth and dignity. This means respecting the life and well-being of all individuals from conception to natural death.
The Common Good	The common good refers to the sum of social conditions that allow individuals and communities to reach their full potential. It requires a commitment to justice, peace, and the well-being of all, especially the most vulnerable

Solidarity	Solidarity emphasizes the interconnectedness of humanity and the need to work together for the betterment of all. It calls for a commitment to justice and peace, recognizing our shared responsibility for one another.
Subsidiarity	This principle suggests that decisions should be made at the most local level possible, empowering individuals and communities to address their own needs. Higher levels of authority should only intervene when necessary
Preferential Option for the Poor	This principle highlights the Church's special concern for the poor and marginalized. It calls for policies and actions that prioritize the needs of those who are most vulnerable and excluded.
Stewardship of Creation	Catholics are called to be responsible stewards of God's creation, recognizing that the natural world is a gift to be protected and cared for. This includes promoting environmental sustainability and addressing issues like climate change.
Participation	Everyone has a right and responsibility to participate in society, contributing to the common good and working for the betterment of their communities
Rights and Responsibilities	Rights and Responsibilities: Individuals have fundamental rights that must be respected, but these rights also come with corresponding responsibilities towards others and society as a whole
Global Goals	1-6

Prayer and Scripture opportunities:

Jesuit Mission scriptural inspiration

'I came so that they might have life and have it more abundantly' John 10:10

Prayer of Generosity

Examen

Jesuit Mission Project links:

See [here](#)



Jesuit Global Identifiers:

- 3. Global Citizenship
 - 6. Accessible for All
 - 8. Global Network
 - 9. Human Excellence
- .

Suggested Learning Activities:

Engaging the Students: : Understand the work of Jesuit Mission and the projects they support.

The principal activities of Jesuit Mission Australia Limited are to raise funds for the purpose of international relief and development. As a ministry of the Society of Jesus in Australia, Jesuit Mission Australia Limited draws on the richness and depth of the Ignatian spirituality which guides and shapes how to engage with each other, how to respond to the needs of our world and how to reflect and learn from experiences. Jesuit Mission Australia Limited partners with Jesuits and other companions overseas to empower women, men and children living on the frontiers to liberate themselves from poverty and injustice through participation in programs that build skills, capacity and resilience to live full and free lives. These programs directly or indirectly benefit the most marginalised and vulnerable communities. Funds are raised by engaging with individuals and communities who are part of the Jesuit family. This includes Jesuit supporters, volunteers, schools, parishes, and other Jesuit networks across Australia.

Introduce Jesuit Mission through the PowerPoint

Students read about Jesuit Mission's impact [here](#)

Possible guest speakers from Jesuit Mission (contact Jesuit Mission)

Pray together:

After learning of the work of Jesuit Mission, students participate in an examen.

Examen.

- Invite god's presence and be truly present without distraction.
- Reflect on our daily lives and give thanks for both the big and small blessings, and for the way God has been present.
- Pay attention to your emotions, both positive and negative. What has moved you in exploring the work of the Jesuits and the vulnerable people living with challenges caused through poverty? How have you been moved.
- Select a particular story or moment and reflect on it further, asking yourself what God might be revealing to you through it.



- Consider how you might collaborate with God's plan in the coming days, or into the future, asking for guidance and strength.

Prayer of Generosity

*Lord, teach me to be generous,
to serve you as you deserve,
to give and not to count the cost,
to fight and not to heed the wounds,
to toil and not to seek for rest,
to labor and not to look for any reward,
save that of knowing that I do your holy will*

Going Further

Student Task: See attached Student Task instructions.

You have been contracted by **Jesuit Mission** to create an ethical Advertising and Awareness Fundraising Campaign which aims at:

- Raising awareness of the work of Jesuit Mission in helping those living in poverty in either Cambodia, India or Timor Leste by providing programs in: Education, livelihood development, healthcare & nutrition, water & sanitation, patrol care & advocacy, sustainable agriculture, and emergency relief.
- Integrate one or more of the Catholic Social Teachings to show how the campaign is addressing a Faith that does Justice.
- Recognise, respect and uphold the dignity of each person in a spirit of *cura personalis*

Each group of 3-4 students will present an awareness campaign **initiative rationale** via a 3-4 minute presentation as well as a functioning **website** (including appropriate information, images, fundraising initiatives, social media etc.)

Present the step-by-step details of a Jesuit Mission campaign to a judging panel, that includes Jesuit Mission and school leaders.

Reflection:

- Once the unit is completed, students complete a thinking routine, **I used to think, now I think.**



https://pz.harvard.edu/sites/default/files/I%20Used%20to%20Think%20-%20Now%20I%20Think_2.pdf

- Explain to students that the purpose of this activity is to help them reflect on their thinking about the topic and to identify how their ideas have changed over time. Here's a possible approach for using the routine: "When we began our study of _____, you had some initial ideas about _____. Write a few sentences using the sentence starter, 'I used to think...' " "Now, think about how your ideas about _____ have changed as a result of what we've been studying/doing/discussing. Again, in just a few sentences, write down what you now think about _____. Start your sentences with, 'Now, I think...' " Have students share and explain their shifts in thinking. When you first begin using this routine, it is often helpful to do it as a whole group so that you can probe students' thinking to help them explain it in more depth. Once students become accustomed to explaining their thinking, students can share with one another in small groups and pairs.



3-2-1 Bridge

Before Learning	After Learning
3 Words/Ideas 2 Questions 1 Metaphor or Simile	3 Words/Ideas 2 Questions 1 Metaphor or Simile
Bridge	
Explain how your new responses connect to or changed from your initial responses.	