



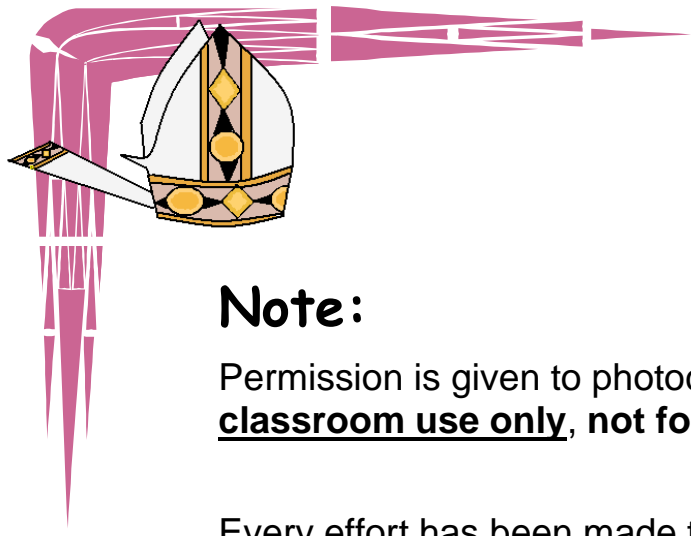
# The Common Good

A series of worksheets for  
Studies in Catholic Thought  
HSC Course - Year 12

CHURCH



TEACHINGS



## Note:

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Yours in Teaching

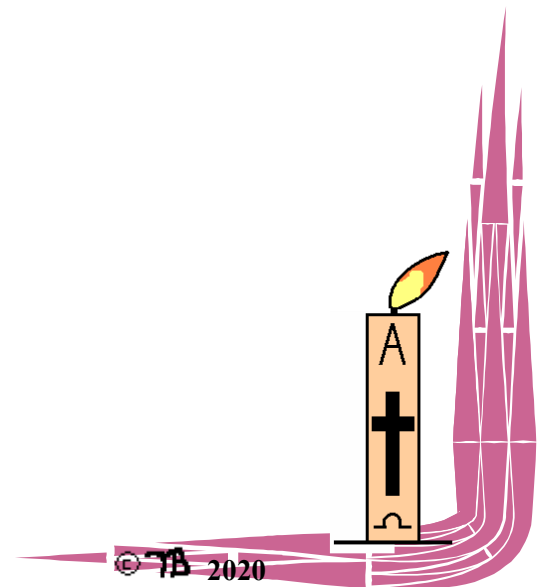
Trish Bartlett

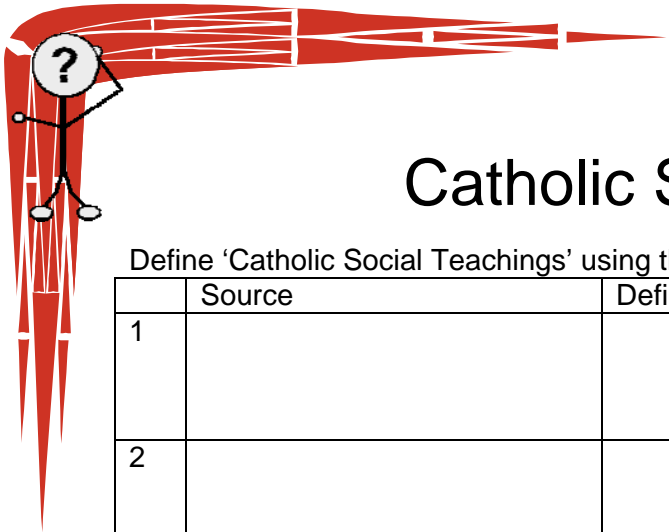
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*Graphics designed by: Rachael Bartlett, Annie and Joanna Tsai*





# Catholic Social Teachings

Define 'Catholic Social Teachings' using three different sources.

|   | Source | Definition |
|---|--------|------------|
| 1 |        |            |
| 2 |        |            |
| 3 |        |            |

In your own words, write a definition for 'Catholic Social Teachings'.

Elements of Catholic Social Teachings:

**SEE**



to look and be aware of the social justice issues in your local community

**JUDGE**



to assess what is happening and what is at stake

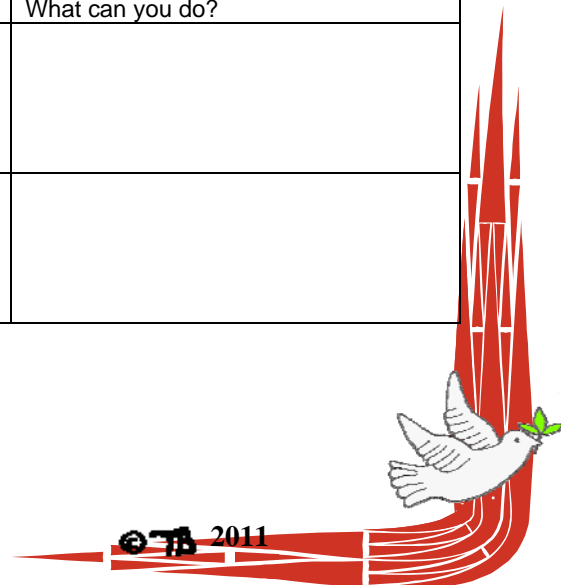
**ACT**

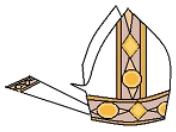


to discern what action is necessary and undertake a response

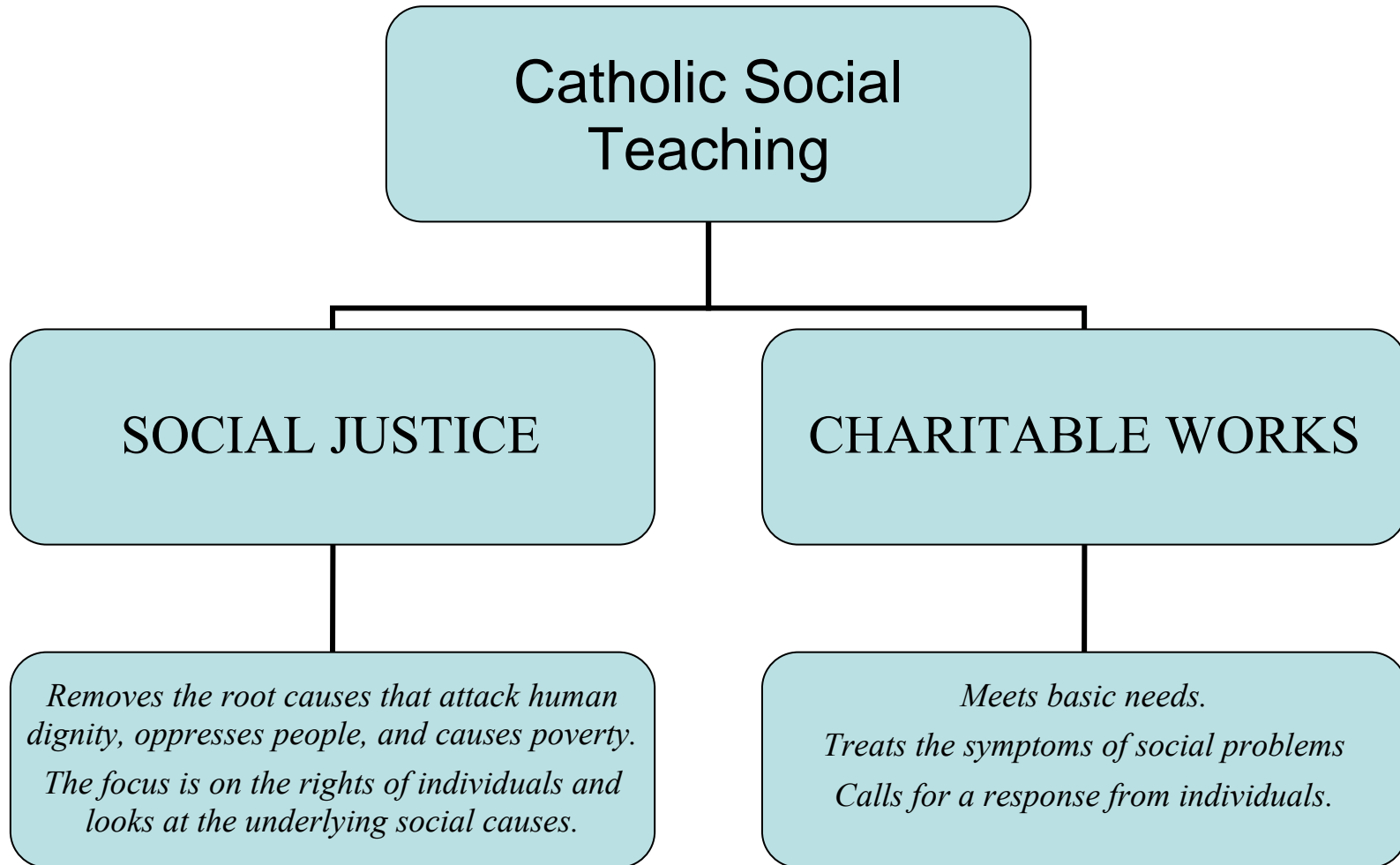
Find two examples of social justice issues in your local community. Complete the table below:

|   | <b>SEE</b>                       | <b>JUDGE</b>   | <b>ACT</b>  |
|---|----------------------------------|--|---|
|   | Name and describe the injustice. | What is happening?<br>What is at stake?<br>Who is involved?<br>Other information concerning the issue. | What type of response is needed?<br>List the different types of actions that could be undertaken.<br>What can you do? |
| 1 |                                  |  |   |
| 2 |                                  |  |   |

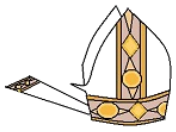




# Love in Action



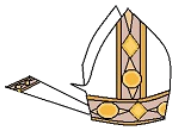
Adapted from [Catholic Social Teaching: Scripture Guide](#)



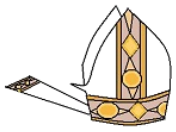
*The following Scripture references address the social issues we see today in society.*

Read the following Scripture references and complete the table below:

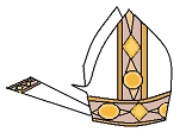
|   | <b><i>All people are created in the image of God and thus:</i></b>  | <b>Biblical References</b> | <b>What do the readings say about the Social Teaching?</b> |
|---|---|----------------------------|--|
| <b>Life and Dignity of the Human Person</b>         | <i>all human life, from conception to natural death, is sacred.</i> | Deuteronomy 10:17-19       |  |
|   |   | John 4:1-42                |  |
|   |   | James 2:1-8                |  |
| <b>Call to Family, Community, and Participation</b> | <i>are social creatures.</i>  | Genesis 4:8-15             |  |
|   |   | Jeremiah 7:5-7             |  |
|   |   | 1 Peter 4:8-11             |  |
|   |   | 1 John 3:16-18             |  |



|                                     | <b><i>All people are created in the image of God and thus:</i></b>   | <b>Biblical References</b> | <b>What do the readings say about the Social Teaching?</b> |
|-------------------------------------|--|----------------------------|--|
| <b>Rights and Responsibilities</b>  | <i>have the right to life. They also have a right to those things that preserve their dignity, or quality of life: food, shelter, health care, education, and meaningful employment. Corresponding to these rights are responsibilities.</i> | Isaiah 1:16-17             |  |
|                                     |  | Matthew 25: 31-46          |  |
|                                     |  | 2 Corinthians 9:6-15       |  |
| <b>Option for and with the Poor</b> | <i>are called to put the needs of the poor and vulnerable first.</i>   | Proverbs 31:8-9            |  |
|                                     |  | Luke 4:16-21               |  |
|                                     |  | Luke 6:20-23               |  |



|  | <b><i>All people are created in the image of God and thus:</i></b>   | <b>Biblical References</b> | <b>What do the readings say about the Social Teaching?</b> |
|--|--|----------------------------|--|
| <b>Dignity of Work and the Rights of Workers</b> | <i>have the right to decent, meaningful work and fair wages.</i>   | Deuteronomy 14:28-29       |  |
|  |  | Matthew 20:1-16            |  |
|  |  | Luke 3:10-14               |  |
| <b>Solidarity</b>                                | <i>belong to the one human family, whatever national, racial, ethnic, economic and ideological differences.</i><br><br><i>At its core is the pursuit of justice and peace.</i> | Psalm 72                   |  |
|  |  | Matthew 5:9                |  |
|  |  | Romans 13:8-10             |  |
| <b>Care for God's Creation</b>                   | <i>are called to honour and protect our planet and its people—to live in relationship with all of God's creation.</i>  | Genesis 1:1-31             |  |
|  |  | Genesis 2:15               |  |
|  |  | Matthew 6:25-3             |  |



# Natural Law and the Common Good

*“In the depths of his conscience, man detects a law which he does not impose upon himself, but which holds him to obedience. Always summoning him to love good and avoid evil, the voice of conscience when necessary speaks to his heart.”*

[Gaudium et Spes, 16](#)



As individuals we choose to do right  
rather than wrong

By doing this we develop moral rules and norms that are favourable for  
individuals as well as society.

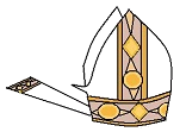


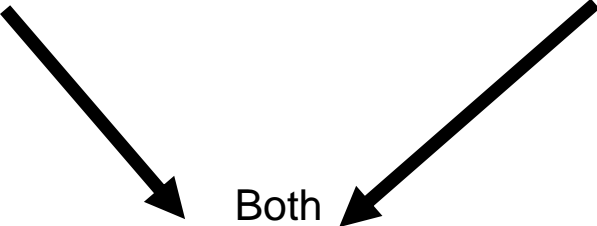
This implies that we are contributing to the Common Good.

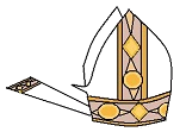


Therefore, we can say that Natural Law seeks the Common Good by seeking  
the best for all humanity.





| NATURAL LAW   | COMMON GOOD |
|---|-------------|
|  <p>Both</p> <p>Complete the statements below using <a href="#">CCC1905-1910</a>.</p> |             |
| <ul style="list-style-type: none"><li>• Desire for all human beings to reach...</li></ul>   |             |
| <ul style="list-style-type: none"><li>• Respect...</li></ul>  |             |
| <ul style="list-style-type: none"><li>• Safeguards...</li></ul>   |             |
| <ul style="list-style-type: none"><li>• To live a truly human life means the right to...</li></ul>  |             |
| <ul style="list-style-type: none"><li>• Work towards...</li></ul>   |             |



## Solutions to Worksheet CC-CT553: Natural Law and the Common Good

Desire for all human beings to reach their full potential.

Respect all people.

Safeguards personal freedom, privacy and conscience.

To live a truly human life means the right to food, clothing, health, work, education and culture, suitable information, the right to establish a family etc.

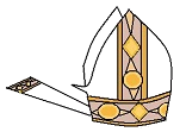
Work towards peace and the stability and security of a just order.

Catechism of the Catholic Church - The Common Good: CCC1905 -1910

<http://www.vatican.va/archive/ENG0015/P6K.HTM>

*Gaudium et Spes*, 16:

[http://www.vatican.va/archive/hist\\_councils/ii\\_vatican\\_council/documents/vat-ii\\_const\\_19651207\\_gaudium-et-spes\\_en.html](http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651207_gaudium-et-spes_en.html)



# Principle of Subsidiarity

View the YouTube Video: The Principle of Subsidiarity-  
<https://www.youtube.com/watch?v=GD0moAiq22k>

In your own words define the Principle of Subsidiarity.

Give examples of how it applies to the different levels of human society.  
What are the responsibilities of each group?

## Individuals



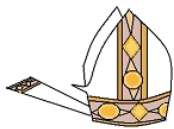
## Organisations

## Family



## State / Federal Governments





## Catholic Teachings

In 1991 Pope John Paul II took the “social assistance state” to task in his encyclical *Centesimus Annus*.

The Pontiff wrote that the Welfare State was contradicting the principle of subsidiarity.

*“By intervening directly and depriving society of its responsibility, the Social Assistance State leads to a loss of human energies and an inordinate increase of public agencies, which are dominated more by bureaucratic ways of thinking than by concern for serving their clients, and which are accompanied by an enormous increase in spending. In fact, it would appear that needs are best understood and satisfied by people who are closest to them and who act as neighbours to those in need.”*

*Centesimus Annus*, No. 48

*Socialisation presents the danger of excessive intervention by the state. States must practice subsidiarity, not interfering in a community's inner life, but supporting its activities.*

CCC1883

*The principle of subsidiarity opposes all forms of collectivism, limits state interventions, aims at harmonious relationships between persons and societies, and establishes international order.*

CCC1885

[https://www.catholicity.com/catechism/the\\_person\\_and\\_society.html](https://www.catholicity.com/catechism/the_person_and_society.html)

Reflect on the following:

How can we contribute to a more just and fairer world?

All people have the right to participate in decisions that affect their lives. Subsidiarity requires that decisions are made by the people closest to, and most affected by, the issues and concerns of the community.

# Other material available from Trish Bartlett Resources.

## Modules of Work Years 7 to 12

Each module contains

- Lesson plans
- Worksheets
- Overheads
- Assessment Tasks

Permission is given to copy worksheets and overheads for non-commercial classroom use only.

Each module is available as a booklet to download from the web site.

## KITS

### Survival Kits

*A great resource for the REC: the Kit is comprised of a series of worksheets for the unforeseen absences.*

### Lenten/Easter Kit

*The Lenten/Easter Kit is a series of modules linked from Year 7 to Year 10. Each module looks at a different aspect of the Lenten / Easter Season thus avoiding repetition over the four years. By Year 10, students will have a more enriched and varied understanding of this season of the Church's calendar.*

### Advent/Christmas Kit

*The Advent/Christmas Kit is a series of modules linked from Year 7 to Year 10. Each module looks at a different aspect of the Advent / Christmas Season thus avoiding repetition over the four years. By Year 10, students will have a more enriched and varied understanding of this season of the Church's calendar.*

### A Journey to the Sacred

*"A Journey to the Sacred" is a five part series delving into the places of worship of each of the five main Religious Traditions.*

Modules of work that complement the

## NSW Studies of Religion

Preliminary and HSC Course

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