

## 'Care of Creation' Support Document



'All of us can cooperate as instruments of God for the care of creation...'

Pope Francis

(Laudato Si #14)

### Catholic Social Teaching Series Overview

This resource is one of six presentations which have been created to support schools in developing pupils' knowledge and understanding of Catholic Social Teaching (CST) as outlined in the revised Religious Education Directory (RED), 'To Know You More Clearly'. The presentations are as follows:

1. Care of Creation
2. Preferential Option for the Poor
3. Solidarity and Peace
4. Community and Participation
5. Dignity of Workers
6. Human Dignity

These presentations have been designed/structured so that the various components can be delivered as a whole, or different elements can be incorporated into different lessons/assemblies with a CST focus.

A brief introduction to the history CST (including an excellent 'CST in Three Minutes' video from Trócaire (<https://www.trocaire.org/>)) is incorporated in the first presentation 'Preferential Option for the Poor' resource: sides 8 – 30.

[If your children have no prior knowledge of the origins of Catholic Social Teaching and its various precepts, this video provides an excellent introduction.](#)

This presentation introduces/revises the various precepts of CST and subsequently focuses on the theme of 'Care of Creation'.

We hope that you and your pupils find this resource both engaging and informative as we celebrate the Church's 'best kept secret'!

## 1. Aims

Through using these materials, pupils will:

- Explore the various precepts of Catholic Social Teaching (CST) in action through the work of ACN (Focus: **Care of Creation**).
- Understand how CST is embedded in scripture and explore how this is evident in both the Old and New Testaments.
- Reflect on how the world would be a better place if everyone chose to love their neighbour as themselves.
- Develop an understanding of the work of ACN to support poor and vulnerable Christian communities around the world (Focus: Haiti).
- Reflect on societal exclusion and consider how they could follow in the footsteps of Jesus through supporting the work of ACN.
- Be able to describe how the work of ACN in the service of others is an example of following 'The greatest commandment'.
- Engage with fundraising and prayer to support the work of ACN.

## 2. Catholic Self-Evaluation Document - Evidence

Through using this resource, school leaders will be able to provide evidence to support judgements in the following aspects of the Catholic Self-Evaluation Document (CSED):

### Catholic Life and Mission (CLM)

CLM 1.3 Moral Development

CLM 1.4 Catholic Social Teaching

CLM 1.5 Respect for Self and Others

### Religious Education (RE)

RE1.1 Development of Knowledge,  
Understanding and Skills

RE 1.3 Religious Literacy

RE 2.6 Spiritual and Moral Development

### Collective Worship (CW)

CW1.4 Influence of Curriculum and School  
Life

CLM 3.5 Commitment to Catholic Social  
Teaching

CLM 3.7 The Catholic Curriculum

RE 3.1 RED

RE 3.5 Curriculum Design

RE 3.7 Enrichment

CW 1.5 Impact

### 3. 'To Know You More Clearly': The Religious Education Directory (RED)

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils' understanding of the story of salvation, developing a common language, and exploring the 'memory of the Church' and her teachings and how these have formed part of the history of ideas in the development of humanity.

The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity's divine and human drama and its significance for humankind. (RED: 'To Know You More Clearly'; 2023)

Whilst these materials do not aim to cover the full progression and understanding required by the RED in its spiral curriculum, they do aim to supplement and enhance this learning.

#### Knowledge Lenses – End of Phase Expected Outcomes

The RED identifies six knowledge lenses which detail what should be known by the end of each age-phase. This resource can support teachers in helping to evidence expected outcomes in the **Hear, Believe, Celebrate** and **Live** knowledge lenses.

Go to pp33 – 34 of 'To Know You More Clearly' for further commentary on Catholic Social Teaching within the revised RED.

#### Ways of Knowing

The RED identifies three 'ways of knowing' in its Programme of Study that enable skills to be developed at an appropriate level. The development of these aspects allows each knowledge lens to be explored appropriately. The ways of knowing are Understand (U), Discern (D) and Respond (R).

End of phase Age-Related Expectations, that could be linked to this resource are listed below.

- Age 5 - 7

**U1.1.4.** Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.

**U1.1.5.** Know that Pope Francis wrote a letter, called *Laudato Si'*, about the gift of Creation and the importance of taking care of the world as it is everyone's home.

**D1.1.2.** Talking about why caring for God's world matters for them and their local community

R1.1.3. Listening to stories from different communities and their experiences about how they care for the world.

R1.1.4. Talking about how they can care for God's world.

U1.6.2. Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers

U2.1.3. Understand the term 'stewardship' and what it means for caring for God's world.

D2.1.1. Respond to the way God's gift of creation is expressed in a variety of creative and artistic ways, e.g., art, music or poetry and talk about why their response.

D2.1.2. Express a point of view, with a relevant reason, about why we care for God's world...

R2.1.1. Considering what they could do to care for God's world in their own lives and in the life of their local community.

R2.1.1. Reflecting on the gift of creation (awe and wonder).

- Age 7 - 9

U3.1.3. Make simple links between the first creation story, the belief that all human beings are created equal and an expression of the principle of Catholic Social Teaching about human dignity.

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.

D3.1.2. Thinking about how all people should be treated equally and give reasons that relate to the first creation story (focusing on Genesis 1:26-31).

R3.1.1. Making connections between experiences where people have not been treated equally and how this felt.

R3.1.2. Spending time wondering about the blessings of creation in their own lives.

R.4.4.1. Reflecting on how the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for their life.

- Age 9 - 11

R6.1.2 Reflecting on the evidence in the world that human beings have not always lived as God has wanted and the effects of this on human beings and the environment.

U6.6.1. Explain in an age-appropriate way the meaning of the 'common good' and the principles of Catholic Social Teaching.

D6.6.2. Considering the term 'common good', discuss why charities with different worldviews work to promote the same goals.

R5.1.3. Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour.

R5.3.4. Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves.

U6.5.6. Describe how one charity studied witnesses its Christian faith through its work.

R6.5.3. Reflecting on how the work of charities can support people facing injustice or persecution.


#### 4. Presentation Overview/Notes



This slide appears throughout the presentation and is intended to provide an opportunity for pupils to discuss their ideas/thinking related to the content. If required, you could duplicate this slide for use elsewhere in the presentation as appropriate.



This symbol denotes that there is musical accompaniment for these slides; this can be muted if preferred.

Slide 1	Explain that this presentation is one of a set of six (1/6) and that the focus for this 'session' is 'Care of Creation'.
Slide 2 	Explain that Catholic Social Teaching is embedded in scripture; share the introductory passage from Genesis:  'In the beginning, God created the heavens and the earth. The earth was without form and void...' (Genesis 1: 1 – 5)  Q: Where do we find the Book of Genesis in the Bible?  Q: How does this relate to the theme for this presentation?  Q: Can you remember what God created on the other days?  Explain to the children that this passage will be explored further later on.
Slides 3 - 5	'All of us can cooperate as instruments of God for the care of creation...'


	<p>Pope Francis (Laudato Si #14)</p> <p>Q: What does Pope Francis mean?</p> <p>Q: Have you heard the word 'instrument' used before in a Biblical quote?</p> <p>'Lord...make me an instrument of your peace...': <b>St. Francis of Assisi. (Patron saint of ecology/the environment)</b></p> <p>Allow children time to discuss/share their ideas.</p>
Slides 6 - 12	<p>Remind the children that Catholic Social Teaching is often abbreviated to CST. If the children have not seen the CST video from Trócaire (an Irish charity striving to overcome the challenges of poverty and injustice in the developing world: <a href="https://www.trocaire.org/">https://www.trocaire.org/</a>) this could be shared now; the video provides an engaging introduction/insight into the history of Catholic Social Teaching and a number of its 'precepts'. (Click on the link below to view the video: <a href="https://www.youtube.com/watch?v=ELyLdMIFdzA">https://www.youtube.com/watch?v=ELyLdMIFdzA</a>)</p>
Slides 13 - 16	<p>Explain that various Catholic organisations (such as Trócaire, CAFOD and Caritas) have different CST headings, but that they all refer to the same Catholic teachings. Introduce the six 'themes' that are explored through ACN's presentations and subsequently the focus for this presentation: '<b>Care of Creation</b>'.</p>
Slides 17 - 31	<p>Introduce Pope Francis' encyclical '<b>Laudato Si</b>' (published in 2015) written in response to the damage being caused to the Earth by humans. Explain that encyclicals are often addressed to 'all people of good will', including non-Catholics who may also want to read the document.</p> <p><b>Slide 19:</b> Explain that Laudato Si' does not just focus on protecting the environment (our 'common home') but also refers to 'promoting dignity' for all (especially the excluded) and addressing poverty.</p> <p><b>Slide 20 - 21:</b> Discuss the concept of our 'common home':</p> <p>Q: Why do you think that Pope Francis calls the Earth our 'common home'?</p> <p><b>Slides 22 – 23:</b> Ask the children about the links between caring for creation and other precepts of CST: Q: Why do you think Pope Francis also refers to poverty and dignity in Laudato Si?</p> <p><b>Slides 24 – 26:</b> Think about this quote from Pope Francis: '<b>Take care of God's creation. But above all, take care of people in need.</b>'</p> <p>Q: What does this tell you about 'caring for creation'?</p> <p>Here, Pope Francis reminds us of the 'greatest commandment: "'You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.' This is the greatest and first commandment. And the second is like it: 'You shall love your neighbour as yourself.'"</p> <p><b>Slides 27 – 30:</b> Ask children to think about Pope Francis' quote on slide 28:</p>

	<p>'What kind of world do we want to leave to those who come after us, to children who are now growing up?'</p> <p>Q: What 'kind of world' do you want to live in when you grow up?</p> <p>Allow time for discussion; pupils thoughts could be recorded in various ways.</p> <p>Slides 31 – 33: Share the quote from Pope Francis: 'We must protect creation for it is a gift which the Lord has given us, it is God's present to us; we are the guardians of creation. When we exploit creation, we destroy that sign of God's love. To destroy creation is to say to God: "I don't care."'</p> <p>Q: What does Pope Francis mean by 'exploiting' creation?</p> <p>As above; children's responses could be recorded in various ways.</p>
Slides 34 - 37	<p>Introduce the concept of 'stewardship':</p> <p>Q: What do you think stewardship means?</p> <p>Allow time for discussion; pupils to share their thoughts as appropriate.</p>
Slides 38 - 51	<p>Introduce the passage from Genesis 1: 26 – 30.</p> <p>Ask children if they know which 'story' was being referred to on slide 34.</p> <p>Q: Where do we find the Book of Genesis in the Bible?</p> <p>Explain that the passage that you will share focuses on the sixth day of the creation story; can the children remember what 'happened' on day 1 – 5?</p> <p>Q: Why are we are looking at this small extract of the whole creation story?</p> <p>Slides 41 – 44: Share the passage; this could be read by various pupils if appropriate (various video resources could also be used if required).</p> <p>Allow children time to reflect on the passage that they have just heard.</p> <p>Q: Have humans been good 'stewards' of God's creation?</p> <p>Allow time for discussion; pupils to share their thoughts as appropriate.</p> <p>Q: What impact do you think Laudato Si' has had in terms of how humankind thinks about creation/the environment?</p> <p>Allow time for discussion; pupils to share their thoughts as appropriate.</p>
Slides 52 – 57 (Additional – RED focus for Year 2)	<p>These slides could be used with Key Stage 1 pupils to support the Year 2 'Hear' lens content for Branch 1: Creation and Covenant. (see RED pp 96 – 98).</p> <ul style="list-style-type: none"> <li>• The story of Noah, focusing on God's covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).145</li> <li>• LS 71 'Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!'</li> <li>• Psalm 139:146 in praise of God's Creation of each of us and his love for us</li> </ul>
Slides 58 - 61	<p>If you have not used the previous CST presentations, or if the children have no prior knowledge of 'Aid to the Church in Need' (ACN), introduce the organisation to them; explain that ACN works on over 5000 projects in over 140 countries all around the world, helping to support the Church in its mission, and</p>



	<p>bringing hope and solidarity to millions of people. From priests to catechists and seminarians to Sisters, the donations received enable ACN to help persecuted and suffering Christians live out their faith (this will be explored further in subsequent slides).</p> <p>Further information on the work of ACN can be found using the following link: <a href="https://acnuk.org/about/">https://acnuk.org/about/</a></p> <p>Explain that one of the many countries that ACN works in is Brazil; locate Brazil on the world map and explain that much of Brazil is covered by the Amazon rainforest and that nearly a third of the population are among the world's poorest people and live in poverty.</p>
Slides 62 - 67	<p>These slides explore just a couple of the numerous projects that ACN supports in Brazil, including the <b>Shalom Missionary</b> and <b>Comunidade Sementes do Verbo (Seeds of the Word Community)</b>. Outline the work that these organisations do to support various communities living in poverty, including the response to the recent floods in April/May 2024 and families moving out of the rainforest to try and find work in cities such as Manaus which is the seventh largest city in Brazil and is the capital city of Amazonas in the north of the country.</p> <p>Allow children time to reflect on the content of these slides and ask questions.</p>
Slides 68 - 70	<p>Explain that ACN is a charitable organisation and that as such, they are dependent on contributions from individuals/organisations</p> <p><b>Q: Could your class/school support the work of ACN through organising a fundraising event?</b> This could be explored further/later.</p> <p>Reinforce the importance of remembering the people/communities that ACN supports in their prayers</p>
Slides 71 - 75	<p><b>You Could Also...</b></p> <p>These slides provide some possible ideas that you could use to help children further embed their understanding of the importance of caring for creation and loving our neighbour. These are merely ideas and can be edited/deleted as appropriate.</p> <p><b>Activity 1: Laudato Si'</b> - Conduct research into Pope Francis' encyclical Laudato Si'. <b>Q: Can you find out what the 7 principles/goals of Laudato Si' are?</b></p> <p><b>Activity 2:</b> Compose a '<b>CREATION</b>' themed acrostic poem/prayer.</p> <p><b>Activity 3:</b> Design a poster to promote 'Care of Creation' in your school/local community. <b>Q: Can you link this with the work of ACN in various agencies and communities in Brazil?</b></p> <p><b>Activity 4: Research Task 2:</b> St. Francis of Assisi is the patron saint of ecology and the environment: <b>Q: What can you find out about the life of St. Francis and how he was inspired to care for creation?</b></p>



	<b>NB:</b> These tasks are optional and merely suggestions; they can be adapted as appropriate and do not have to be undertaken if time does not allow.
Slide 76	This slide could be used as a possible 'plenary' session to provide the children with the opportunity to reflect on their learning/understanding at an appropriate level. Possible questions include: Q: What have you learnt from this session? Q: What might you do differently (or extra) following this session? Q: Do you have any questions?
Slides 77 – 84 	<b>Prayer and Reflection:</b> children could be asked to read various prayers depending on their age; provide an opportunity for spontaneous prayer as appropriate. Remind children that their ongoing prayers for the people/communities supported by ACN are greatly appreciated/welcomed.
Slide 85	<b>Glossary of Terms:</b> definitions of key terms/vocabulary used during the session; this is not an exhaustive list and you may need to explore other vocabulary at an age-appropriate level.
Slides 86 - 87	Closing Slides – Thank You.

## 5. Fundraising for ACN

ACN is always grateful for the funds raised for its projects. Please note that the projects mentioned in this presentation are an example of its work. Your funding may go to these or similar projects.

Thank you for all that you do to support the work of ACN, both in your fundraising and in your prayers which are equally important.

Please let us know how you have raised funds via

- Twitter (X): @acn\_uk
- Instagram: @aidtothechurchinneed\_uk