

Grade 12 Catechism Lesson Plan

Chapter 10: The Dignity of Labour and the Use of Wealth

Duration: 45–60 minutes

1. Learning Objectives

By the end of the lesson, students will be able to:

1. Understand labour as participation in God's work of creation.
2. Recognise the dignity of every honest work.
3. Distinguish between just and unjust ways of acquiring wealth.
4. Understand wealth as a gift and responsibility, not merely personal possession.
5. Reflect on how their future career and wealth can benefit others.

2. Introduction

“What makes a person successful?”

Write these three statements on the board:

- A. “I want a career that gives me a high salary.”
- B. “I want a career that gives me satisfaction and purpose.”
- C. “I want to use my career and earnings to make a difference.”

Ask students:

“If you had to choose only one of these as the main purpose of your future career, which would you choose—and why?”

Allow a few students to respond. Then ask:

1. Is earning money wrong?
2. Is a high-paying career necessarily a selfish choice?
3. When does ambition become greed?
4. If two people earn the same amount, but one earns it honestly and the other through exploitation or dishonesty, can we consider their wealth equal in value?

Conclude: **“The Christian question is not simply, ‘How much will I earn?’ but also, ‘How will I earn it, and what will I do with what I earn?’” This leads naturally into the dignity of labour and the Christian use of wealth.**

3. Presentation of the Lesson

A. What is Labour?

Labour is human participation in God's work of creation. Through work, we use our God given talents, develop ourselves, provide for our needs and contribute to society.

- **Two Dimensions of Labour Personal:** Work develops our knowledge, skills, discipline and character. The Parable of the Talents (Mt 25:14–30) reminds us to use and develop the abilities God has given us.
- **Societal:** No one lives independently. The work of others contributes to our daily lives. Therefore, our labour should also contribute to the well-being and progress of society.
- **Dignity of Labour :** Every honest work that contributes to human well-being has dignity. Work should not be judged merely by salary, status or prestige.
- **Christian Understanding of Wealth :** Wealth includes money, possessions, knowledge and abilities. Since our talents ultimately come from God, we are stewards of what we possess.
- Wealth must be:
 - Acquired honestly and justly; free from exploitation, corruption and deception;
 - Used responsibly for ourselves and our families; shared with those in need and used for the good of society and the Church.

The Rich Man and Lazarus (Lk 16:19–31) warns against a life centred on “I, mine and only for me.”

Jesus' teaching, **“Give to the emperor what belongs to the emperor and to God what belongs to God” (Mt 22:21), reminds Christians of their responsibilities towards both society and God.**

4. Activity

“The Ethics of Earning”

Divide the class into small groups. Give each group one situation:

Situation I

A student becomes a successful entrepreneur. His company makes excellent profits but pays workers very low wages.

Situation 2

A doctor earns a high income through honest and dedicated work and regularly supports education for children from poor families.

Situation 3

A businessman discovers that adulterating a product will increase his profit considerably without most customers noticing.

Situation 4

A young professional earns a good salary and spends almost everything on luxury, while refusing to help even when someone around him has a genuine need.

Situation 5

A person refuses to pay taxes because he believes, "The government already takes enough from me.

" Ask each group to discuss:

- Is the way wealth is being acquired/use being justified? Why?
- Which Christian principle from today's lesson applies?
- Who is affected by the person's decision?
- What would a more responsible Christian response look like?

Each group gives a one-minute presentation.

Critical-thinking conclusion

Ask the class:

"Can wealth be called a blessing if the process of acquiring it harms another person?"

This allows students to move beyond "wealth is good/bad" and understand the importance of how wealth is earned and how it is used.

“The Price of My Lifestyle”

Ask students to choose one ordinary object or service they use every day—for example: a mobile phone / school uniform / cup of tea / food delivery / shoes / public transport. Give them 5 minutes to trace its journey.

They should identify:

Who worked to produce it? → Who transported it? → Who sold it? → Who earned from it? → Who benefits from it?

Then ask: “If so many people's labour contributes to something I use, do I have a responsibility in the way I use, value and dispose of it?”

Final discussion Ask: “If I demand the lowest possible price for everything I buy, but also expect everyone involved to be fairly paid, is there a conflict here?”

This can lead to a mature discussion about fair wages, consumer choices, dignity of workers and responsible use of wealth.

5. Bible verse

“Whatever you do, work at it with all your heart, as working for the Lord.” — Colossians 3:23

Reflection: How would seeing our work as an offering to God change the way we work?

6. Practical Application

Ask students to complete:

My future profession: _____

One way I will ensure that I earn honestly: _____

One way I will use my earnings for others: _____

One Christian value I want my career to reflect: _____

7. Conclusion

Take-home reflection: “My future career is not only a means of earning money; it is an opportunity to use my God given talents and become a blessing to others.”