

# Creation is all around us

YEAR 1/2

This is a sequence of lessons exploring the environment and our duty, as stewards of creation, to protect and care for it. Students will explore the concept of creation as a gift from God, and how they might look after it by making good choices in their own lives.

PROCESS	LEARNING INTENTION	RESOURCES	ACTIVITY	CONTENT DESCRIPTORS
<p><b>Provocation</b></p>	<p>To stir thought, wonder, curiosity and further questions in the learners.</p>	<p><a href="#">St Ignatius tells us</a></p> <p>FaceTime, Zoom, conference call software or other communication platform.</p>	<p>Open the link to the quote from St Ignatius. Ask students: What do you think about this statement? What is included in 'all things'?</p> <p>Then, have students discuss these questions as a class using FaceTime, Zoom, conference call or other platform.</p>	<p><b>K&amp;U</b> – Explain key scripture stories of love and care for the environment in relation to local community issues.</p>
<p> <b>How do I encounter this?</b> What do I think and sense?</p>	<p>Students identify creation and its beauty.</p>	<p>Drawing materials (or mobile phone or camera).</p> <p>Students will need access to a computer and their RE exercise book to record their learning from this session.</p>	<p>Invite students to go outside and sit for a time (15 minutes), and draw what animals or plants they see – e.g. a bird, a flower. Alternatively, they could use a mobile phone or camera to take a picture of the things they see.</p> <p>Then, in their RE exercise book, ask students to record the animals or plants they love, pets they care for, or wild animals they are particularly fond of. They can draw the animals and plants, or add photos if they have the ability to print them. Alternatively, they can create a slideshow in PowerPoint using their pictures and some written text to complete this activity.</p>	
<p> <b>How do others encounter this?</b> What do others think and why?</p>	<p>Students ascertain the perspectives of others on creation and the natural environment.</p>	<p>Zoom, Skype, FaceTime or phone.</p> <p>RE exercise book.</p> <p>A computer with internet browser.</p>	<p>Ask students to create a questionnaire of approximately four or five questions to find out what others think about nature, creation and its importance. If possible, have students work in pairs to construct a set of 'good questions'.</p> <p>Then, have students use these questions to interview family members and friends (via Skype, FaceTime, phone call etc.), recording the answers in their RE exercise book.</p> <p>Have students search online for a newspaper article about the environment. For example, students might choose a story about Greta Thunberg or an article about how the government is or isn't working to reduce carbon in the atmosphere. From their research, students should identify how others think about the environment.</p> <p>Using this information, ask students to record what others think about creation in their RE exercise book.</p>	

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 <p><b>How is this encountered in the Catholic faith?</b></p> <p>What does the Catholic Church teach and why?</p>	<p>Students explain key scripture stories of love and care for the environment.</p> <p>Students explain a key Church document on care for the environment.</p> <p>Students interpret their life in dialogue with the ways images of God can be lived out in community and the cultural context by describing, wondering and posing questions about how they live and what they believe.</p>	<p>RE exercise book.</p> <p><a href="#">Genesis 1: 29-31</a></p> <p><a href="#">CAFOD video</a></p> <p>RE exercise book.</p>	<p>Ask students: How do you care for something that has been gifted to you? They could write a piece in their RE exercise book detailing their response to this question.</p> <p>Read the linked Scripture to students. Ask: What does God say about creation?</p> <p>What is the most important part of this piece of Scripture?</p> <p>How does this show God's love for us?</p> <p>If this is one of the greatest gifts we have been given, how then should we care for it?</p> <p>These questions will stimulate dialogue and allow students to make meaning of the scripture passage.</p> <p>Pope Francis has written a letter to everyone on Earth about caring for creation.</p> <p>Remind students that at the end of the last session, we came to the conclusion that we care for creation because it is a gift from God.</p> <p>Watch the linked video.</p> <p>Invite students to take notes in their RE exercise book and stop the video at points that highlight how they can help care for creation.</p> <p>Ask: Why is it important to care for creation besides the idea of creation as a gift?</p> <p>What will you do differently now?</p> <p>Ask students to write a promise to do something to help improve the environment for everyone. Have students explain their promise and how they think it will help.</p>	<p><b>R&amp;R</b> – Interpret ways images of God can be lived out in community.</p> <p><b>R&amp;R</b> – Interpret the meaning of stewardship in relation to local community actions.</p>

PROCESS	LEARNING INTENTION	RESOURCES	ACTIVITY	CONTENT DESCRIPTORS
 <p><b>How am I called into a deeper relationship with others, the world and God?</b></p> <p>How have I been transformed by this encounter?</p>	<p>Students integrate new insights on how people can be stewards of creation by identifying possible implications for community.</p>	<p>Seeds, potting mix and a plant pot or space in the garden.</p> <p>Thick marker pen and card.</p> <p>A stake/stick to attach the card to.</p> <p>Optional: camera.</p> <p>(Note: Students may need help from a parent, carer or older sibling.)</p> <p>Large sheet of paper and drawing materials.</p>	<p>Have students, with the help of their parents, carers or siblings, plant a seed/seedlings in a pot. (This could be a seed from a pumpkin, capsicum or any other seeds that might be available at home.)</p> <p>Ask students to think about how they will help God care for creation. (For example, I help God by planting/caring for my pet/being kind to animals.)</p> <p>Have them write their answer on a piece of card using a thick marker, and then attach it to a stake and place it in the pot/garden bed.</p> <p>Tell students to place the pot in a sunny place and ask God through nature to look after it as well.</p> <p>They can take a photograph of this and place it in their RE exercise book (or in a slideshow) and write a prayer for the environment.</p> <p>On a large sheet of paper, have students create an image of what their neighbourhood would look like if everyone did something to care for creation.</p>	<p><b>P&amp;CE</b> – Reflect on how people can be stewards of creation.</p>

### Assessment

**K&U** – Students explain the Catholic tradition and its elements by drawing on their experiences and the perspectives of others.

**R&R** – Students interpret their life in dialogue with the Catholic tradition and the cultural context by describing, wondering and posing questions about how they live and what they believe.

**P&CE** – Students reflect on experiences that provoke spiritual and religious insights by considering their own thoughts and feelings and those of others, identifying similarities and differences. They integrate new insights by identifying possible implications for community.