| **RED Objectives (if applicable)**  U3.1.4. Describe stewardship by making simple links between Genesis 1:26-31 and people’s actions today (LS 88 on ‘ecological virtues’)  U3.1.6. Recognise that in Laudato Si’, Pope Francis teaches that human beings are called to have a loving relationship with God, with each other and with the world. (See LS 66).  D3.1.1. Imagining how caring for the world could change the world for the better.  R3.1.2. Spending time wondering about the blessings of creation in their own lives.  R3.1.3 Reflecting on the prayerful words studied that give thanks for creation. | | | |
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| **Lesson outline**  Introducing the Catholic Social Teaching Principle *Care of Creation* | Suggested Activity | Key Questions | Learning Plenary |
| **Starter (Slides 2-3)**  Share David Attenborough’s ‘A Life on our Planet’ intro video. <https://youtu.be/KglanVLBVrc?si=2QmGk4xnZU4PXDB3>  Children to create 2 columns on whiteboards, noting the positive and negative.  Ask the children for their ideas on what David might mean regarding working with nature.  **Main Teach (Slides 4-16)**  Remind children of six CST principles. Today’s focus will be *Care of Creation*.  Explain that as Catholics, looking after the planet is especially important because it was created by God and when God made us in His image, he left us with a duty to take care of it.  Can children think of any evidence for our duty to look after the planet? Encourage them to think of Scripture: Genesis.  Share full Scripture passage Genesis 2: 4-20, focusing on the Garden of Eden.  What do you imagine when you read about this Garden? Encourage children to imagine leafy forests, fresh fruit growing, exotic plants, animals, oceans full of bright coral and abundant with marine life.    Share different artist's impressions of the Garden of Eden throughout history. Can children see evidence of Scripture in these paintings? | **WT**  Children to annotate a selection of paintings depicting the Garden of Eden. They should **make links** between its elements and how this is taken (or not) from Scripture.  **WA**  Children to annotate a selection of paintings depicting the Garden of Eden.   1. They should **make links** between its elements and how this is taken (or not from Scripture). 2. They should **relate this to Christian duty and beliefs** towards the environment today e.g. *‘God made all kinds of beautiful trees grow there.’ This is why we have a duty to re-plant whatever is cut down and avoid over-using paper, ensuring we recycle.*   **GD**  Children to look at a selection of paintings, depicting the Garden of Eden. They should choose one that they think is most in line with the Scripture passage from Genesis. They should **express their preference**, linking it to Scripture. They could include how the artist might improve it further to be relevant in 2024’s environmental issues.  **Alternative activity:**  Set up an eco garden using a small area of land at school, growing and sharing organic fruit and veg. Use these passages from Scripture for reflection or motivation to live more sustainably through homegrown produce. *Ecclesiastes 2:5 and Isaiah 65:21*  *Jeremiah 29:5 and Amos 9:14*  *Matthew 13:32 and Luke 13:19*  Share examples of gardens at the Chelsea Flower Show inspired by Scripture:  <https://www.biblesociety.org.uk/latest/psalm-27-garden/>  <https://www.biblesociety.org.uk/get-involved/psalm-23-garden/> | Why is it important to look after our world?  What good is being done to care for our planet? What still needs to be worked on?  Is looking after our world part of being a good Christian? How do you know?  Why is it our duty to care for creation?  Is creation Scripture still relevant today? | Some children to share their thoughts on various paintings  End with CAFOD prayer  **Video Suggestions**  Caring for our Earth: a prayer for children | CAFOD  <https://www.youtube.com/watch?v=XI50nAPurZs> |