**Year 5**

**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** |  | | |
| Christians believe that every human being is created in the image of God and has the special gift and challenge of sharing in God’s creation. We ourselves are part of creation, and are dependent upon it: we are made aware that caring for creation is part of caring for ourselves.  **Scripture:** Genesis 1:26 *Then God said: “And now we will make human beings; they will be like us and resemble us.*  *They will have power over the fish, the birds, and all animals, domestic and wild, large and small.”*  **Catechism of the Catholic Church 2415:** The seventh commandment enjoins respect for the integrity of creation. Animals like plants and inanimate beings, are by nature destined for the common good of past, present and future humanity. | | | |
| **ABOUT THE TOPIC** |  | | |
| **Prior learning:** different saints show people what God is like  **This Topic: learning outcomes**  Know and understand:  • Caring for the earth – **Explore**  • The Church is called to stewardship of Creation – **Reveal**  Acquire the skills of assimilation, celebration and application of the above – **Respond** | | | |
| **SCRIPTURE** | **TRADITION** | | |
| Genesis 1: 1-31 *God’s Story 3* pages 8-9  Leviticus 19: 9-10 *God’s Story 3* page 30  Psalm 104 *God’s Story 3* page 51  Isaiah 1: 17  Luke 12: 32-34 | stewardship of Creation, earth as gift respect and care for creation | | |
| **SOME QUESTIONS OF MEANING & PURPOSE** | **CORE VOCABULARY** | | |
| What do I really care about?  How can I show concern for what I care for?  How can I be a steward of creation? | care, world, Earth, sustainable, stewards, stewardship sustainable, creation, creator, created, stewards stewardship, climate, preserve, ecology, integrity harmony | | |
| **RESOURCES** | | |
| *Church’s Story 3*  *God’s Story 3*  *CAFOD website:* [*cafod.org.uk/comeandsee*](https://comeandsee.cafod.org.uk/) | | |
| **COME & SEE WEBSITE** | **STANDARD INDICATORS** | | |
| Links to renewable energy sources  Link to art gallery  Video of Easter Vigil, lighting of fire | **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, Creation, the Trinity, Jesus Christ, Son of God, the Holy Spirit  **Area of Study 2:** What is the Church? One and holy, Catholic, Mission  **Area of Study 3:** Liturgy, Sacraments, Baptism, Confirmation, Eucharist, Reconciliation and the Anointing of the Sick, Holy Orders and Matrimony, prayer  **Area of Study 4:** The dignity of the human person, freedom, responsibility and conscience, the human community, love of God, love of neighbour | Nicene creed – opening sentence  Holy, Holy  Offertory prayer | *All creatures of our God and King*  *Laudate si* | |
| **POINTS TO REMEMBER** |  |  | |
| For many children the concept of stewardship will be new. We are all responsible as stewards of the earth. Be sensitive to the children in the class from different countries when talking about different areas. Emphasise that the world is not ours to own but it is loaned to us for the time we live on it. We must protect it and sustain it for future generations. | | | |

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

YEAR 5 - 4 WEEKS | The Church is called to stewardship of Creation

**EXPLORE**

Caring for the Earth

**STANDARS INDICATORS**

* Children will be able to **make links** to show how feelings and beliefs about care for the earth affect their own behaviour and that of others.
* Children will be able to **compare** their own and other peoples’ ideas about questions that are difficult to answer concerning their stewardship of the earth.
* Children will be able to **show how** their own and others’ decisions about how they care for the earth are informed by beliefs and values.

**KEY WORDS**

care, world, Earth, sustainable, stewards, stewardship

**RESOURCES**

* Camera, video camera
* Children to bring in something they care for/ about
* Poem leaf, one per child
* Climate change game (optional)

**COME & SEE WEBSITE**

* CAFOD website cafod.org.uk/comeandsee for resources and images.

**LEARNING INTENTION:** Transforming energy.

**CONTENT**

Starter activity: ask the children to write down:

1. A **person/people** on earth they care about.

2. A **place** on earth they care about.

3. Some**thing** on the earth they care about.

Share ideas and categorise them together. Look for common themes. Discuss the distinction between natural and man- made places on earth.

Encourage the children to bring in an object or talk about something they really care about.

After discussion and sharing, talk about the fact that we all care for things in this world. When we care for something, we have some responsibility for it, and we are stewards of it. Ask the children what they think the word ‘steward’ means.

There are stewards at football matches, concerts or even at church. When we look after something, this is called stewardship. Often, the word stewardship is used to refer to a responsibility to take care of something that is owned by someone else.

**SOME KEY QUESTIONS**

* How do you treat something you care for?
* How would you feel if someone mistreated what you care for?
* After explaining the meaning of stewardship. Ask: can you think of any other words that have similar meaning to stewardship? (e.g. respect, love, care, honour, nurture, protect) Record the ideas.
* What do you think *sustainability* means in connection with the earth?

In simple terms, sustainability means taking into account the impact that our choices will have on other people, future generations and on the earth that nourishes us.

**SOME SUGGESTED ACTIVITIES**

* Go outside and encourage the children to be still and take notice of the world around them. Give them the opportunity to write a poem or draw a picture to represent what they care for on the earth.
* Set up think-tank groups around the room. Each group will record, on a big sheet of paper, questions they have which are difficult to answer about caring for the earth. Then each group sends an envoy to another group taking the questions with them and collecting the questions from the visiting group. S/he then returns to the original group and together they compare findings. Share the findings with the class and talk about possible answers.
* Ask the children to write on cut out leaves (using recycled paper if possible) ideas of ways to care for the earth and the reasons why we should care for it, starting with the words discussed earlier (e.g. respect the flowers, protect the birds, honour the land, care for the water etc.). The leaves can then be added to a tree of stewardship.
* Investigate a current environmental issue, e.g. river pollution/deforestation. Discuss and research this in groups making links to show how their feelings and experience around caring for the earth affect what they think and do in their everyday lives. Choose a way to present the findings of each group.
* Debate an environmental topic, encouraging children to express their own feelings, ideas and values.

**Display idea:** The tree of Stewardship could be made out of recycled materials such as packaging, sweet wrappers, etc.

**REFLECTION ON SIGNIFICANCE**

Gather in a circle and play some quiet reflective music. On the focus table include signs of life such as a growing plant or pictures to represent creation. Have a poem leaf for each child (see CAFOD website: cafod.org.uk/comeandsee).

* Think about what we have learnt this week about caring for the earth.
* How has it made you feel?
* What has it made you think about the Earth and our place on it?
* What has it made you think about our relationship with our sisters and brothers and all of creation now and in the future?

Reflect together

*Look to this day for it is life, the very breath of life...*

*For yesterday is already a dream and tomorrow is only a vision.*

*But today, well lived, makes yesterday a dream of happiness*

*and every tomorrow a dream of hope. Look well, therefore, to this day.*

Ancient Sanskrit Poem

Invite the children to come one at a time to take a leaf with the poem on from the focus area. Encourage them to take the poem home to share and discuss with their families.

**REVEAL**

The Church is called to Stewardship of Creation

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

**STANDARD INDICATORS**

* Children will be able to **give reasons** why Christians are concerned about the stewardship of creation.
* Children will be able to **make links** between scripture and the belief of caring for creation.
* Children will be able to **describe and show understanding** of scripture, beliefs, ideas, feelings and experiences of being stewards of God’s creation and make links between them.
* Children will be able to **show understanding** of how religious belief shapes life in relation to stewardship of creation.
* Children will be able to **engage with and respond** to questions of about care of creation in the light of religious teaching.

**KEY WORDS**

Care, world, earth sustainable, creation creator, created, stewards, stewardship, climate preserve, ecology integrity, harmony

**RESOURCES**

* Camera, video camera
* Children to bring in something they care for/ about
* Poem leaf, one per child
* Climate change game (optional)

**ICT**

* CAFOD website cafod.org.uk/comeandsee for resources and images.

**LEARNING FOCUS 1:** The wonders of God’s creation.

**CONTENT**

Look at the *Wonders of Creation* PowerPoint on the CAFOD website (cafod.org.uk/comeandsee) while reading Genesis 1: 1-25. *God’s Story 3* page 8 *In the Beginning* and show the slides for each verse and possibly play some background music.

Share the paragraph about the writer of Genesis from *God’s Story 3* page 7. The book of Genesis is not meant to be a scientific account of how the world began. It is a beautiful poem which tells us the truth about the goodness and creative power of God. It also helps us to understand the harmony and interrelatedness of all creation. This is called the integrity of creation.

People of every time, in every place, have been struck by the beauty of the world and wondered about its beginnings.

How did the world begin? Scientists are always searching to discover more about how the world began. Some spend their whole lives researching and share their results in books, on television and on the internet. They are always discovering more about our beginnings and the beginnings of the world. Show the pictures from *God’s Story 3* page 9 and talk about them.

**SOME KEY QUESTIONS**

* What does the text from Genesis tell you about the writer?
* What questions do you think the writer asked about the world?
* What did the writer want people to know about God?
* How do you think the many parts of God’s world are in harmony with each other?
* What do you think is meant by the integrity of creation? Q What are some of the ways people can look at the world today that the author of Genesis could not and what do you think this means for us? (e.g. space, knowing the diversity of the world, volcanoes, icebergs, rainforests, deserts.)

St Francis (1181-1226) cared greatly about God’s creation and God’s people. Share and reflect on his Canticle of the Sun (cafod.org.uk/comeandsee).

**SOME SUGGESTED ACTIVITIES**

* Take the children outside and using a camera/video camera invite them to take photos/film of the wonders of God’s creation. Present photos/film to the class.

(Add photos to the tree of Stewardship display) Ask the children to use this experience to prepare a presentation for another class which makes links between Genesis, the Canticle of the Sun and their own beliefs.

* Give the children a missal and ask them to identify parts of the Mass that praise God’s creation, e.g. Holy Holy, opening sentence of the Creed, Offertory prayer. Discuss in pairs why you think we thank God for creation when we celebrate Mass.
* Invite the children to write a prayer or poem of their own starting each line with ‘We praise you Lord …’ making links between the Genesis story and belief in God as Creator of all. Illustrate the prayers/poems for display or publish using IT using appropriate fonts and inserting pictures to show aspects of nature.
* Using music, dance, drama, images, present the Creation Story showing understanding of the link between scripture, beliefs, experiences and feelings.
* Invite the pupils to work with younger children as they discover God’s wonderful world. Provide further detail of what they might do – e.g. teach them what they have learnt about God as Creator, read the prayers/poems to them and help them produce some paintings based on the Genesis story of Creation.**LEARNING FOCUS 2:** The task of stewardship –caring for God’s creation.

**CONTENT**

Read *God’s Story 3* page 10 Genesis 1: 26-31, *Made to be like God,* explain that after God created the earth, God created humans.

Explain that all people are made in the image and likeness of God and that means that each person has dignity and is to be treated with respect. Creation is not ours to own but it is on loan to us for the time we live on the earth. The text just read, tells us of our responsibility to take care of the earth and everything in it; that is to be good stewards. We must protect and sustain it for future generations.

Display Genesis 1: 26-31, give the children time to read it in silence. After a short while invite anyone who would like to, to read the line or phrase they like best and explain their reason. Have a pause between each one.

**SOME KEY QUESTIONS**

* Why did God make human beings? Q What job have humans been given?
* How well do you think humans do that job? What are your reasons for your answer?
* How does scripture inspire people to be stewards of creation?
* How does Christian belief in stewardship of creation, shape how we take responsibility for caring for the earth

Preventing damage to God’s creation

In our world people don’t always take care of God’s creation.

* Show PowerPoint (cafod.org.uk/comeandsee) about the 4 main areas of damage to environment.
  + Pollution and damage to the world’s eco-systems
  + Using up the world’s natural resources
  + The impact on the world’s poor
  + The loss of beauty and diversity.

The challenge we face is to halt this destruction and heal, wherever possible, the damage already done to the planet. Sometimes our actions encourage other people to act too. They see what can be done and join in. This is called leading by example or by witness.

Fortunately there are many people who are concerned about the harmony and integrity of Creation and want to live a more ecological or green life style. St. Francis is the patron saint of Ecology. Ecology, which comes from the Greek word meaning house or home, is about being at home on earth and ensuring the good relationship between created things. The desire for a more ecological or green life style brings together people, of different religions, races and cultures.

**SOME SUGGESTED ACTIVITIES**

* Divide the class into groups. On each table place a big sheet of flip chart paper with one of the following questions.
  + Why do you think it is important to show respect for and be stewards of God’s creation?
  + Do you think that people respect the environment?
  + Give reasons/examples for your answers.
  + In what ways could you encourage people to show greater respect for and stewardship of the environment and God’s creation?
  + What actions would you like your school to take, to care for the environment and creation?
  + How have people damaged God’s creation?

For 5 minutes each group will discuss and note the key points from their learning. In carousel style the groups move round the tables every 5 minutes, until they are back at their first table, adding to each sheet.

Quiet pause for reflection: invite children to go round the tables reflecting on how their decisions and those of others regarding stewardship of creation are informed by what they have seen and learnt. Write thoughts on large *post it notes* and display for discussion.

* Research some ecological or green life styles; find out what people do, why and how you might apply it yourself. Share your findings and decide on one thing you can do as a class that would make a difference.
* Ask children to stand. Designate two areas of the room one for ‘agree’ and one for ‘disagree’. Read the following statements and after listening to each one in turn ask the children to stand in the area of their choice. Discuss reasons for answers and whether a child might both agree and disagree.

*Most humans don’t care for the earth.*

*Damage to the environment affects every part of creation.*

*We should not only think about ourselves but protect*

*God’s creation for future generations. I cannot change the world.*

*The survival of the world depends upon our sharing what we have and working together.*

*Creation belongs to us, we can do what we like.*

*We can make a difference.*

**LEARNING FOCUS 3:** Ways to be stewards of God’s creation.

**CONTENT**

One very important way in which we should be stewards of God’s creation is in the area of the impact of climate change. Talk about the difference between weather and climate.

Remind the children that whereas weather can change dramatically in the course of a day – climate usually takes years to change. The reason why people are concerned now is because the climate is changing more quickly than before.

As a class use *Impact of Climate Change* PowerPoint available on the CAFOD website.cafod.org.uk/comeandsee. Select option 1 *‘the possible impacts of climate change’.*

**SOME KEY QUESTIONS**

* What Christian beliefs and values compel us to take action?
* What is the impact of climate change on the harmony of God’s creation?
* Why should a Christian help people affected by the impact of climate change?

Explain to the children that cyclones, floods and droughts have always happened and are more common in some areas of the world – for example, monsoon flooding in Bangladesh. The issue, however, is that as a result of climate change these extreme weather events are happening more frequently, more intensely and less predictably.

It is also important to help the children understand that local communities are frequently the best placed to know and understand the extremes of their environment and how to adapt to fluctuations in it. The unpredictability of climate change is making it harder for people to prepare and adapt. And the increased intensity of some extreme weather events makes it harder for communities to recover.

CAFOD works in partnership and listens to the needs of local communities in order to plan, prepare and maximise their adaptive capacity to future extremes in climate.

Now using the same PowerPoint (cafod.org.uk/comeandsee) select Option 2 on the main menu ‘CAFOD case studies, impacts of climate change around the world’. Click on the interactive map to read the case studies from Niger and Bangladesh.

* How could climate change have contributed to these emergencies?
* In what ways were the people living there affected?
* In what ways did CAFOD work with the local communities to support them?

**SOME SUGGESTED ACTIVITIES**

* Invite the children to write a school magazine article, radio interview or website news page on the Niger or Bangladesh case studies, giving reasons for the actions of those who supported them because of their beliefs.
* Ask the children to imagine being a child in either Niger or Bangladesh at the time of the drought/floods. Set up situations to show understanding of how we can be guided to be better stewards of creation. Make links with Laudato Si, (See CAFOD resources), Genesis - the creation story etc. and feelings, beliefs, hopes and fears. What messages can we learn from this and pass on to others.
* Create some “mock” interviews using digital microphones or video recorders, where children assume the role of an eye witness or reporter. Encourage the reporters to ask questions of the eye witnesses that explain how their values and beliefs influence their thoughts and behaviour.
* Play the *Climate Change* game. Order from CAFOD website (cafod.org.uk/comeandsee). After playing discuss: what does this game teach you about what God wants for the earth and God’s people?

**LEARNING FOCUS 4:** We are called to Stewardship.

**CONTENT**

Play some quiet music and lead into listening to Psalm 104 God’s Story 3 page 51. Display the text and ask the children to reflect on the wonders of creation and our responsibility to steward them. Highlight key words and phrases.

Show the PowerPoint (cafod.org.uk/comeandsee).

*Catholic Social Teaching:*

*A Key Principle – Stewardship of creation.*

*The earth and all life on it is God’s creation. We are called to take care of it because it is a holy gift from God and the only place we can live. When we make bad or thoughtless use of the earth’s resources, many people suffer. When we make poor choices about how we treat other living things (people, animals, plants) we cause life to be less than God intends. Making wise choices about the care of God’s creation is called good stewardship.*

Anne E, Neuberger 2005.

A story of good stewardship:

**Listen Up!**

The people of the Cabrican in Guatemala are changing the way they live, to protect their local environment.

For generations cutting down trees for firewood and building has been many people’s job, but the community realised that if they carried on they wouldn’t have any trees left! They needed to think of other jobs that they could do to look after their families, while at the same time respecting the environment and the trees around them.

That’s where Radio Balam Estereo steps in. People learn how and why it is important to protect the environment by listening to the radio. It explains everything in the local language, called Mam, and it even teaches people about different jobs so that they don’t need to cut down the trees. Now people are learning to weave to support their families.

*“I’ve taught our neighbours and friends to weave and children are learning from their families. Now a lot of people in the community are weaving. The radio encourages people to do this”*

Arturo Mendes CAFOD partner

The radio station is also promoting “reforestation”, to replace the trees that have already been cut down. Up to 20,000 seedlings can be planted in one year! It’s important as a community to replace the trees, as they act as live barriers against mud slides during hurricanes – something the people of Cabrican and Guatemala know only too well after

the devastating effects of Hurricane Stan in October 2005.

People have really tuned in to the lessons being shared by Radio Balam Estereo, and it shows. Now whole communities are working together to make changes for a sustainable future.

**SOME KEY QUESTIONS**

* What does it mean to say that ‘*poor choices about how we treat other living things cause life to be less than God intends’*?
* How are the people of Cabrican helping themselves, others and the environment?
* What do you think the consequences will be if we do not care for the world?
* How can we make people more aware of the consequences of their choices?
* How does the understanding that we are all called to be stewards of creation shape the lives of believers?

**SOME SUGGESTED ACTIVITIES**

* Give the children a selection of statements with good and poor examples of stewardship from the CAFOD website (cafod.org.uk/comeandsee). Work in pairs. Children choose a statement; decide whether it is an example of good stewardship or a poor choice. For each statement chosen, write a reason for the choice showing how their beliefs, values and learning influence their actions.
* Radio Balam Estereo broadcasts educational programmes to help communities understand why it is important to care for God’s creation. In small groups ask the children to produce a Stewardship Charter for their school environment, showing understanding of how religious belief in being good stewards of God’s creation shapes school life. (e.g. litter in the playground or whole school recycling projects) ‘We are called by God and the Church to………….because…..
* Individually, write to parents/teachers/parish showing why it is important for all the children in the school to be stewards of the school environment and giving suggestions about how they can work together to make changes. Encourage children to include Psalm 104, Genesis Laudato Si (See CAFOD resources) and Christian values and beliefs. The scripts could be used as an assembly presentation, presented to the parish or be recorded/videoed for your school website!

**LEARNING FOCUS 5:** Caring for God’s people.

**CONTENT**

Recap previous learning about what it means to be a steward of God’s creation Gather the children and explain that you are now moving on to talk about how we care for other people. Emphasise that part of stewardship is caring for people in God’s creation.

In a circle, share Leviticus 19: 9-10 –*God’s story 3* page 30 *Care for others* – as a stimulus with the children. Give them some time to think about the scripture, and share their

first thoughts about what it might mean. In pairs or threes, children come up with “big questions” (if possible, that go beyond the stimulus, for example, “What is sharing?”) They should then choose their favourite question to share with the class. Once all the questions have been shared, the class votes on which question they want to discuss. Going around the circle, each child has the opportunity to share their answer to the question. Encourage children to respond, by agreeing or disagreeing, to what the others in the class have said. Spend some time discussing the question as a class. Finally, give each child the opportunity to share their final thoughts on the “big question” and the scripture. Children could then write their own answer to the “big question”, incorporating as many ideas as they can from the discussion.

**SOME QUESTIONS TO ASK THE CHILDREN:**

* It is important that we only take from creation what we need. What is this passage from scripture teaching us?
* What lessons about sharing can you learn from this story?
* How can you care for others at home and at school? Jesus was concerned that we should not always be thinking about what we have and that we should share. He told us not to worry because God will always take care of us. This is what he said: (display the text and talk about its meaning)

*Do not be afraid, for your Father is pleased to give you the Kingdom. Sell all your belongings and give the money to the poor. Provide for yourselves purses that don’t wear out, and save your riches in heaven, where they will never decrease, because no thief can get to them, and no moth can destroy them. For your heart will always be where your riches are.*

Luke 12: 32-34

* What do you think Jesus means when he talks about purses that don’t wear out?
* What will be the reward of kindness to others?
* What kind of things do you set your heart on?

**SOME SUGGESTED ACTIVITIES**

* Using the scripture in this session design a leaflet that could be given to people after Mass, explaining the scripture, ideas and the beliefs that Christians have concerning the care of Creation and its people, include some practical ideas and invite people to respond with their own ideas.
* Hold a prayer writing workshop. Invite the children to write a prayer/s about caring for other people in God’s creation. Make a book of prayers or add them to your tree of stewardship.
* Working in groups, write this question on a large sheet of paper: *What small things can you do* *to help care for others?* How can you do this? What scripture has influenced your actions. Discuss and share sheets with other groups as a whole class.

**LEARNING FOCUS 6:** Being good stewards of all the resources entrusted to us.

**CONTENT**

Ask the children to spend a few minutes looking at the picture “Mining for school fees” on CAFOD website cafod.org. uk/comeandsee.

**SOME KEY QUESTIONS**

* What can you see in the picture?
* What do you think the boy is holding in his hand?
* How do you think he got it?

**TELL THIS STORY**

**Mining for school fees**

The boy in the picture lives in the Democratic Republic of Congo (DRC), a vast country in the centre of Africa. In his hand is a small piece of gold. Lots of people see gold as a symbol of wealth and power. It is used in everything from jewellery to food and aircraft engines to computers.

But gold has done little to reduce poverty in developing countries and is often linked to fighting. Gold mining can harm the environment and cause lots of problems for people living near mines. Sometimes the deadly chemicals that are used to get the gold out of the rock get into the water supply and people get very sick.

Children often work in the mines. A teacher from a mining area explains how this affects them: “The Government has not paid teachers here for years. So I just get $30 a month out of the school fees paid by parents. The school is for six to twelve year olds. It costs the parents one dollar per child, per month. Many children leave school and start mining because they can’t afford the fees. Some of them even mine after school. Each year we have lots of children at the beginning but after a while, fewer and fewer come. The parents all want to educate their children but they are helpless.”

(School teacher, Mongbwalu)

CAFOD works to ensure poor people benefit from the natural resources of their nation and to have a say over how these resources are used. CAFOD campaigns to help make sure

that big mining companies act responsibly and that ordinary people are treated well.

God is concerned for anyone who is treated unfairly. At the beginning of the prophet Isaiah God makes that clear:

*Learn to do good; see that justice is done, help those who are oppressed,*

*give orphans their rights and defend widows.*

Isaiah 1: 17

**SOME KEY QUESTIONS**

* How is CAFOD living up to the responsibility of being good stewards of all the resources God has entrusted to us in the story of Gold Mining?
* How do CAFOD’s beliefs and values influence your thinking and actions?
* What do you think God meant when he gave the message to Isaiah; *learn to do good?*
* Who are the people mentioned in this scripture passage as needing care? Why do you think they need help?
* How would you apply the passage from Isaiah to the story about gold mining?

**SOME SUGGESTED ACTIVITIES**

* Plan and produce some publicity materials informing people why Christians feel it is important to steward God’s creation wisely. Use some scripture passages.
* Write a persuasive letter to the mining company to compel their leaders to be better stewards of all the resources God has entrusted to us. Use quotes from scripture as part of your argument and include something about the values which Christians believe.

Pause and reflect: read the CAFOD prayer Walk Lightly to summarise the learning – see CAFOD website cafod.org.uk/ comeandsee.

**RESPOND**

Remembering, celebrating and responding to caring for the Earth

and that the Church is called to stewardship of Creation

**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 the experience of *Stewardship.*

Using the display, children may be able to recognise the following by use of discussion, role-play, drama, art, cue cards etc.

**Ask the children if there is anything they wonder and ask questions about:**

* What do I really care about?
* How can I show concern for what I care for?
* What does stewardship mean?
* How can I be a steward of creation?

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

* Understand the wonders of God’s creation and about God as Creator, with some reference to Genesis.
* That people are made in the image and likeness of God.
* How and why Christians can be good stewards.
* The Christian’s responsibility to take care of, to be a steward of the earth and why.
* Some scripture, ideas and the beliefs that Christians have concerning the care of Creation.
* Ways of being stewards of God’s creation.
* Why ecology is important.
* What climate change is and why it happens.
* CAFOD’s role in stewardship.

**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 to hold on to and make their

own, what they have understood of their own experience and the experience of the Church

community.

**Apply their learning**

How might you respect the environment and become a steward of God’s creation?

**Some sample ideas**

After a time of quiet reflection and prayer; invite the children to:

* Write their answers to the above question on a postcard clearly labelling it with their name and class. Collect the postcards in and give them to the year 6 teacher to give back to the children the following September. The teacher will enable the children to remind themselves of the actions and evaluate their progress with them.

**Teacher evaluation**

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

**SUMMARY**

Children will be able to **make links** to show how feelings and beliefs about care for the earth affect their own behaviour and that of others and be able to **compare** their own and other peoples’ ideas about questions that are difficult to answer concerning their stewardship of the earth.

They will be able to **give reasons** why Christians are concerned about the stewardship of creation and **make links** between scripture and the belief of caring for Creation.

Children **show how** their own and others’ decisions about how they care for the earth are informed by beliefs and values and be able to **describe and show understanding** of scripture, beliefs, ideas, feelings and experiences of being stewards of God’s creation and make links between them. They will be able to **show understanding** of how religious belief shapes life in relation to stewardship of creation and **engage with and respond** to questions of about care of creation in the light of religious teaching.

**CHURCH TEACHING**

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

* An understanding of the book of Genesis and other scripture related to stewardship.
* The harmony and order of the created world.
* Solidarity among all creatures.
* Being made in the image and likeness of God.
* The integrity of the Creation.
* The stewardship of creation.
* The Catholic Social teaching about care for others and for the integrity of creation.