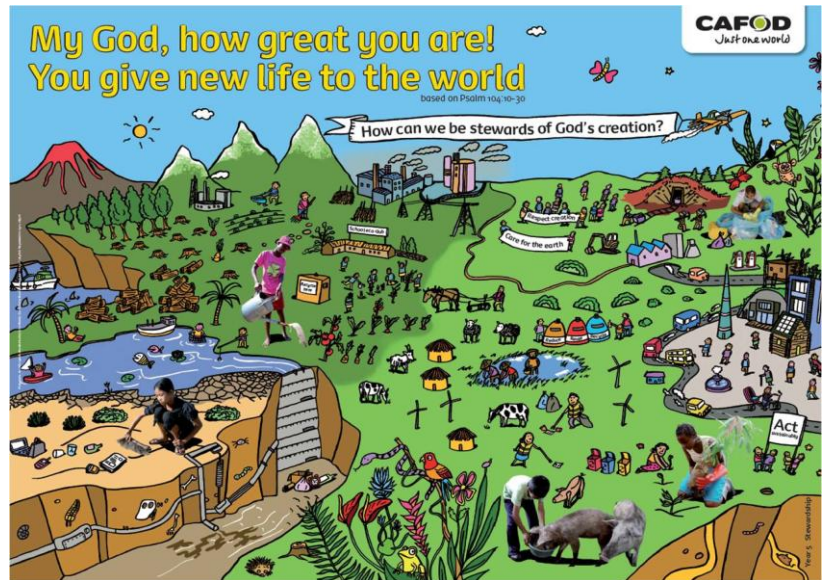


Teacher notes for Stewardship (year 5) poster

Download the poster here.

Before the topic begins (EXPLORE)

Encourage children to spend some time looking at and exploring the poster. Ask them to think about and/ or discuss what they see going on in the poster. Ask them to identify images of where we are looking after the earth and where we are not.



During the topic (REVEAL)

The poster can be used alongside the Stewardship lesson plans, to help reveal to the children that we are all called to be stewards of God's creation. *Download the lesson plan here.*

Scripture: My God how great you are! You give new life to the world (based on Psalm 104;10-30)

Discuss what is meant by the piece of scripture. What does it mean God gives new life to the world? What images are there in the poster of people helping to give God's new life to the world?

Focus question: How can we be stewards of God's creation?

Discuss key vocabulary in the poster e.g. what does 'stewards' mean? With a talk partner, small group or as a class, discuss the focus question –how can we be steward's of God's creation? What can we do? Identify ways in the poster that people are being 'good' and 'not so good' stewards.

Alternatively, mind map ideas of ways we can be stewards of God's creation– either individually, in groups or as a whole class. You may wish to do this as an assessment activity at the beginning of the topic. You could come back to the mind map towards the end of the topic, adding any further points in a different colour (to assess the learning that has taken place).

Discussion activity: What ways are people in the poster being stewards of creation? How many of these can we do in our situation/context? Are some of these more important than others in order to protect the environment? Where do you think the children in the poster come from and what are they doing? How will these activities help their communities?

Display activity: Invite the children to record in pictures and writing the things they can do to be good stewards. Alternatively, ask them to annotate what is happening on the poster with explanations/instructions on how to do the activity. Display these around the poster.

Class worship: Display the poster and use it as a focus point to reflect on the wonders of creation and our responsibility to steward them. For further ideas, see Stewardship lesson plan: Reveal learning focus 4: We are called to Stewardship.

Written activity: Ask children to write how they can be good stewards by looking at the poster for inspiration. Challenge them to think of ways that are not depicted on the poster. Ask them to say why they think it is important that they help to look after the world.

You could use this as an assessment activity (AT1, iii). For Level 3, encourage children to give reasons why Christians are concerned about the stewardship of creation. For Level 4, they will be able to describe and show understanding of and make links between scripture, beliefs, ideas, feelings and experiences of being stewards of creation.

Values activities: Use the poster to introduce some of the key principles of Catholic Social Teaching (CST). To download a child-friendly description of the key principles of CST, go to cafod.org.uk/comeandsee

Discuss the principle **We are called to Stewardship**. Are there other principles that can be seen in the poster?

Beyond the topic (RESPOND)

The poster offers an opportunity for children to apply their learning to other areas of their lives, as well as make connections in their learning to other curriculum areas (for further ideas see topic web on page 4).

Final celebration: Display the poster in a celebration of the children's new knowledge and understanding of being stewards of God's creation. Include some of the children's written work and pictures from all areas of the curriculum in the celebration. Invite parents in to celebrate with the class.

Background information

In the cut-out photographs you can see children from different places around the world demonstrating stewardship of God's creation:

A boy is feeding the family's pigs in El Salvador.

A girl is brushing up rubbish in a settlement near Phnom Penh in Cambodia.

A girl is planting a tree in Maputo province in Mozambique.

A member of a community group is sorting rubbish for recycling in Recife in Brazil.

A boy is watering the vegetable garden in Harare in Zimbabwe.

GEOGRAPHY

Research facts about natural resources, population, age expectancy, climate in Guatemala, Democratic Republic of Congo and UK: compare and contrast.

Identify the different environments on the poster: record their main features and research countries in which you will find them, e.g. volcanic rock, mountainous terrain, undulating hills etc.

Annotate the poster with geographical questions, e.g. what is this landscape like? And answer them.

Research issues seen in the poster, e.g. logging, wind farming, fishing, mining etc. Present to class.

Research instances of environmental contamination and natural disasters, e.g. nuclear crisis in Japan, Bhopal gas leak in India, Chernobyl nuclear disaster in Russia; tsunamis in SE Asia and Japan, earthquakes in Iran and Pakistan, drought in East Africa. See **emergencies** on CAFOD website.

ICT and Numeracy

Make presentations using PowerPoint for some of the above activities.

Use Excel (or equivalent software) to visually display facts and statistics from different countries. Draw conclusions from the data.

Draw diagrams to show food chains starting from green plants.

Make grid of one part of the poster and set questions on co-ordinates in all 4 quadrants.

Use desktop publishing programmes to communicate a topical environmental issue to children's parents or another year group.

LITERACY (and PSHE)

Hold debates in class on environmental topics, e.g. Is logging good for the earth? Buy locally grown food or fairtrade?

'One minute talks' children prepare to talk without hesitation or repetition on aspects of good stewardship, e.g. of water.

Take one scene from the poster/imagine the landscape shown as an imaginary land and use as stimulus for a story.

Choose one aspect of poor stewardship on the poster: write a letter of protest to a senior official (MP, Prime Minister or President) including suggested improvements.

Find media articles on topical environmental issues, e.g. mining, wind farms, recycling. Analyse how the information is presented and from whose perspective. Write feature on same issue from a particular perspective/angle.

Identify a local environmental issue and plan a campaign of action for it e.g. set up an organising committee, roles and responsibilities, actions etc.

Stewardship

Year 5

SCIENCE

Look at different forms of energy- which are 'good' and 'not so good' for the earth?

Identify plants that grow in different climates looking particularly at life processes and the environment.

Identify one green plant/tree in the poster, draw and name its different parts and functions.

Identify the different habitats the animals and birds in the poster live in and explain how they are suited to their environment.

Children ask their own scientific questions from the poster (display them around it), answer them and present to class.

Identify what is 'natural' and 'manmade' in the poster.