**Year 1**

**UNIVERSAL CHURCH – WORLD**

Teacher’s page

**EXPLORE**

For many people, some places in the world are special. For others the whole world is special. We all feel a need to look after what is special to us. Sometimes it is easy to explain why things are special. At other times it might be difficult to put into words why something is special.

* What are your special places and why?
* Can you recall an occasion when you were hurt or angry by the way your special place was treated by others?

Why were you hurt or angry? What did you do?

* Do you know any groups who campaign because of the way people or our world are being treated today?

**REVEAL**

Christians believe that the diversity of the world and its people is God’s gift. Jesus in his life and gospel, challenges people to appreciate diversity and to create with it a harmony that reflects the unity of Father, Son and Holy Spirit. This is reflected in the work of CAFOD.

**Catechism of the Catholic Church**

“God created the world to show forth and communicate his glory: that his creatures should share in his truth, goodness and beauty – this is the glory for which God created them.” *(CCC319)*

“The Church is the people that God gathers in the whole world.” *(CCC752)*

**Word of God**

“See, the body is one, even if formed by many members, but not all of them with the same function. The same with us; being many, we are one body in Christ, depending on one another. Let each one of us, therefore, serve according to our different gifts. Do you have prophecy? Let the deacon fulfil his office; let the teacher teach, the one who encourages, convince. You must, likewise, give with an open hand, preside with dedication, and be cheerful in your works of charity. Let love be sincere. Hate what is evil and hold to whatever is good. Regarding brotherly love, have love for one another. Regarding respect, judge others as more worthy. Regarding your duties, do not be lazy. Be fervent in the Spirit and serve God.” *(Romans 12: 4-11)*

**RESPOND**

* How can children be encouraged to value and care for creation?
* Why do we, as adults and children, need to work towards justice for all?

**Prayer and Reflection**

*Creator God,*

*in your hands you hold the depths of the earth*

*and the heights of the mountains,*

*for all creation belongs to you.*

*Grant us grace to cherish your world*

*and wisdom to nurture its resources.*

*Save us from the desire to control what is not ours*

*and the impulse to possess what is not ours*

*and the impulse to possess what is there to share.*

*Amen.*

*(Annabel Shilson-Thomas/CAFOD)*

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| **TEACHERS’ NOTES** |  | |
| The Church is universal; it is the people that God gathers in the whole world. Each person has God given dignity.  Loving our neighbours is an essential part of Christian living.  **Scripture:** Romans 13: 9b-10 *All those, and other besides, are summed up in the one command, ‘Love your neighbour as yourself.’ If you love someone, you will never do them wrong, to love, then is to obey the whole law.*  **Catechism of the Catholic Church 2055:** When someone asks him (Jesus), ‘Which commandment in the Law is the greatest?’ Jesus replies, ‘you shall love the Lord your God with all your heart …. And a second is like it: You shall love your neighbour as yourself.’ | | |
| **ABOUT THE TOPIC** |  | |
| **Prior learning:** God gave us this wonderful world  **This Topic: learning outcomes**  Know and understand:  • Neighbours all around – **Explore**  • Everyone is our neighbour and is loved by God – **Reveal**  Acquire the skills of assimilation, celebration and application of the above – **Respond** | | |
| **SCRIPTURE** | **TRADITION** | |
| Psalm 18: 1-5  Isaiah 12: 4-9: *God’s Story 2* page 47  Mark 6: 30-32: *God’s Story 2* page 66  Luke 10: 25-37 | Everyone is our neighbour and is loved by God  God given dignity of the human person | |
| **SOME QUESTIONS OF MEANING & PURPOSE** | **CORE VOCABULARY** | |
| Who is my neighbour?  Why are they my neighbour?  What makes a good neighbour? | neighbour, love, world, Fairtrade, global, family, psalm, share | |
| **RESOURCES** | **A** **CROSS CURRICULAR LINKS** | |
| *God’s Story 2*  *God’s Story 3 page 101*  *CAFOD website* [*cafod.org.uk/comeandsee*](https://comeandsee.cafod.org.uk/Year-1-resources) | Art, Design Technology, mathematics, music, ICT  Literacy | |
| **COME & SEE WEBSITE** | **STANDARD INDICATORS** | |
| Pictures/film clips of people enjoying their holidays | **Learning about religion**  i beliefs, teaching & sources  ii celebration and ritual  iii social & moral practices & way of life  **Learning from religion**  i engagement with own & others’ beliefs & values  ii engagement with questions of meaning | |
| **RE CURRICULUM DIRECTORY** | **LITURGICAL/PRAYERS LINKS** | **SONGS/ HYMNS TO SING** |
| **Area of Study 1:** Knowing and loving God, the Scriptures, Jesus Christ, Son of God.  **Area of Study 2:** What is the Church? One and holy, Catholic, Apostolic, Mission  **Area of Study 3:** Prayer  **Area of Study 4:** The dignity of the human person,  the human community, love of God, love of neighbour |  | *When I needed a neighbour*  *Thank you Lord for this*  *fine day* |

**UNIVERSAL CHURCH – WORLD: NEIGHBOURS – TOPIC OVERVIEW**

YEAR 1 FOUNDATION 1 - 4 WEEKS | Neighbours share God’s world

**EXPLORE**

Neighbours all around

**STANDARD INDICATORS**

* Children will be able to **talk about** their experience and feelings about neighbours.
* Children will be able to say what they **wonder** about neighbours, both locally and globally.
* Children will be able to **ask and respond** to questions about their own and others’ experiences and feelings about neighbours.

**KEY WORDS**

neighbour, love world, CAFOD

**RESOURCES**

* *Video camera*
* *Globe/map of the world*

**ICT**

* CAFOD website cafod.org.uk /comeandsee for resources and images
* KidzZone website [cafod.org.uk/kidzzone](https://cafod.org.uk/Education/Kidz-Zone)
* Video camera

**LEARNING INTENTION:** Recognise that we are all neighbours.

**CONTENT | WHOLE CLASS CORE INPUT**

Introduce the topic by seating children in a circle. Round the circle, children take turns to answer the question “Who is your neighbour?”

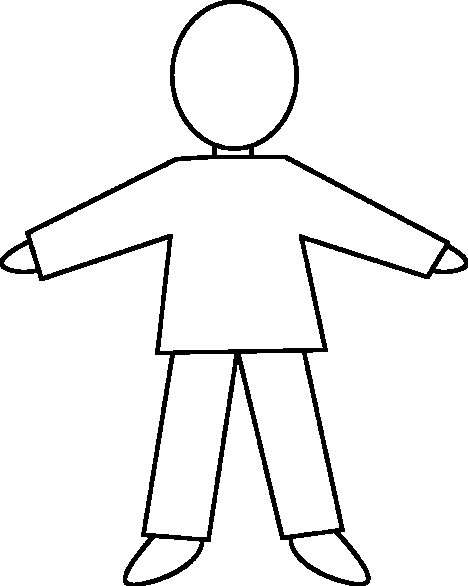
Have individual class photos in a basket in the middle of a circle, or at the front of the class. Put some quiet music on. One by one, children select a photograph without looking at the image. Next, encourage the children to look at their photo and think about how that person is a neighbour to them. When all children have taken a photo, invite them to share their ideas. You could also look at some pictures from the *KidzZone* website (cafod.org.uk/kidzzone).

Tell Marie-Dorianne’s story (PowerPoint available at cafod.org. uk/comeandsee).

**SOME KEY QUESTIONS**

* Where does Marie-Dorianne live?
* How old is she?
* How is Marie-Dorianne like you?
* Marie-Dorianne is not your next-door neighbour; she isn’t a neighbour in your class; she isn’t a neighbour in your school. Why do you think Marie-Dorianne is your neighbour?
* CAFOD helps our neighbours around the world, particularly those who are poor. How has CAFOD helped Marie-Dorianne’s family?

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Children write/copy the name of someone they call their neighbour on a template of a person. Then make the template look like that person (see cafod.org.uk/ comeandsee for template). Later, these figures may be displayed joining hands around a large world. Title your display ‘Neighbours Around Our World’.
* Children use the photograph of their classmate and write about how their classmate is a neighbour to them.

For example:

* + *Daniel is my neighbour because he takes care of me on the playground.*
  + *Sophie is my neighbour because she plays with me in the role-play area.*

Video two children saying how they are neighbours to each other.

* Marie-Doriane differentiated worksheet (see cafod.org.uk/comeandsee).

**CONTINUOUS PROVISION**

* Look at the CAFOD *KidzZone* website to learn about different neighbours (see cafod.org.uk/kidzzone).
* CAFOD interactive jigsaws (see cafod.org.uk/comeandsee).

**REFLECTION ON SIGNIFICANCE**

Gather children in a circle around a large world map or globe. Lead them into a reflection using the *Neighbours Around Our World* PowerPoint (cafod.org.uk/comeandsee).

(Suggestion: play videos of children showing how they are neighbours to each other as part of the reflection on significance. The videos could also be used in the Rejoice end-of-topic celebration.)

Encourage the children to place the figures they created earlier in the week one by one around the globe. Invite the children to say who their neighbour is and why they are a good neighbour to them.

Think about neighbours at home… in school… around the world…

**REVEAL**

Everyone is our neighbour and is loved by God

**CONTENT:** – scripture – tradition – prayers

**STANDARD INDICATOR**

* Children will be able to **recognise** that everyone is our neighbour and is loved by God.
* Children will be able to **recognise** that because of their religion people act fairly towards others.
* Children will be able to **retell** special stories about Jesus and his friends.
* Children will be able to **describe** some ways in which religion is lived out by believers.

**KEY WORDS**

global, neighbour, Fairtrade family, psalm, share, family, Samaritan, parable

**ICT**

* Video camera
* CAFOD website [www.cafod.org.uk/comeandsee](http://www.cafod.org.uk/comeandsee) for resources and images

**RESOURCES**

* God’s Story 2,
* God’s Story 3, page 101
* Reflective music Collage materials Camera
* Post-it notes
* Small World play
* Birthday Cake Activity – one cake, two low tables and four chairs, knife, name cards, table cloth, washing up bowl, mixing bowl, towel, cake plate, wooden spoon, four party plates, apron, four party hats.

**LEARNING FOCUS 1:** Give thanks to God for neighbours everywhere.

**CONTENT | WHOLE CLASS CORE INPUT**

Go outside and lead children into this shared reflective activity:

Stand in a space. Close your eyes.

Think about yourself in your space.

What can you hear?

Now open your eyes and look around you. What do you see?

What do you see above you?

If you were here tonight, what would you see above you? What are you standing on?

Look around you.

Look at the people who share this space with you.

You are a neighbour to each one.

There is only one sun, one sky, one world.

**We share all these with one another.**

Back in class/gathered together, share the story of King David, who wrote a psalm about the sky that we share with all our neighbours. This story imagines when and why he wrote it. One morning, King David woke up very early. Everything was bright and beautiful. Even though he could not see it, he knew the sun had risen in the sky. David was a good king. He often thought about the people that he was a neighbour to, all the people who lived in his land.

He thought about them looking up at the same sky, seeing the same sun, feeling the same light and warmth as himself. “How wonderful God is!” he thought. He knew the golden sun spread the message of God’s love for neighbours all over the world. He wanted his people to know this too.

Listen to or read the psalm he wrote:

*The sky above tells how wonderful God is. Every day it is there for us to see.*

*Every morning the golden sun appears shining on everyone, bringing light and warmth to all.*

*Spreading the message of God’s love all over the world*

*to neighbours here, neighbours there, neighbours everywhere.*

(based on Psalm 18:1−5)

*Play Psalm PowerPoint available at cafod.org.uk/comeandsee, alongside some reflective music.*

**TEACHER’S NOTE**

See scripture notes on the CAFOD website for this topic *cafod.org.uk/comeandsee*

**SOME KEY QUESTIONS**

* How does the sky tell us how wonderful God is?
* Why does looking at the sky help us to think about neighbours everywhere?
* We have friends and neighbours throughout the world. They are called our global neighbours/friends. Why do you think people in our own and other countries all our neighbours?
* How do we show God’s love to our neighbours?

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Produce a sky at night collage on black paper using silver and gold squares of paper for the stars and moon OR produce a sky during the day collage on blue paper using gold/yellow squares of paper for the sun and white/grey for the clouds. Choose the appropriate line from the psalm to stick next to the collage. Add photographs of global neighbours to show that we all share the same sky, the same world (see cafod.org.uk/comeandsee).
* Using the PowerPoint, ask the children to talk about their favourite part of the psalm and record this in some way.
* To enhance the continuous provision activity, make a street of houses with open flap doors. Stick pictures of people from around the world behind the doors to show we are all neighbours.

**CONTINUOUS PROVISION**

* From the selection of neighbours’ pictures provided (see cafod.org.uk/comeandsee), ask the children to choose one picture. Invite them to cut it out and, using the information given, write a sentence of thanks to God for this neighbour (e.g. Thank you God for my neighbour from ).

**LEARNING FOCUS 2:** To tell of God’s greatness all over the world.

**CONTENT | WHOLE CLASS CORE INPUT**

In the book of Isaiah, we find out what some of God’s messengers had to say. God’s messengers were alive before Jesus was born and said wise things to the people of that time about God and what was going to happen.

Read Isaiah 12: 4−6 *God’s Story 2*, page 47. Display the text and talk about it.

**SOME KEY QUESTIONS**

* What does Isaiah say will happen one day?
* How do we praise God?
* How do you think the people felt when they heard what Isaiah had to say?
* Share with the children: ‘Neighbours around our world’ (Explore) PowerPoint (see cafod.org.uk/comeandsee).
* Talk about how we can share these ideas with our neighbours.

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Invite the children to choose a neighbour from the power point. Think about God’s great love for them and talk about it with a partner, talk about how *God loves neighbours everywhere, how God is your friend, God is good and God is with you.*
* Ask the children to work alongside a partner. On a template of the world, each write one thing that is great about God. Share with each other, another class or at home.

**CONTINUOUS PROVISION**

* In small groups, invite children to write or draw on a large sheet of paper as many good things about God as they want to share with their neighbours. It could even be something that God wants us to do *(e.g. be good neighbours by making new friends, praying for our global neighbours).*

This could go into a class book or display.

**LEARNING FOCUS 3:** Jesus taught his friends to be good neighbours.

**CONTENT | WHOLE CLASS CORE INPUT**

Read Mark 6: 30-32, *Jesus and his friends, God’s Story 2* page 66. *Jesus and his friends* (display the text).

Share *Raphael’s Bike w*hich will to help us understand why Jesus taught his friends to be good neighbours. Display the activity (see cafod.org.uk/comeandsee). Emphasise that Raphael is helping all his nieghbours.

**TEACHERS’ NOTES**

See the scripture notes for this topic *cafod.org.uk/comeandsee*

**SOME QUESTIONS TO ASK THE CHILDREN:**

* What makes a good neighbour?
* In what ways did Jesus’ friends show they were good neighbours?
* How is Raphael being a good neighbour?
* How can you be a good neighbour?
* Jesus taught his friends to be good neighbours. We can work with CAFOD to be good neighbours by sharing and caring for others. How did CAFOD help our global neighbours in Uganda?

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* On a template of a person, list key words/skills associated with being a good neighbour (e.g. caring, sharing, listening, etc).
* Display pictures of global neighbours to stimulate ideas.

Produce a poster using pictures or key words associated with being a good neighbour, in the way that Jesus taught us.

**CONTINUOUS PROVISION**

* Mime/act out some ways of being a good neighbour – such as Raphael e.g. visiting different places in the area to help others.

**LEARNING FOCUS 4:** Everyone is our neighbour.

**CONTENT | WHOLE CLASS CORE INPUT**

*“Who is My Neighbour?”*

Read the story of the Good Samaritan using the picture from *God’s Story 3*, page 101.

*One day someone asked Jesus a tricky question, “Who is my neighbour?” Jesus answered by telling one of his stories, called a parable.*

*There was once a Jewish man who was on a journey from Jerusalem to Jericho, when robbers set upon him. They stripped him of his clothes, beat him up and left him by the roadside. A priest happened to pass by. He saw the man lying injured and walked by on the other side of the road. Then another man came along. He went over and looked at the man but then he walked away too.*

*Next came a Samaritan. When he saw the poor injured man lying in the ditch he went over to him, cleaned his wounds and bandaged them up. Then he helped the man to climb up onto his own animal and took him to an inn, where he could be looked after. Next day the Samaritan gave the innkeeper two silver coins. “Take care of him,” he told the innkeeper.*

*Jesus ended the story with a question, “Which of the three was a neighbour to the man?”*

(based on Luke 10: 25−37)

Explain to the children that Samaritans lived in Samaria and that Jews and Samaritans would have nothing to do with one another. They could not get on because they could not agree about what they believed, so they became enemies.

**SOME QUESTIONS TO ASK THE CHILDREN:**

* Can you answer Jesus’ question – “Which of the three was a neighbour to the man?”
* How do you think the injured man felt when the first two men walked away?
* What did the injured man need?
* Why was it strange that a Samaritan helped?
* Think of a time when you have helped someone.

The Good Samaritan made sure the injured man had what he needed. CAFOD works with our neighbours around the world, no matter who they are or what they believe, to make sure they have what they need. Show the children the *Helping Our Neighbours* PowerPoint (see cafod.org.uk/comeandsee) to show how CAFOD helps neighbours.

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Children to record in their own words the story of *The Good Samaritan*, saying why he was a good neighbour.
* Children to work in groups; provide them with a set of pictures to sort into needs and wants (from cafod.org.uk/comeandsee). Talk about the differences between needs and wants, emphasising that many of our global neighbours do not have what they need. Discuss ways that CAFOD works hard to change this.
* Ask the children to produce a frieze on their own or in groups to represent the main areas of need (food, water, shelter, health, education) for our global neighbour.

**CONTINUOUS PROVISION**

* In groups, invite the children to act out the story of the Good Samaritan.
* Sequence the story of The Good Samaritan.

**LEARNING FOCUS 5:** How to be a global neighbour.

**CONTENT | WHOLE CLASS CORE INPUT**

**Birthday cake activity**

Act out the Birthday cake activity (from *Birthday cake* *assembly)* available at cafod.org.uk/comeandsee (see list of resources on Reveal page).

**SOME QUESTIONS TO ASK THE CHILDREN:**

* Why isn’t this fair?
* How does it make you feel?
* What can we do to make it fair?
* You have enough food to eat and water to drink, but some people do not have this.

Jesus asked us to share and care for our neighbours around the world. How can we do this?

Show *‘Is this Fair?’* images available at cafod.org.uk/comeandsee (e.g. child drinking clean water/child drinking dirty water, child greedily eating cake, children sharing cake). Discuss which images are fair/unfair.

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Bake/buy some fairy cakes or buy Fairtrade fruit to eat (check allergies). Ask the children to share half each with a friend and discuss how to be a good neighbour to people who do not have as much as we do. Record ideas on a candle template (see cafod.org.uk/comeandsee for template).
* Ask children to read out the idea on their candle. Have a large cake outline in the centre of the circle. Children place their candle on the cake.
* Pray this prayer with the children:

*Lord Jesus, teach me to care, Lord Jesus, teach me to share,*

*Lord Jesus, teach me to be kind to neighbours everywhere. Lord Jesus, help our sisters and brothers all over the world to have a fair share.*

**CONTINUOUS PROVISION**

* Using the prayer above, make into a bookmark and decorate.

**LEARNING FOCUS 6:** To discover new ways of helping our neighbours.

**CONTENT | WHOLE CLASS CORE INPUT**

Jesus taught us to love our neighbour and to share, care and help each other. One of the ways of helping our neighbours is by buying Fairtrade goods. Show *Maria’s Story* PowerPoint presentation (see cafod.org.uk/comeandsee).



**SOME QUESTIONS TO ASK THE CHILDREN:**

* What do we make from coffee beans?
* What does Fairtrade mean?
* How does Fairtrade help Maria and her family?
* How does buying Fairtrade items show our love for neighbours around the world?

For further information about Fairtrade, see fairtrade.org.uk; for pictures of different Fairtrade products see cafod.org.uk/ comeandsee

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Design or re-create a Fairtrade mark on the T-shirt template provided (see cafod.org.uk/comeandsee). Use an art program on the computer, or use paint, collage, chalk.
* Design a poster to put in the staffroom to encourage all staff to drink fairly traded tea and coffee.
* Write a letter or a postcard to Maria to show how they have helped a neighbour this week.
* Visit a local shop or supermarket to buy some Fairtrade goods to share at the end of the rejoice celebration.

**CONTINUOUS PROVISION**

* Play interactive Fairtrade shopper game (see cafod.org.uk/comendsee).
* Create a local shop or supermarket. Provide Fairtrade goods/packages.

**RESPOND**

Remembering, celebrating and responding to neighbours all around;

everyone is a neighbour loved by God

**Remember**

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to *Neighbours.*

Using the display, children may be able to contribute to the following through discussion, role- play, drama, art, cue cards etc.

**Ask the children if there is anything they wonder about**

* Who is our neighbour?
* How we can be a good neighbour?
* What would happen if someone was not a good neighbour?

**Provide the opportunity, possibly by one of the means above, for the children to remember**

* What makes a good neighbour.
* How Jesus’ friends were good neighbours.
* The story of Good Samaritan.
* What Fairtrade means.
* How we can be global neighbours.
* To discover new ways of helping our neighbours.

**Rejoice**

Remember to plan. *(Download the Rejoice and Gather Form on the Come and See website.)*

**Renew**

The teacher helps each child to make an individual response, hold on to and make their own

what they have understood of their own experience and of the experience of the Church community.

**Apply their learning**

How can I be a good neighbour today?

**Some suggested ideas**

After a time of quiet reflection and prayer, invite the children to do one of the following:

* On a template of the world, write/draw ways in which we can show God’s love to our neighbours at home and beyond. Share this with someone in school or at home.
* Draw/write about ways of being a good global neighbour on a person template. Place these around a large outline of the world, adding to or replacing the figures from the Explore section of this topic.

**Teacher evaluation**

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

**SUMMARY**

Children will be able to **talk about** their experience and feelings about neighbours and be able to say what they **wonder** about neighbours both locally and globally. They will be able to **recognise** that everyone is our neighbour and is loved by God, and because of that they act fairly towards others.

Children will be able to **ask and respond** to questions about their own and others’ experiences and feelings about neighbours. They will be able to **retell** special stories about Jesus and his friends and **describe** some ways in which religion is lived out by believers.

**CHURCH TEACHING**

This is an outline of the teaching of the Church covered in **NEIGHBOURS:**

* Everyone is a neighbour and loved by God.
* The story of Good Samaritan.
* God gives dignity to each human person.
* A Christian’s faith impels them to act fairly towards others.
* Understanding and application in daily life of Fairtrade.
* The implications of being global neighbours.