

Our World – A Universal Church Topic

*Note to parents.

This work comes from the *Come and See* Religious Education programme which is taught in all Catholic schools in the Archdiocese of Liverpool. We have given a general guide to the learning opportunities that your child may have come across in school and have only suggested and selected a small amount of the programme. The activities aim to keep Religious Education practical and fun. They are in Year groups however, there is no harm in completing other year group work as this will help your child to remember and strengthen their learning.

Please only choose the activities you and your child wish to complete. There are lots of suggestions to help you choose.

The first part of learning is called – **EXPLORE**. This shares your child's everyday experiences and helps them to see how the Catholic faith is lived in their everyday lives as the theme progresses. The second part, called – **REVEAL** shares bible stories, religious teachings, lives of saints etc. that can relate to their everyday life.

This theme is a **Universal Church** theme and shows the Church at work throughout the world.

CAFOD resources are mentioned throughout and can be accessed on their website: comeandsee.cafod.org.uk
You will have to log in to use the resources, but they are plentiful, fun and free to use.

EYFS - OUR WORLD - EXPLORE

What we love and wonder about our world

- Children can talk about their own experiences of the world and what they love about our world
- Children might be able to say what fills them with wonder about the world.



Activity:

Go outside and enjoy a nature walk. Take a magnifying lens if you have one. Look around you at all the wonderful things you can see – flowers, birds, trees, insects, etc. etc. Take a close look at the detail you see and talk about everything you can see, hear, smell, touch and possibly taste. Take some photos. Collect some leaves, feathers etc. (Remember not to pick the wildflowers!)

What is it that you liked the best on your walk? Why?

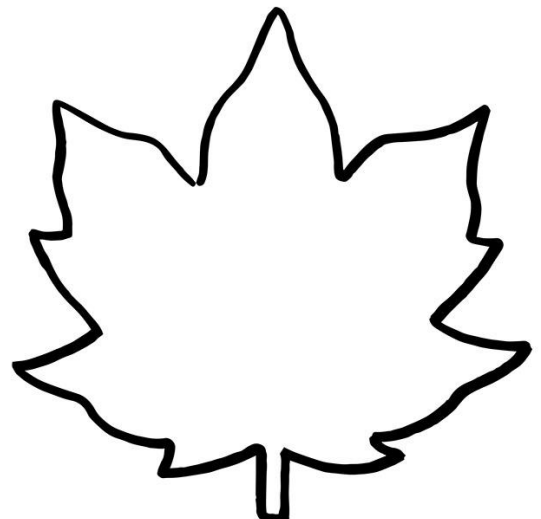
Is there anything you saw that you don't like – anything that spoils our world? (– litter, graffiti etc.)

When you get home, look at all the photos that you have taken and talk about the beauty in each.

Perhaps you could make a collage of the things you have collected and / or make some leaf prints.

Give each child a leaf shape and ask them to say what they wondered about on their walk. Write it on the leaf and add it to your collage or leaf prints.

Talk with the children about how we should look after things in our world, so they don't get spoiled.



EYFS - OUR WORLD - REVEAL

God gave us a wonderful world

- Children may recognise some words and phrases in the scripture from Genesis.
- Children may recognise that people want to take care of the world and share with others because they believe that God said, "Take care of my world!"
- Children may be able to say what they wonder about and how we can all work together to care for the world



Read this to the children:

God made the world and everything in it. He saw that it was all good.

He made the sun and the stars, the sea and the land, the plants and the trees, the animals and the fish. He made people and he told them to enjoy the world and look after everything in it that he had made.

(adapted from Genesis)

Print a copy of the poster, 'God Made Our World' (see below)

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. Let them pick out their favourite part and say why they like it. Talk about all the things you see on it.

Ask them what they love most about God's world? Is there anything they love that they would like to see on the poster?

Ask the children to draw their own world, inviting them to draw things that they love most about God's wonderful world. Talk about what they have included and why. Remind them of the things they saw on their nature walk.

Talk to the children about the need to care for our world and everything in it. Tell them it is precious to God because God made it and it is good, so it is precious to us to and we must look after it.

Together make up a litany of prayer to thank God for our wonderful world and ask for help to care for it and everything in it.

e.g. Thank you God for flowers and trees....., Help us to take care of them!

Thank you, God for the rivers and the seas....Help us to take care of them!

Talk about what you can do at home to look after God's wonderful world. (turn lights, taps off, not wasting food etc.)

Plant something or maintain an existing garden.

Focus on how this is part of God's wonderful world and why we need to take care of it. Talk about what would happen if we didn't look after it.

Take photographs of the children nurturing God's creation.

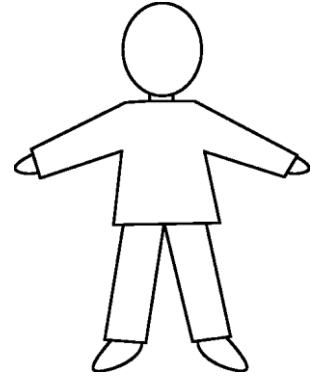


YEAR 1 - NEIGHBOURS - EXPLORE

Neighbours all around



- Children may talk about and ask questions about their experience and feelings about neighbours.
- Children may say what they wonder about neighbours, both locally and globally.



Ask the children who they think their neighbour is. Talk to them about their friends in school and the people who live in their neighbourhood. Talk about the differences and similarities.

Tell the children that everyone who lives in God's wonderful world is their neighbour. CAFOD is an international organization that helps to make life easier for our global neighbours who are not as well off as we are. They try to make the world a fairer, more just place. Read this story, or play the powerpoint: from the CAFOD website (<https://comeandsee.cafod.org.uk/login?redirectUri=https%3A%2F%2Fcomeandsee.cafod.org.uk%2FYear-1-resources%23file-20920>) CAFOD helped the family to build their house.



This is Marie-Doriane and she is a global neighbour. She is 8 years old and lives in Rwanda in Africa. There are 8 people in her family. Marie-Doriane's dad was killed and that makes her sad. She lives with her mum and 3 sisters. There are also 4 other children who live with them. These are all orphans and Marie-Doriane's mum, Liberate, looks after them all. She loves them all and takes care of them, so they are all happy and have lots of fun. Liberate works very hard every day in fields to collect crops and sells them to pay for food and for the young children to go to school. Marie-Doriane and her sisters, Marie-Claire and Marie-Louise love to play together, they laugh, play games together and sing. They help Liberate with all the chores around the house. Their favourite lunch is potatoes, green vegetables, onions and tomatoes.

Talk about Marie-Doriane's life and the similarities between the children's lives here. Think about how and why Marie-Doriane is our neighbour. You might like to complete the worksheet below:

Hello Neighbour!

My name is Marie-Doriane. I am 8 years old. I live in a village called Gasala in Rwanda. Rwanda is in Africa. You are my neighbour.



Marie-Doriane's
family

My family

In my family is

My lunch

For lunch I have

Marie-Doriane's lunch



Marie-Doriane's favourite game



My favourite game

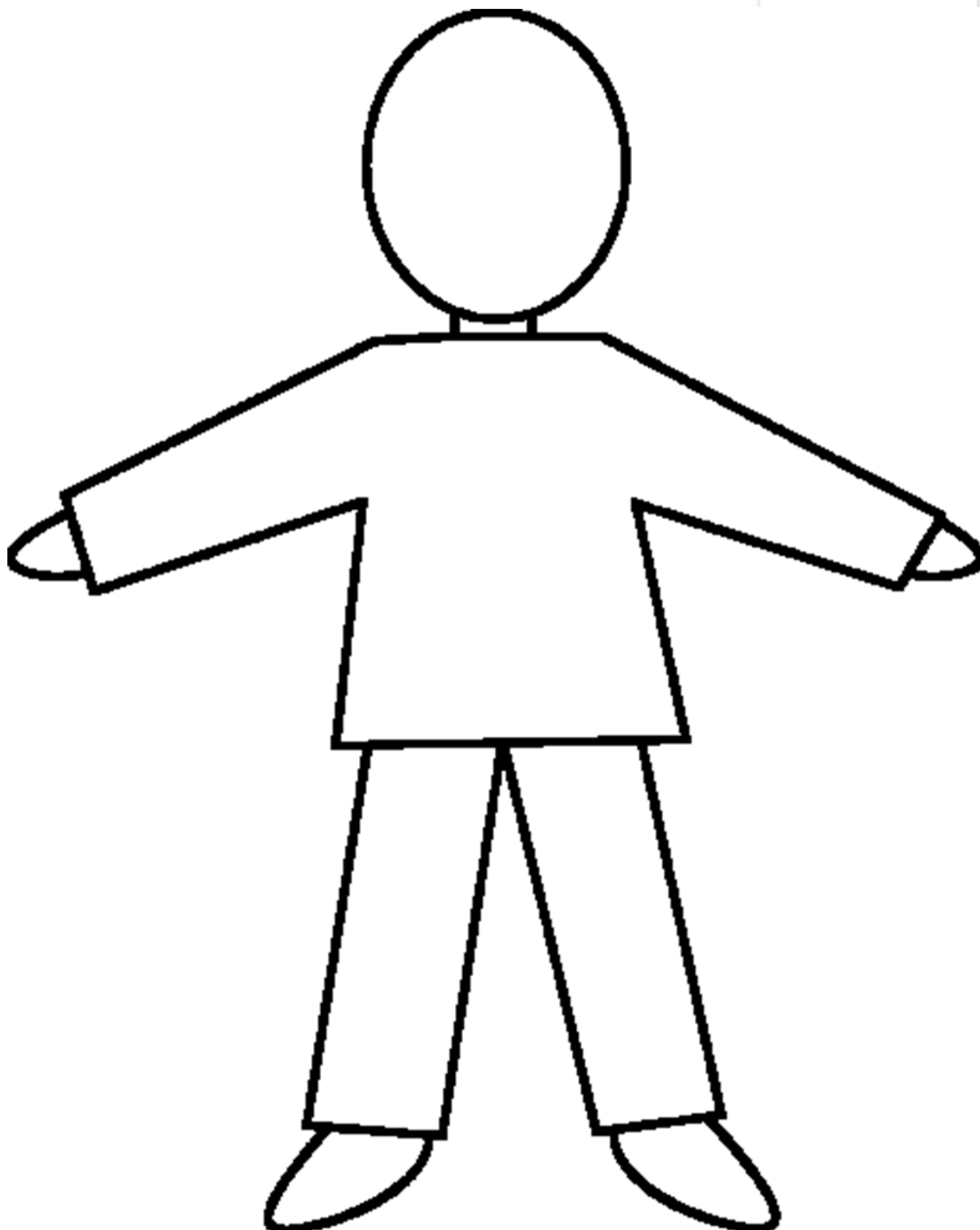
My favourite game is

Follow this link to see more global neighbours:

<https://comeandsee.cafod.org.uk/content/download/20955/146254/version/5/file/Explore%2C%20Reflection%20on%20significance%2C%20Neighbours%20around%20our%20world.pptx>

Make this person look like one of your neighbours by drawing a face, some hair etc..

Write on it why you think they are a good neighbour. E.g. 'Daniel is a good neighbour because he is my friend and he helps me when we play together.'



YEAR 1 - NEIGHBOURS - REVEAL

Everyone is our neighbour and is loved by God

- Children may be able to recognise that everyone is our neighbour and is loved by God.
- Children may be able to recognise and /or describe how people act fairly towards others because of their religion
- Children may be able to retell a special story that Jesus told.

Read the story from Luke's Gospel and act it out if you can:-

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)

Samaritans were people who lived in Samaria and in those days, Jews and Samaritans would have nothing to do with one another. They did not get on because they couldn't agree about what they believed, so they became enemies.

This Samaritan was a good neighbour because he helped the man, kept him safe and made sure the injured man had what he needed till he was better.

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. You might like to look at the 'Helping Our Neighbours' PowerPoint to show how CAFOD helps neighbours. Follow this link:

<https://comeandsee.cafod.org.uk/content/download/20977/146364/version/5/file/Reveal%20Focus%204%2C%20Helping%20our%20neighbours.pptx>

Talk about the pictures below and then ask the children to produce a collage to represent the main areas of need (food, water, shelter, health, education) for our global neighbours and compare it to their own experiences. Talk about what makes someone a good neighbour and what we could do to help our global neighbours to make the world a fairer place.

The children might like to record the story of *The Good Samaritan* in their own words and drawings, saying what he did and why he was a good neighbour.

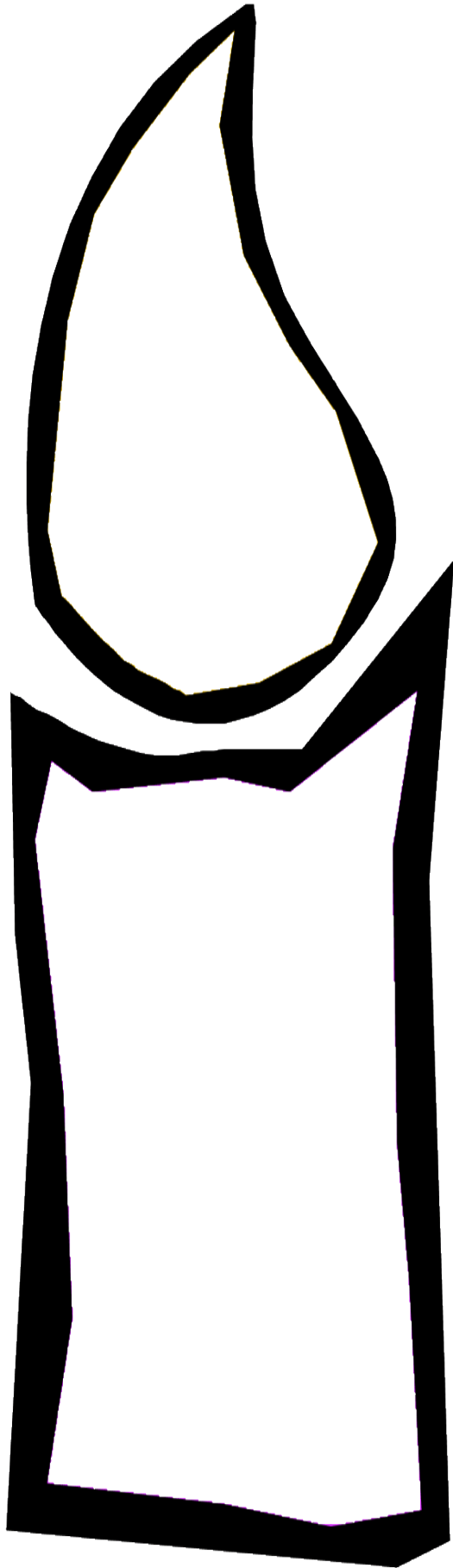


Fair or unfair?



Fair or unfair?





At the end of all the work you have done on **NEIGHBOURS**, say this prayer together.

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.

You might like to print the candle shape out and ask the children to colour it and write the prayer on it or stick it on.

Get them to write one way they can be a good neighbour on the back of it.

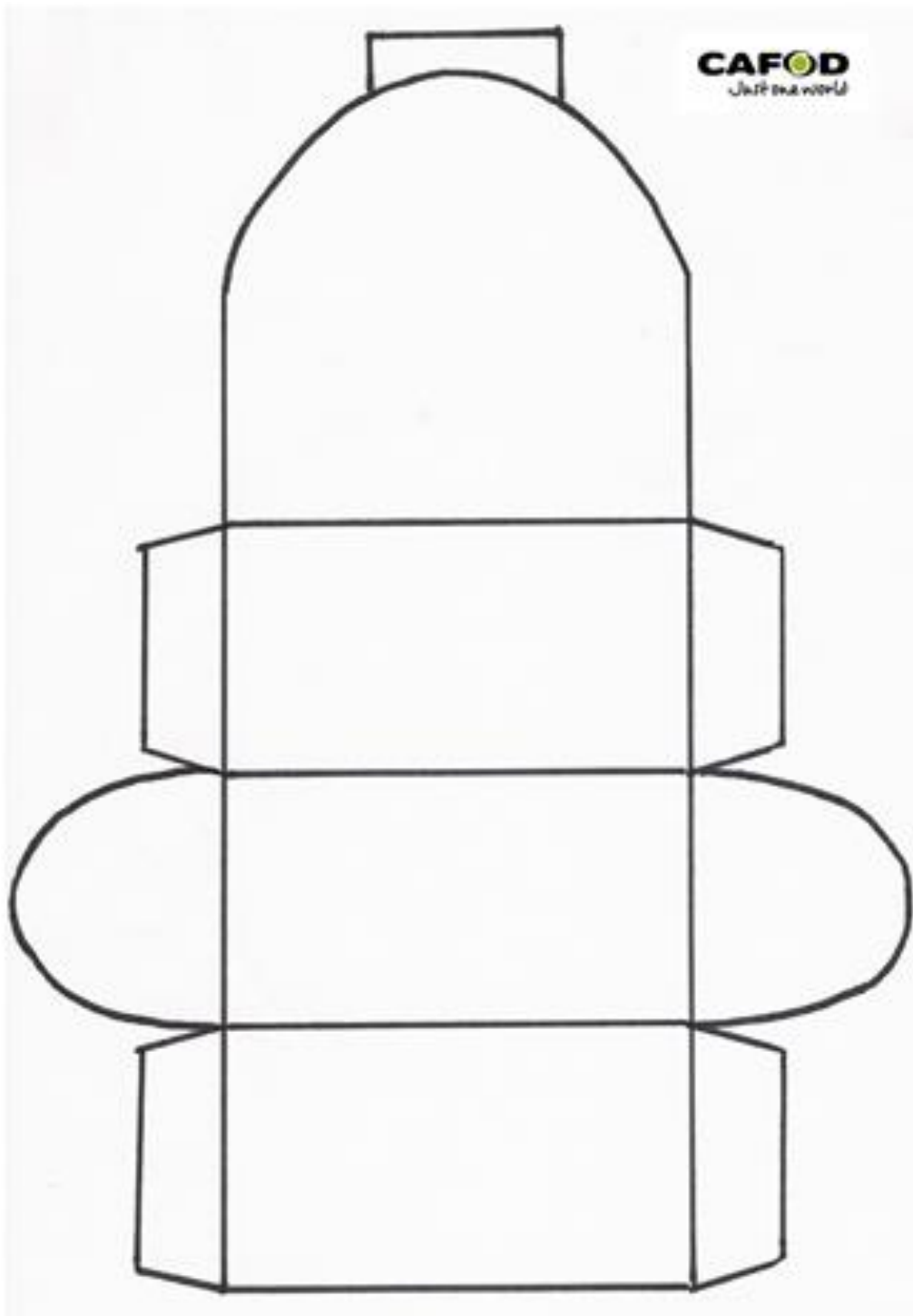
Cut it out and make it into a bookmark to keep and remind them of the work they have done about neighbours and how they can be a good neighbour to everyone like Jesus taught us to do.

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

YEAR 2 – TREASURES – EXPLORE

What we treasure

- Children may be able to wonder and talk about what a treasure is and why it is treasured.
- Children may be able to ask and respond to questions about experiences of and feelings about the world's treasures and realise that some questions might be difficult to answer.
- Children may be able to make links between how they feel about their treasure and the world's treasure and why that might affect their own behaviour and the behaviour of others towards it.



Encourage the children to say what they treasure and why. Share your their own 'treasure chest' (e.g. photo of special people, memorable artefacts).

Go for a walk and take photos/video clips/make lists of treasures around us (e.g. flowers, plants, tap for water). Look images and talk about the things we treasure and why. Talk about how to look after the treasures and how you would feel if one of your own treasures was damaged in any way.

Make a treasure box and put photos, pictures, drawings etc. of all the things we cherish inside. Talk about why we treasure these things and how we should care for them.

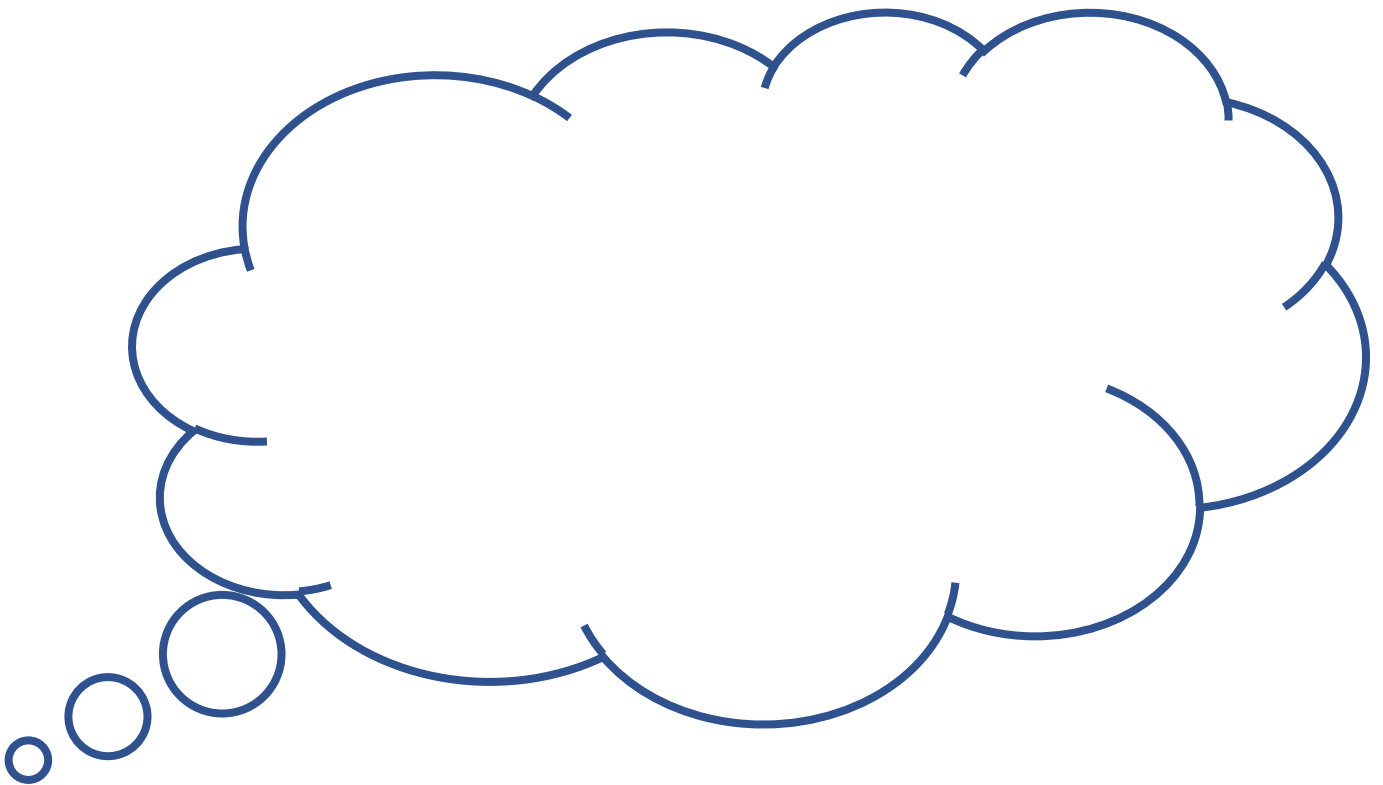
There is a template here that you can use.

YEAR 2 – TREASURES – REVEAL

The world is God's treasure given to us

- Children may be able to retell what Jesus said about how God will take care of us and about treasuring our world.
- Children may be able to describe how and give reasons why people have ways of treasuring God's world because of what they believe.
- Children may be able to make links between religious stories about creation and treasuring our world and beliefs.

Give the children a thought bubble and ask them to write a brief reflection based on what they know about God's creation. They could add a photo or picture of themselves having thought about and appreciated that they, too, are part of God's treasure.



Talk about treasures of God's world that the children can see and know about. Read together:

God made the earth and sky.

God made all the people all over the world.

God made spiders and dogs and butterflies and tigers and pandas and all other animals.

God made the tulips, the trees, the tomatoes and all the plants.

And, God tells us we must take good care of them. It is an important job.

(The Principles of Catholic Social Teaching for Kids – Anne E. Neuberger 2005)

Think about the statements below: -

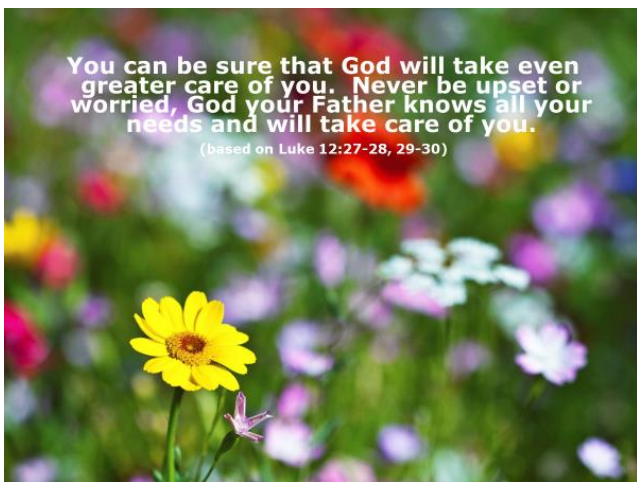
Print the statements out. Ask the question of each statement: *Is this what God wants?*

If the answer is **yes, God wants this**, put the statement in the treasure chest you made and if the answer is **no, God does not want this**, screw it up and put it in a rubbish bin.

Ask the children to write their own similar statements focussing on how we treasure or harm God's creation and to give reasons why their statements should go in the treasure chest or the bin.

- The fish swim in the seas, the tigers roar in the jungles and the stars twinkle in the sky.
- These trees look useful, I could chop down one or two of these to burn on a fire and keep me warm.
- People are peaceful and happy.
- The plants grow, the flowers open and the birds sing in the trees.
- Use both sides of a piece of paper.
- People have quarrels and angry words.
- Catch lots of fish to eat and if there are some left over, I could throw them away.
- Turn the tap off when I am brushing my teeth.
- Have a long soak in a bath full of water twice a day.
- Remember to switch things off when I've stopped using them.
- Have a picnic and leave the rubbish for someone else to clean up.
- Think about other people; share your money and the things you own.

Read the story below and invite the children to think about how God loves them and all of creation.



Perhaps the children might like to create a poster showing how we should all take care of the treasures in God's world just like God takes care of us.

At the end of all the work you have done on **TREASURES**, say this together:

*With this key I look around
To the sky up above and the flowers in the ground
I open my heart to all the treasure
From birds, to stars, no one can measure.
With this key I think of others
Of all my classmates, sisters and brothers
Of my family, teachers and very best friends
And give thanks for God's love in a world without end.*



*God of creation, you have given us a wonderful world,
Help us to preserve the treasures of this earth for everyone.
Amen.*

YEAR 3 – SPECIAL PLACES - EXPLORE

Everyone has a special place



STANDARD INDICATORS

- Children may be able to wonder about and say what their experiences and feelings are about places that are special to them and can say why they feel this way.
- Children may be able to make links to show how their feelings about special places affect their behaviour.
- Children may be able to appreciate that other people have places that are special to them.

Talk to the children about places that are special to you and why they are so special. Everyone has a place that is special to them and everyone's special place may be different. Ask the children to talk about any place that is special to them – it might be somewhere they have been on holiday or for a day out. It might be their bedroom or garden. Find or take photos of their special place(s). They might have some objects that remind them – souvenirs etc.

Encourage the children to think about why these may be special places (e.g. because my friends/family are there; because it is a safe place; because it reminds me of happy things that happened there; because it is beautiful).

Talk about how people around the world have places that are special to them. Look at the photos below:



Talk about how these places are special to those people and how they are different from our special places.

Ask the children to use their imagination to create their ideal special place. They might like to draw write a description of it. They could use a computer art programme to draw it or make a model of it.

YEAR 3 – SPECIAL PLACES – REVEAL

Special Places for Jesus and the Christian Community

- Children may be able to retell stories about special places for Jesus.
- Children may be able to describe some ways and say why Christians live out their religion by going on pilgrimage to special places.
- Children may be able to give reasons why Christians should care about the world as a special place for us all.

On the map below are some places that were special to Jesus. It is possible today to visit many of these places in what Christians call *the Holy Land*. They can go there on a pilgrimage to find out more about what happened there and to experience that special place.

As the children to find out what they can about the places on the map and what happened in the life of Jesus in each special place. When they have done this, they can play the matching activity.

These are the scripture references that you can look up to find stories about Jesus' special places:

Luke 2: 11 (Bethlehem)

Matthew 2: 23 (Nazareth)

Luke 2: 41, 46 (Jerusalem)

Mark 1: 9 (Baptism in the Jordan)

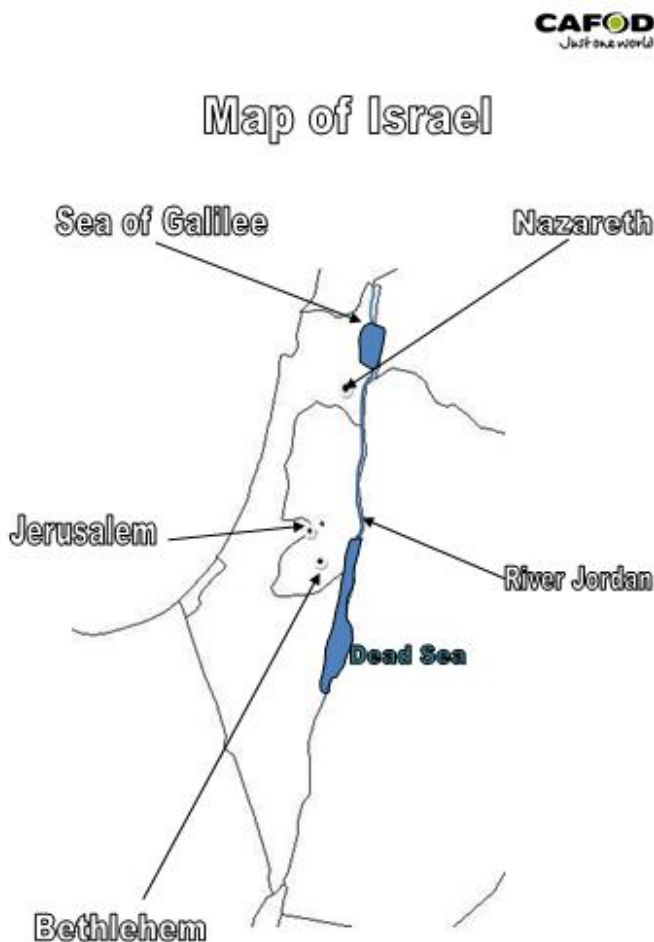
Matthew 5: 1–2 (Sermon on the mount)



Special places for Jesus: a matching activity

Cut up the cards below.

Match the special events in Jesus' life to the special places they took place.



Jesus was born in this special place.	River Jordan
The hometown of Mary and Joseph. Jesus grew up here and became strong in this special place.	Bethlehem
Jesus was baptised by John the Baptist in this special place.	Nazareth
Jesus saw the crowds and went up a hill, where he sat down. His disciples gathered round him and he began to teach them.	The temple in Jerusalem
Mary and Joseph took Jesus to this special place to see an old man called Simeon. Here Simeon gave blessings to God for Jesus.	The hills around the Sea of Galilee

The children might write about which event happened at what place on the map and say why that place is so special to Jesus. They could then relate that to special places for them (e.g. the River Jordan is special to Jesus as he was baptised there. St. Mary's Church is special to me because this is where I was baptised).

There are places of pilgrimage in England and Wales, which you might like to visit or find more out about. For example:

- Our Lady's shrine at Walsingham in Norfolk. This shrine honours the Annunciation and was one of the greatest shrines for Christians in medieval times – when travel to the Holy Land was very difficult.
- Our Lady of the Taper is the national Catholic shrine of Wales. It is in Cardigan. A legend describes how a statue of Mary was found about one thousand years ago by the side of the River Teifi. The statue was of Mary with Jesus on her lap and a candle (taper) burning in her hand.
- St Winefride's Well in Holywell, North Wales, centres round a holy woman called Winefride who lived in the 7th century. She became a saint and her well at Holywell has been a place of pilgrimage and healing since that time.

Maybe you know someone who has been on a pilgrimage. You could ask them why they went and what they did while they were there.

Part of a pilgrimage to a special place is that it reminds people how important it is to pray and take time to think about what is important in their lives.



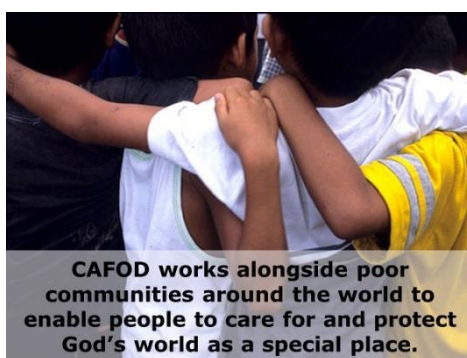
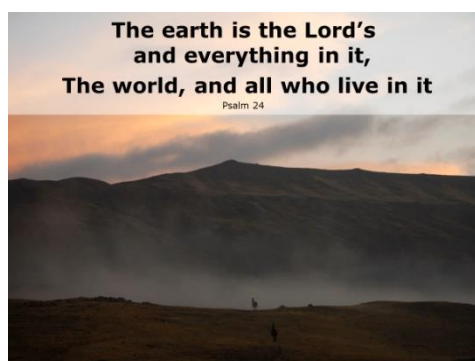
In the past, pilgrims often returned from their pilgrimage with a badge to show where they had been.

Pilgrims to the shrine of St James at Compostela in Spain wore a shell badge.

Perhaps the children could design a badge for one of the special places of pilgrimage. Encourage them to describe and give reasons for their choice of design.

Invite the children to write an acrostic poem using the letters of the words RESPECT at the start of each new line, linking this to how we look after God's world. Write the poems on cut-out leaves (using recycled paper where possible) and attach all the leaves to the branches of a tree for a class display.

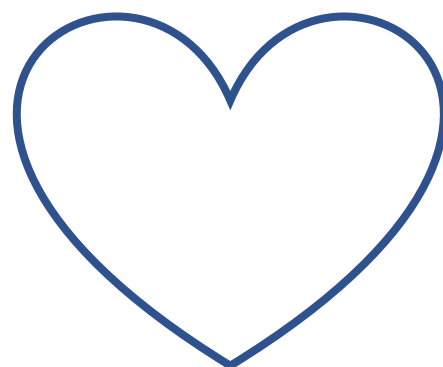
Explain to the children that our world has been given to us by God, to enjoy, to share and to take care of so we should see it as a Special Place and take of it.



Invite the children to think of as many ways as they can that enable us all to care for God's world and to protect it as a special place. They could make a promise to care for the world and write it on a heart shape.

At the end of all the work on **SPECIAL PLACES**, say this prayer together:

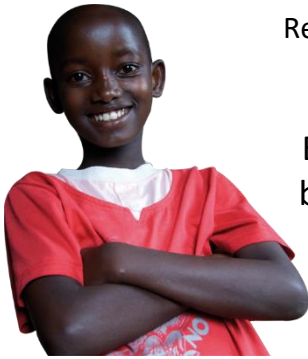
*Lord, thank you for giving us so many special places
In our homes, In our school, in our churches, in our world, in our hearts.
Help us to take time to be still.
God, thank you for having a special place in our hearts.
Help us to know that you are always there in good times
and difficult times.
Fill our hearts with your Holy Spirit.
Amen*



YEAR 4 – GOD’S PEOPLE – EXPLORE

Ordinary people who do extraordinary things

- Children may be able to ask and respond to questions about what they know and how they feel about ordinary people doing extraordinary things.
- Children may be able to show how feelings beliefs and values affect their behaviour and the actions of others e.g. Eric.



Read Eric’s story. (It can be found as a PowerPoint by following the link: <https://comeandsee.cafod.org.uk/Year-4-resources#file-21063>)

Eric is 8 years old and lives in Rwanda with his 7 brothers and sisters and his niece, Benita. His older sister, Julienne looks after them all. The family grows and sells vegetables through a business that CAFOD helped them to set up. Both Benita and Eric look after the crops of aubergines and potatoes.



At home, Eric shares a bedroom with his brothers and sisters. They sleep on mattresses on the stone floor.



Eric goes to school and loves maths! He gets homework to do. He prays to God that he can finish his studies so he can have a good life and help his family.

Eric likes to help out at home. In the evenings, he looks for wood to cook supper and helps to prepare the meal.

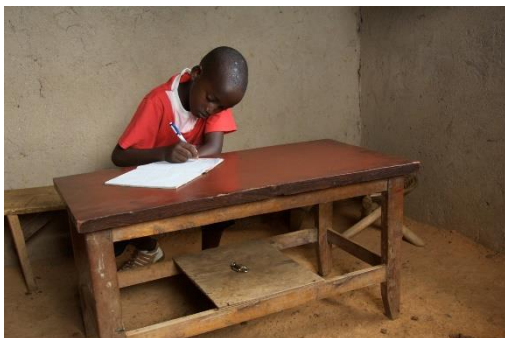


His best friends are called Fizz, Fabreze and Simiona. They play lots of games together along with his brothers and sisters.

Eric also like singing in his choir and they sing to be united and to build peace in their country. Rwanda was once at war, but now it is



now a peaceful country and children are leading the way by taking care of each other.



Thanks to our help, CAFOD can continue to help families like Eric’s by helping them find ways to help themselves through work, such as growing and selling vegetables.

Can you think of any qualities and values that Eric has that makes him special? Can you think of any other special people? What qualities do they have?

Eric's Story, My Story

CAFOD
Just one world

Use the photos to help you retell Eric's Story and then tell your own story focusing on the similarities in your lives.

Eric's Story

My Story



YEAR 4 – GOD’S PEOPLE – REVEAL

Different saints show people what God is like

- Children may be able to retell some special stories about people who show what God is like and give reasons for their actions.
- Children may be able to describe some ways in which religion is lived out by different saints.
- Children may be able to make links between scripture and the action and beliefs of followers of God’s way and show how their beliefs shape their lives.

Eric is part of the worldwide community we all belong to.

Christians, whether they are living on earth or in heaven, belong to what is called the Communion of Saints. Communion means to belong together and saints are those who follow God’s way. They show us something about God. They may be kind, generous, loving, faithful, forgiving and caring.

In the first letter of St John, (1 John 3:1–3), where he is encouraging his readers to follow God’s way, he offers some ideas about how we can all become a bit more like God, a saint:

*See what great love the Father has for us,
that we should be called children of God!
And that is what we are!*

*Dear friends, we are already children of God,
we know that when Christ appears, we shall be like him,
because we shall see him as he is.*

*Everyone who has this hope in Christ,
will try to be loving and kind and keep away from anything that is wrong.*

We are all called to be saints and there are some people who are given a special title of saint because of the life they have led. These saints may have a special feast day during the year like St Andrew, St David, St Patrick. On 1st of November every year the Church celebrates the Feast of All Saints, that is all the holy women and men who have followed God’s way.

You might like to invite the children to research a saint: it might be a saint of their school, parish church, their name or the name of someone in their family. They could use the internet or books. Ask them to think about the qualities and values that the saint has.

St Paul was always writing letters to the friends he had made all over the world. In one letter to the Christians in Colossae he said:

*“You are created by God, to be like God.
You are God’s people, his saints. He loves you. You are all different.
You come from different places,
speak in different ways, have different customs.
But the important thing is that you are God’s children.
So love one another, help one another, be at peace with one another.
And let the love of Jesus fill your hearts and minds.”* (based on Colossians 3:10–11)



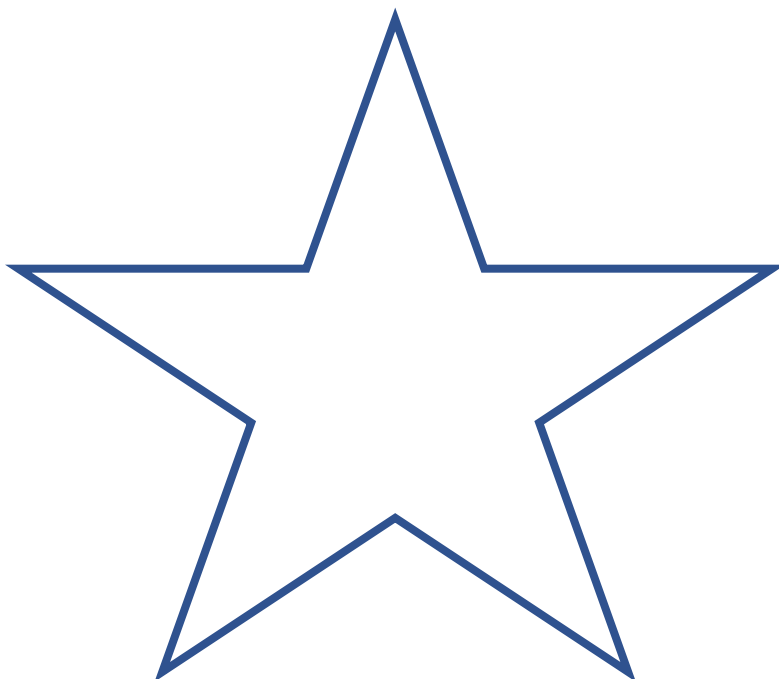
Show the children a box of chocolates and explain that, although each one looks and tastes different, they all contribute to the whole package – just as we all have a place in this world, and we rely on one another.

You might like to research the lives of people who, because of their beliefs and values, have stood up for what they know to be right e.g.

Martin Luther King, Rosa Parkes, St Teresa of Kolkata (Mother Teresa), Oscar Romero.

Invite the children to write a postcard to another child, telling them what they have learned about saints and, in particular, how they can live their lives to show what God is like and why it would be good to do so.

<p>Dear</p> <p>I have been learning about:</p> <p>This is what I found out about:</p> <p>This is how they behaved and how God wants us to behave:</p> <p>Love from:</p>	<p>To:</p>
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On the star shape, write down as many qualities and values as you can from your work in the topic that people have that show us what God is like.

At the end of all the work you have done on **GOD'S PEOPLE**, say together:

Loving Father,

Help me to use my gifts and talents for the good of all people.

Help me to make a difference to the lives of those who are in need.

Help me to stand up for what is right and just.

Amen!

YEAR 5 – STEWARDSHIP – EXPLORE

Caring for the Earth

- Children may be able to show how feelings and beliefs about caring for the earth affect people's behaviour.
- Children may be able to show how their own and others' decisions about how they care for the earth are informed by beliefs and values.

Ask the children to write down on the template of the earth:

1. A person/people on earth they care about.
2. A place on earth they care about.
3. Something on the earth they care about.

When we care for something, we have some responsibility for it, and we are stewards of it.

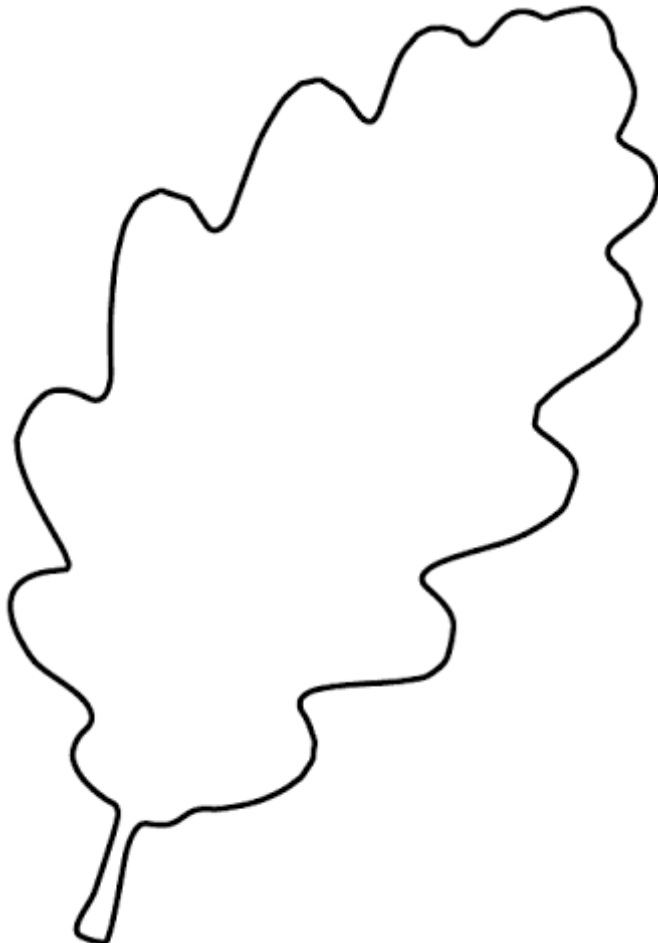
When we look after something, this is called stewardship. Often, the word stewardship is used to refer to a responsibility to take care of something that is owned by someone else to make it sustainable. In simple terms, sustainability means taking into account the impact that our choices will have on other people, future generations and on the earth that nourishes us.

The children might like to Investigate a current environmental issue, e.g. river pollution, deforestation, disposal of plastic etc.

You can see some on the CAFOD website – follow the links to 'The Task of Stewardship'

<https://comeandsee.cafod.org.uk/Year-5-resources#file-20965>

Discuss this and making links to show how their feelings and experience around caring for the earth affect what they think and do in their everyday lives.



Ask the children to write on a leaf templates ideas of ways to care for the earth and the reasons why we should care for it, (e.g. respect the flowers, protect the birds, honour the land, care for the water etc.). The leaves can then be added together to make a tree of stewardship.

On one of the leaves, copy this poem:

*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

YEAR 5 – STEWARDSHIP – REVEAL

The Church is called to Stewardship of Creation

- Children may be able to give reasons and show they understand why Christians, because of their religious belief, are concerned about the stewardship of creation and how this concern makes them act in a particular way to look after it.
- Children may be able to make links between scripture and the belief of caring for creation.

Read the passage below from the book of Genesis 1: 26-31 which tells us how we are made to be like God and explain that after God created the earth, God created humans.

Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground."

*So God created mankind in his own image,
in the image of God he created them;
male and female he created them.*



God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."

Then God said, "I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food. And to all the beasts of the earth and all the birds in the sky and all the creatures that move along the ground—everything that has the breath of life in it—I give every green plant for food."

And it was so. God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day.

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.

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 Creation and want to live a more ecological or green lifestyle. 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 lifestyle brings together people, of different religions, races and cultures. Pope Francis calls the earth our *common home* because it belongs to us all and we should all be stewards of it.

Look at the statements below and decide which is good stewardship and which is not.
Make a collage of the good stewardship statements and put the poor ones in the recycling bin.

Statements:

Jon gave some of his birthday pocket money to CAFOD.

Jill bought a new pair of shoes, wore them for a week and then decided that she didn't want to wear them anymore.

Kim leaves the tap on when cleaning his teeth, but he has really quick showers.

Joe went to London to go on a march to protect the world against Climate Change. Joe travelled to London by car (the journey took 4 hours).

Dad fills the kettle full to the top when he is making a cup of tea for himself.

In Miss Jones' class the children write on both sides of the page in their exercise books.

When the Banks family moved to a new house they took their curtains with them and altered them to make them fit the new windows.

Each week the children take turns to pick up litter from the school playground.

The school council persuaded their teachers to drink Fairtrade tea and coffee.

The local supermarket gives out free plastic bags.

The water pump in Kalisowe, Zambia is powered by solar panels.

In Rwanda plastic bags have been banned.

The gold mining company in Honduras have allowed deadly chemicals used to clean the gold to leak into the water supply and make local people very ill.

At a plastic-bottle recycling centre in East Timor they are looking at ways to recycle and reuse. It only takes one plastic cup to make a pencil and twenty-five plastic bottles can be reused to make a fleece jacket.

The president of a country uses his aid budget to buy limousines for the politicians.

A big office block leaves its lights on all night for security reasons, wasting huge amounts of energy.

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:

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.

Ask the children to think about the practical ways they can be a steward of creation. They might like to plan and produce some publicity materials informing people why Christians feel it is important to steward God's creation wisely or to produce a *Stewardship Charter* for their local environment, showing that they understand how religious belief in being good stewards of God's creation shapes people's lives. (e.g. litter in the street or recycling projects). 'We are called by God and the Church to.....because.....'

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 companies act responsibly, as stewards of creation and to see that ordinary people are treated well.

God is concerned for anyone who is treated unfairly. In Isaiah's book, we hear how 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

At the end of all the work you have done on **STEWARDSHIP**, say this prayer called, '**Walk Lightly**' together:

Each leaf, each petal,
each grain, each person,
sings your praises,
Creator God.

Each creature on the earth,
all the mountains and great seas
show your glory,
Spirit of love.

And yet the hand of greed
has patented and plundered
your splendour,
has taken and not shared
your gift,
has lived as owner of the earth,
not guest.

And so
the ice is cracked
the rivers dry,
the valleys flooded
and the snowcaps melt.



God our Father, show us
how to step gently,
how to live simply,
how to walk lightly
with respect and love
for all that you have made.
Amen

Linda Jones/CAFOD

YEAR 6 – COMMON GOOD – EXPLORE

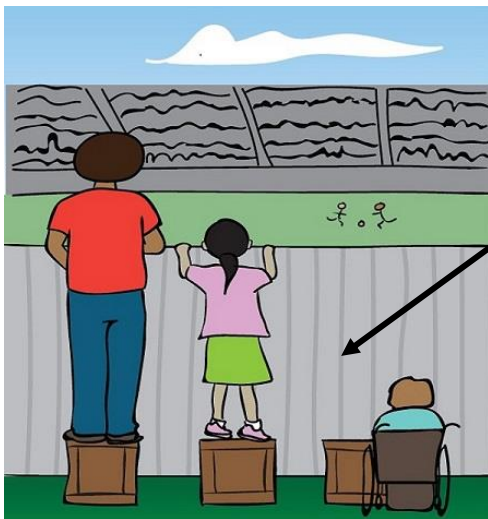
Justice for the good of all

- Children may be able to show how their feelings and beliefs about being treated fairly/ unfairly, justly/unjustly affect their behaviour and that of others.
- Children may be able to show how their own and others' decisions to act justly and fairly or unjustly and unfairly are informed by beliefs and values.
- Children may be able to explain what beliefs and values inspire and influence them and others to act justly and fairly.

Talk about the phrase 'that's not fair'. Discuss what it means and why it upsets people when something unfair happens? Explain how fairness is about everyone having an equal share of something or being treated exactly the same. For instance, fairness would mean giving each person the same sized slice of cake, even if they have already had one.

Justice is more than fairness. Justice might mean taking into consideration whether one person has had nothing else to eat that day and giving them a bigger slice of cake than someone who has just had dinner. Being just does not always mean being fair.

Look at the pictures below and talk about what you see.



In this picture, the children are all treated equally and **fairly**. They all given the same box.

In this picture, the children are all treated **justly**. They have what they need to be equal.



Ask the children to think of a time when they have been treated unfairly. Ask them to consider if the incident they thought of was unjust or just and why.

Explain that CAFOD, the Catholic Agency for Overseas Development, works to help stop injustice and unfairness around the world (globally) and to build a world which is a just and good place for everyone to live.

On the CAFOD website, (<https://comeandsee.cafod.org.uk/Year-6-resources#file-20918>) there are some interesting games / activities to play on the theme of justice and fairness. See what *you* think is fair and just! One is the 'Banana Split' game, another the 'World Auction' activity and the other is 'A Divided World' activity. If you play them, ask yourself:

Was the situation fair? Was the situation just? In what ways could the situation be improved, in order to have a fairer and more just world for the good of all?

Have you heard the saying:

'Treat other people as you would like to be treated yourself...'

How does that sentence make you feel? Why is it important to treat people justly?

YEAR 6 – COMMON GOOD – REVEAL

- Children may be able to give reasons for certain actions by believers in working for justice and the common good.
- Children may be able to show they understand how their religious belief in Catholic Social Teaching helps people to act justly and fairly for the common good of all.
- Children may be able to make links between some religious stories / Catholic Social Teaching and how Christians work for the common good of all.

God asks us to live justly.

Micah was a prophet of the Old Testament. (A prophet is one who hears the word of God and passes it on with courage and conviction.) Micah was teaching at about the same time as Isaiah, another prophet, when the people of God were having great trouble and difficulties. Micah's message was one of hope for the future. He reminded God's people about the importance of living justly. This is what he said:



'This is what the Lord asks of you - that you act justly, love tenderly and walk humbly with your God.' Micah 6: 8

Tata lives in Brazil. She has learned to follow Micah's message.

This is her story (You can find it on the CAFOD website

<https://comeandsee.cafod.org.uk/Year-6-resources#file-20901> :

Brazil is the largest country in South America and the fifth largest country in the world!




Nearly **40 million** people in **Brazil** live in **poverty**.

Many of them **struggle** to **survive** in the **countryside** so make **their way** to the **cities**. Here they often end up **living** on the **streets** or in **shanty towns**.

This is an old hotel in **São Paulo** now housing homeless families.

The families pay about £4 a month to help keep the building in a **good condition**.

This community is supported by **CAFOD**.



Tatá likes living in this block.
Here are some of the children who live in the same building as Tatá.



It's **better** than **living** on the **streets**.



I **missed** lots of **lessons**, I had to **go** to the **market** with my **father** really **early** in the **morning**. He **bought** things in the market to **sell** on the **streets** and I went with him so I **missed** school. When I did **go** I was so **tired**, I fell **asleep**.

Tatá's father died about a year ago.
At school, Tatá is repeating her first year.



Each floor has **representatives** who go to **monthly assemblies** and help take **decisions** about the **running of the building**.



We have a little **notebook** and we write down **everything** we see to bring to the **meetings**.

Tatá and her friend Ninha are children's coordinators in the building. They talk about how to treat their building with respect, how to look after and clean it and how to organise their games and toys.



After the families had lived in the building for two years, a party was organised to celebrate.

Tatá enjoyed **celebrating** with many of the **communities'** 320 children.



This is what the Lord asks, **'Act justly, love tenderly** and **walk humbly** with God.'

Write a day in the life of Tata, showing how the life of the community is shaped by the scripture phrase **'Act justly, love tenderly, walk humbly with God'**.

Check the national press / media for information about current issues in the world where people need to be treated with justice and love. (e.g. they need clean water, enough food, education, healthcare, refugees, migrants, fair prices etc...)

Write a letter to your M.P. highlighting these issues and making suggestions for how we can all follow Micah's message.

Decide for yourself:

One thing that is not for the good of all in the world is...
 One thing that is just and for the good of all in the world is...
 When I see injustice in the world I can...
 I can be just by...

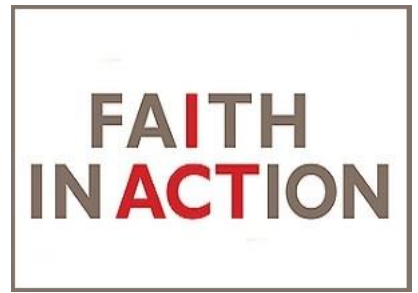


I am kind and loving at home when I...
 I am loving to people around the world when I ...
 I am kind with my friends when I...
 I am loving to people who live in poverty when I...

One way I walk with God is when I...
 One way I learn how to walk with God is when I...
 When I try to walk humbly with God it feels...
 God walks with me when...

Catholic Social Teaching is about continuing the work of Jesus.

It is a most important part of the Catholic faith – it is a way of showing that we do what we say – in other words, we practise what we preach. It is what the Church teaches about how we need to be concerned for others, especially the poor and those who are in need. Catholic Social Teaching includes statements and letters written by the Pope or groups of bishops. It shows how the Catholic faith is important for our world today. It inspires CAFOD and many Catholics to put faith into action. CAFOD's beliefs and values are rooted in Scripture and Catholic Social Teaching.



Catholic Social Teaching looks at Scripture and especially the example of the life of Jesus and reminds us that we should take care of one another and be concerned for the good of everyone. We see this in the lives of people we call 'saints' and in the lives of good people in our homes and parishes.

THESE ARE THE KEY PRINCIPLES OF CATHOLIC SOCIAL TEACHING (taken and adapted from Anne Neuberger)

The dignity of the human person

God made each one of us. This makes us incredibly special. It doesn't matter who we are, who our friends are, what we own, or what we look like. What matters is that we are special because we are God's children. This means that we must treat others with respect and fairness because God made us all.



We are called to live as family and community

Jesus understood that people need each other. We all need our families, friends and neighbours. He tells us that these important people can help us. Jesus says we must help them too. Doing this, we create a loving community where everyone can live life to the full.

Rights and responsibilities

All God's people have the right to food, work, clothes, a home, school and medical care. These 'rights' are things that every person on earth needs in order to live a full life. But many people do not have them. Jesus wants people who enjoy these rights to help their sisters and brothers obtain their rights. It is not enough to feel badly for others. Jesus says it is our responsibility to see that everyone receives his or her rights.



We are called to stewardship

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 world's resources, many people suffer. When we make good choices about how we treat other living things (people, animals, plants) we help all living things to live as God intends. Making wise choices about the care of God's creation is called good stewardship.

An option for the poor and vulnerable

Every person needs food, water, work, housing, school, and medical care. Those who do not have these are poor. Our Church teaches that these sisters and brothers must be treated with extra respect and extra care and have access to what they need. Those who are not poor must share what they have with others because the gifts of God's world are for all people.





The dignity and rights of workers

Everyone's work is of value. There are many kinds of work. In each job, workers deserve to be treated with respect, work safely, work reasonable hours, and earn fair wages. They deserve this because they are made by God. Our work gives us the means to live, but it is also a chance to use the talents God gives us. Our work is our way of cooperating with God to help create a better world.

Solidarity

The world's peoples are interdependent. That means we need each other if we are to live. We must work together if we are to go on living. When we walk alongside our sisters and brothers around the world and learn from each other, we call this solidarity. Even though there are huge distances between us, we are still one family—the family of God.



Promotion of peace

We are called to forgive others. When we have done something wrong, we must try to put things right not just by saying sorry but by changing our behaviour. Jesus teaches us to live in peace with one another. He says we must forgive those who hurt us and make friends again. This is not easy, and we all need to work at promoting peace in order to have one just world.

Discuss each principle in turn and then ask....

- How might Catholic Social Teaching lead to a change in the way people live their lives?
- What beliefs and values inspire or motivate CAFOD's work?
- Which values inspire you the most and why?

The pictures are from CAFOD'S website. You can view the Catholic Social Teaching Principles PowerPoint there. (<https://comeandsee.cafod.org.uk/Year-6-resources#file-20918>)

Jesus gave us a 'New Way of Living'. He went up on a mountain with his friends and a crowd gathered. He taught them how to live a new way of life that was just and fair. He said:

You are blessed when you have an open and generous heart

When you share what you have with others, God is very close to you.

You are blessed when you comfort those who grieve.

God is there to comfort you as you reach out to those who are sad and lonely.

You are blessed when you are gentle and patient.

God will treat you with the same kindness which you give to others.

You are blessed when you work for justice and respect for all.

God wants you to have fullness of life.

You are blessed when you forgive others from your heart.

God will always welcome you with forgiveness too.

You are blessed when you search for what is right and good.

When you do this, you will learn to recognize the presence of God in all around you.

You are blessed when you try to be a peacemaker.

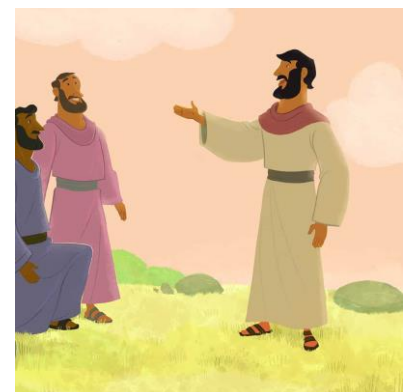
When you try to stop quarrels from starting or when you are the first to say sorry, you are behaving as a child of God.

You are blessed when you respect and stand up for the rights of others.

God will give you life to the full.

You are blessed when you are teased for trying to live in God's way.

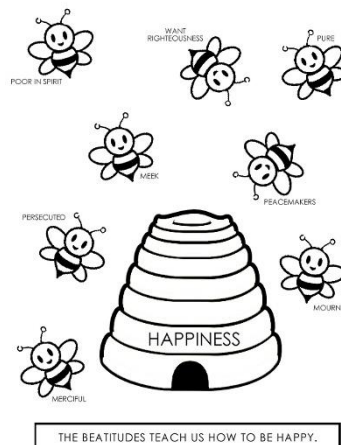
When others make life difficult for you, God is very close to you and will help you to be strong.



The words Jesus spoke are known as the Beatitudes. A way to remember this is that they are Be-attitudes – ways to ‘be’ if you want to be happy and blessed - and make everyone happy! They help us to work for the common good.

Can you describe the Beatitude that you find most challenging? Can you say why it is so challenging and make links to Catholic Social Teaching.

Maybe you would like to write your own modern-day Beatitudes, based on the key elements of Catholic Social teaching, e.g. ‘You will be blessed when you fight for the rights of workers. God will be beside you’. Try to show you understand how following Catholic Social Teaching makes people act in a Christian way and gives meaning to their lives and works for the common good.



3



At the end of all the work you have done about **COMMON GOOD**, say this prayer together:



For those who are not treated with respect...
We join with them in hope
 For those who stand against injustice.
We join with them in hope
 For those who are affected by earthquakes and floods...
We join with them in hope
 For those who do not have enough food...
We join with them in hope
 For those who do not have clean water...
We join with them in hope
 For those who are suffering because of war...
We join with them in hope
 For those who work for the good of others
We join with them in hope



We remember the times we have not been treated fairly
 and how we felt.

We join together in hope and action to help build a more just world for the good of all.

We promise to:

‘Treat other people as we would like to be treated ourselves...’