

# RERUM NOVARUM AWARDS 2021



## Information Pack

A social justice question to students in Years 9 to 12:

***What should a post-COVID-19 world look like? What can we do to change our own part of the world?***

The events of the past year have caused significant upheaval in the world with inevitable effects on the most vulnerable among us. Ask yourself, how has your community been affected by the COVID-19 pandemic? Has the pandemic brought to light a social justice issue in your community that needs your school's attention? If the answer is 'yes', consider taking part in the Rerum Novarum Awards.

In recognition that some schools will require funds to develop their projects, the Rerum Novarum Foundation has introduced a new way of funding participation in the awards for 2021. Grants of \$1000 are available for schools to complete a social justice project to work for change within their community. Note that receipt of a grant is not required for participation in the awards. Gold, silver and bronze awards will be decided by a judging panel once all projects have been submitted.

### What to do

You will need to work as a group with a supervising staff member and use the 'See, Judge, Act' method to apply the principles of Catholic social teaching to a social justice issue in your community. You should consider the impact of the COVID-19 pandemic on your community when deciding on your social justice issue. Consider what you can do to change your own part of the world. Entries should refer to relevant Catholic references such as: the Australian Catholic Bishops Conference [social justice statements](#), encyclicals and inspirational individuals, where relevant to your project.

Groups should fill out the [Rerum Novarum Awards Project Grant 2021 Application Form](#) and obtain principal endorsement.

Groups will be required to submit a:

1. research paper
2. video presentation
3. project impact report.

### Grants

20 x \$1000 grants are available.

### Awards

Gold: \$3000

Silver: \$2000

Bronze: \$1000

**Please note:** Both the grant and award monies will be paid to successful schools to assist them to develop social justice activities. Successful schools will be required to give an account for any funds received from the Rerum Novarum Foundation.



## Who can enter

Projects are to be led by a group of students in Years 9 to 12, with the support and guidance of a school staff member. The school may decide how this will be done. Each entry must be endorsed by the principal or their delegate, with a limit of one entry per school.

## Key dates

Applications for grants and principal endorsement	Friday 25 June 2021
Acceptance of grant applications	Monday 12 July 2021
Project submission	Friday 29 October 2021
Award presentation	Friday 26 November 2021 (TBC)

**Please note:** grants are not required for participation in the award.

## Conditions

1. All written material must be fully referenced and free of plagiarism.
2. All images including photos, art and video must be copyright-free.
3. Projects that include images of minors must be accompanied by a signed consent form.
4. By submitting a project, you agree to allow the Rerum Novarum Foundation to use that material to further promote the Rerum Novarum Awards.
5. Award recipients will report on, and be accountable for, the use of funds.

**Expressions of interest or questions** can be emailed to: [rerumnovarumawards@macs.vic.edu.au](mailto:rerumnovarumawards@macs.vic.edu.au).



# Why the Rerum Novarum Awards?

## Rerum Novarum and Catholic social teaching

*Rerum Novarum* is an encyclical letter written by Pope St Leo XIII in 1891 to address important social issues of that time. It was a seminal document in the development of the Church's social teaching in the modern era. Successive popes issued encyclicals throughout the 20th century, further developing the principles of social teaching, while addressing many important social issues. Often popes have issued encyclicals on the anniversary of the promulgation of *Rerum Novarum*. The Church's social teaching was consolidated for the first time in history when the Pontifical Council for Justice and Peace, under instruction from Pope St John Paul II, published the *Compendium of the Social Doctrine of the Church* (2004) as an authoritative resource for the universal Church.

Pope St John Paul II (1991), in reference to *Rerum Novarum* and its coverage of the 'new things' at the end of the 19th century, wrote:

Today, at a distance of a hundred years, the validity of this approach affords me the opportunity to contribute to the development of Christian social doctrine. The 'new evangelization', which the modern world urgently needs and which I have emphasized many times, must include among its essential elements a proclamation of the Church's social doctrine. As in the days of Pope Leo XIII, this doctrine is still suitable for indicating the right way to respond to the great challenges of today, when ideologies are being increasingly discredited. Now, as then, we need to repeat that there can be *no genuine solution of the 'social question' apart from the Gospel*, and that the 'new things' can find in the Gospel the context for their correct understanding and the proper moral perspective for judgment on them (*Centesimus Annus*, n.5).

## The role of young people

While popes and bishops have played a significant role in highlighting social issues, the imperatives of the gospel have often been first put into action by young people like Mary MacKillop, Frederic Ozanam, Pier Giorgio Frassati, Chiara Badano, Josephine Bakhita, Caroline Chisholm and many, many others. Each of these young people saw a social justice issue and then, with hearts tuned to the gospel, discerned the actions they were being called to take to create a more just society.

## The 'See, Judge, Act' method

The 'See, Judge, Act' method of discernment enables young people to apply the core principles of Catholic social teaching to the social issues of their time. The method was developed by Cardinal Joseph Cardijn and endorsed by Pope St John XXIII in his 1961 encyclical [\*Mater et Magistra\*](#), where he wrote:

There are three stages which should normally be followed in the reduction of social principles into practice. First, one reviews the concrete situation; secondly, one forms a judgment on it in the light of these same principles; thirdly, one decides what in the circumstances can and should be done to implement these principles. These are the three stages that are usually expressed in the three terms: look, judge, act.

For young Australians this means:

- to **see** the social justice issues that are impacting on our society, to understand their causes and to identify their consequences, especially for the poor and the vulnerable
- to **judge** (or discern) the fairness and justice of the situation and its consistency with gospel values and the principles of Catholic social teaching
- to **act** in a way that draws upon the skills and capacities of the participants to bring about changes that will eliminate or alleviate the injustice.



This process involves listening to the gospel stories to see how Jesus and his followers responded to the social issues of their time, as well as engaging with the key documents of Catholic social teaching, which often provide guideposts for current social issues. It also involves a living spirituality where young people listen carefully to how the Spirit is calling them to respond in the immediacy of their own lives.

## Resources

The following resources may help students with their research:

- Each year the Australian Catholic Bishops' Conference releases a social justice statement on a contemporary issue of social justice for the Australian Church. These statements form part of our social teaching. Current and previous statements may be accessed at: <https://www.socialjustice.catholic.org.au/publications/social-justice-statements>
- Pope Francis, in an address to diplomats, 8 February 2021: [http://www.vatican.va/content/francesco/en/speeches/2021/february/documents/papa-francesco\\_20210208\\_corpo-diplomatico.html](http://www.vatican.va/content/francesco/en/speeches/2021/february/documents/papa-francesco_20210208_corpo-diplomatico.html)
- Archbishop Peter A Comensoli, Archbishop of Melbourne, in an article published in *The Age*, 24 September 2020: <https://melbournecatholic.org/news/covid-and-the-road-ahead>
- Archbishop Mark Coleridge, President of the Australian Catholic Bishops Conference, in an article on the Brisbane Catholic website, 10 June 2020: <https://brisbanecatholic.org.au/articles/a-chance-to-shape-society-in-ways-that-werent-possible-before-the-crisis-but-as-a-community-not-just-the-political-leaders/>.



# RERUM NOVARUM AWARDS 2021



NAME:

SCHOOL:

TASK	DESCRIPTOR	WEIGHTING
<b>Research paper</b>	A research paper comprising 1000–1500 words on a social justice topic of the group’s choosing. The topic needs to be explored through the ‘See, Judge, Act’ method of Catholic social teaching and include relevant references.	40%
<b>Video presentation</b>	A video presentation of approximately five minutes’ duration, outlining the issue and the project undertaken. The video must be of a quality that can be distributed publicly.	30%
<b>Project impact report</b>	A project impact report of 500–1000 words showing how the project engaged a wider group of students within the school and/or in the broader community.	30%



## RESEARCH PAPER

ASSESSMENT DESCRIPTORS	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
<b>Identification and articulation of a social justice issue</b>	Limited, no specific clarifying detail	Restricted with some basic articulation	Broad overview with some clearly articulated	Thorough and clearly articulated	Highly developed and precisely articulated
<b>Use of the 'See, Judge, Act' methodology</b>	Method named but not explored	Limited use of method; some descriptive detail	Clear description of method with partially detailed analysis	Substantial description and use of method	Comprehensive description and detailed use of method.
<b>Use of appropriate references</b>	Limited use	Some use; limited response	Uses references where appropriate	Well developed and thorough use of references	Appropriate references used regularly throughout
<b>Structure of paper</b>	Little evidence of editing, may not meet word count	Poorly structured, requires further editing	Reads well, adheres to word count	Careful, coherent and consistent structure	Comprehensive, highly developed and consistent paper

/40



## VIDEO PRESENTATION

ASSESSMENT DESCRIPTORS	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
Presentation of issue	No specific clarifying detail on issue	Restricted with some basic articulation	Broad overview with some clarity	Thorough, and clearly articulated	Highly developed and precisely articulated
Presentation of project	Poor quality with a lack of editing	Some work required to enhance presentation	Appropriately presented	Well-presented and ready for distribution	Excellent quality presentation
Meets time constraints	No				Yes

/30



## PROJECT IMPACT REPORT

ASSESSMENT DESCRIPTORS	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
<b>Project engagement with school and/or public</b>	No specific clarifying detail	Restricted with some basic articulation	Broad overview with some clearly articulated points	Thorough and clearly articulated	Highly developed and precisely articulated
<b>Structure of report</b>	Little evidence of editing, may not meet word count	Poorly structured, requires further editing	Reads well, adheres to word count	Careful, coherent and consistent structure	Comprehensive, highly developed and consistent paper
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