

Leann Bridge, St Anthony's Primary School, Alexander Hills

Account of planned integration of Catholic Social Teaching (Year 3 students, Term 4, 2016)

Week 1 (Tue 4 Oct – Fri 9 Oct)

<p>Planned integration activities</p> <p>7. The Principle of Stewardship We show respect for the Creator by our stewardship of creation. We have a responsibility to care for the world's goods as stewards and trustees, not primarily, let alone merely, as consumers.</p> <p>1. The Principle of Human Dignity Every person is created in the image of God and Redeemed in Jesus Christ.</p> <p>3. The Principle of Association The human person is not only sacred, but</p>	<p>Religion Unit: Looking after the World</p> <p>Beliefs - Human Existence Christians believe that order and harmony arise from the diversity and interdependence of creation. (BEH3)</p> <p>Activity 1: The Secret of Dreaming By Jim Poulter – YouTube clip</p> <ul style="list-style-type: none"> The students used a story map to retell the Dreaming story – the last picture and caption should reveal the key message of the story. <p>Activity 2: Dreamtime Story https://www.youtube.com/watch?v=J4rAa6PReQM After viewing the video ask what Gumaroy Newmans Understanding of the Dreamtime is:</p> <ul style="list-style-type: none"> The dreaming is what happened in the past, is happening today and will happen tomorrow. It is <i>never ending</i>. <p>Oral Reflection – recorded on ipad – “Do you agree or disagree with Gumaroy Newman’s statement that the Dreaming Story is never ending and why?”</p> <p>In order to show their understanding of the diversity of aboriginal culture the students also illustrated the two different dreaming stories told in the video clip, writing a sentence for each about how the dreaming came about.</p> <ul style="list-style-type: none"> The Rainbow serpent was pregnant and gave birth to humans and animals as she moved across the land. All the animals and humans were molded out of the earth by the spirit of creation.
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also social. We are born in the image and likeness of God, whose essence is community, the diverse community of Father, Son and Holy Spirit.

English

Literacy - Interpreting, analysing, evaluating (ACELY1680)

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features.

Act 1: Shared novel : Smooch and Rose by Samantha Wheeler

- Tells the story of changes taking place in Redland City – focusing on loss of bushland and market gardens to make way for housing developments.

Act 2: Brother Eagle, Sister Sky paintings - paintings by Susan Jeffers

- After reading the text to the students they were asked to write one of the messages from the text on coloured card to display in the room.

Science Unit: Melting Moments

Chemical Sciences

A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)

Use and influence of science

Science knowledge helps people to understand the effect of their actions (ACSHE051)

- After creating a definition for melting the students were asked to create a mind map about examples of things that melt – if the children don't lead them to think of something t in the news that is of concern because it is melting.
- Ask the students what problems are being caused by the ice caps melting to gage their level of understanding of climate change

<p>Student outcomes – knowledge, understanding, attitudes, behaviour</p>	<p>Observed outcomes with respect to knowledge and understanding of CST</p> <p>Religion</p> <p>Act 1: The Secret Dreaming The students displayed an understanding that human knew that all creatures are his spirit cousins and that it was his job to protect all life.</p> <p>Act 2: Dreamtime Story Some Reflections</p> <ul style="list-style-type: none"> • When children plant more trees and flowers we are creating more nature into our world. Pez • Even if humans were to be going extinct nature would keep on going and the cycle of life would keep going. Joe W • We need to keep it clean so the earth doesn't get all rubbished and that if we do that it means that all the animals would die but if we don't all that it would be a wonderful life. Emma • I sort of agree and disagree 50/50 because if we don't help nature it won't continue on but if we do it will. Grace <p>English</p> <p>Act 1: Shared novel : Smooch and Rose by Samantha Wheeler</p> <ul style="list-style-type: none"> • Tells the story of changes taking place in Redland City – focusing on loss of bushland and market gardens to make way for housing developments. <p>Act 2: Brother Eagle, Sister Sky paintings - paintings by Susan Jeffers</p> <p>Each student was able to identify one key message from the story. Some reflections:</p> <ul style="list-style-type: none"> • The message is that if we hurt the earth we hurt ourselves and I learnt that you should not litter and look after the earth. Kyle • The earth doesn't belong to us we belong to it. Rayne • Rivers give us water to drink and give us food and we have to look after them. Gracy
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	<p>The students also drew connections between this story and the Secret of Dreaming story – “It’s just like the Secret of Dreaming story. They are both about how we are related to every creature and we must look after nature.” Bentley</p> <p>Science Unit: Melting Moments</p> <ul style="list-style-type: none"> • The students in in one class brought up that Antarctica was melting without prompting and both the others did with prompting. • Some students in all three classes displayed an understanding that the sea levels were rising causing flooding in the islands. • The students also offered some suggestions to help such as turning off lights and riding your bike instead of driving. <p>Observed outcomes with respect to related attitudes and behaviour.... (in case of behavior, intentions to change behavior might be noted)</p> <ul style="list-style-type: none"> • The students were engaged in the activities as they have real relevance in their lives. • They students displayed a good understanding that the creation story is an ongoing one and that our actions can have a negative or a positive effect on the story.
<p>Teacher outcomes – knowledge, understanding etc.</p>	<p>Any impact on your own knowledge, understanding, attitudes, behavior, teaching?? e.g. your attitudes towards planned integration of a Catholic perspective; your awareness of Catholic Social Teaching...</p> <ul style="list-style-type: none"> • While I initially thought that some of the concepts may be difficult for year threes to understand, e.g. climate change, it never ceases to amaze me how they step up to the challenge, because sustainability has real relevance in their lives – they are engaged, they are concerned and they want to take positive action.
<p>Teacher reflections e.g. changes for future/lessons learned from action research.</p>	<p>What were the successes? Why?</p> <ul style="list-style-type: none"> • These activities were successful in engaging the students in opening up discussions about our role as caretakers of creation and how our actions can have a positive or negative effect on the creation story – the students are already making suggestions for positive actions that we can take.

	<p>What areas might be improved? Why?</p> <ul style="list-style-type: none">• The students were initially nervous about being recorded when asked if they agreed with Gumaroy Newman's statement that the Dreaming Story is never ending. Rehearsing with a simple question may have put them at ease or sharing their ideas with a buddy first.
Conclusion, other comments	<p>What is/is not feasible with respect to integration of CST in a planned way?</p> <ul style="list-style-type: none">• It was very easy to integrate the CST Principle of Sustainability across most subject areas. Not only does it help connect the subjects. It is of real relevance to the students as it enables them to take positive action for a better future for themselves, each other and the earth.• It is imperative that we integrate it into the curriculum. If we don't take action to protect the environment, social justice issues will increase e.g. There will be more wars over ever decreasing resources. More severe natural disasters will lead to more deaths and destruction of homes, crops etc. Sea levels rising will lead to more refugees.

Week 2

Action Research Problem: How to integrate Catholic Social Teaching (CST) in a planned way

<p>Planned integration activities</p> <p>7. The Principle of Stewardship We show respect for the Creator by our stewardship of creation. We have a responsibility to care for the world's goods as stewards and trustees, not primarily, let alone merely, as consumers.</p> <p>1.The Principle of Human Dignity Every person is created in the image of God and Redeemed in Jesus Christ.</p> <p>3. The Principle of Association The human person is not only sacred, but also social. We are born in the image and</p>	<p>Religion - Beliefs - Human Existence Christians believe that order and harmony arise from the diversity and interdependence of creation. (BEH3)</p> <p>Identify the diversity of God's created world.</p> <ul style="list-style-type: none"> • Explore some of the relationships that exist in the created world (e.g. sun and moon). • Communicate an understanding of order and harmony in God's creation. <p>Skills: Explore accounts of creation in Genesis and begin to understand that they have the capacity to make choices and these choices have consequences.</p> <p>Activity 1: God's Creation According to Genesis – YouTube (Genesis 1:1) by praiseshark After viewing the video the students were asked to reflect on the central message of the story.</p> <ul style="list-style-type: none"> • We are called to be caretakers of creation. And what are the things we should value the most. • Ask the students to list the things that we should value the most? • How does this compare with societies values? <p>Activity 2: Why should we value God, each other, animals, plants, air, water and the land? Using Jigsaw Strategy, each group of students focuses on one of the key values and explains why we should value it. Type responses into blank jigsaw on interactive whiteboard.</p> <p>Activity 3: God's Report Card on Human's Treatment of Creation. The students were asked to give a mark from A-E on and write a comment about human's:</p> <ul style="list-style-type: none"> • Looking after the air
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<p>likeness of God, whose essence is community, the diverse community of Father, Son and Holy Spirit.</p> <p>4. The Principle of Participation People have a right, indeed a duty to participate in shaping a more just and human society, seeking together the common good and wellbeing of all, especially the poor and vulnerable.</p>	<ul style="list-style-type: none"> • Looking after the water • Looking after the land • Looking after the animals • Looking after the plants • Looking after each other <p>ENGLISH – Literacy - Interpreting, analysing, evaluating / ACELY1680 Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features.</p> <p>Activity 1: Dr. Seuss’ The Lorax’s - DVD by Illumination</p> <p>After viewing the movie discuss with the children what they thought of it and learnt from it.</p> <p>Activity2: The Lorax by Dr Seuss – book</p> <p>After reading the book create a consequences web using the Inspirations app on the ipad and projected on the whiteboard.</p> <p>Activity 3:</p> <p>Vote: Message or Book</p> <p>The children were asked to fill out a voting form on whether the movie or the book portrayed the message the best and explain why.</p>
<p>Student outcomes – knowledge, understanding, attitudes, behaviour</p>	<p>Observed outcomes with respect to knowledge and understanding of CST</p> <p>Activity 1: God’s Creation According to Genesis – YouTube (Genesis 1:1) by praiseshawk</p> <p>What is the purpose of the story?</p> <ul style="list-style-type: none"> • The students initial response was that the purpose of the story was to tell us how God created the world in seven days

What did Gumaroy have to say about the Dreaming Story?

- The Dreaming story is never ending.
- It keeps going.

Do you think our creation story is just about the past or is never ending like the Dreaming Story?

- It's the same - creation keeps going e.g. trees make seeds which grow into new plants and animals have babies.
- It's like the circle of life it just keeps going and going.
- But if we don't look after it won't keep going e.g. some animals are getting extinct.
- We need to plant more trees because people are cutting down too many trees.
- We should turn off the power at the wall to smoke going into the air.

Then what are the key messages of the story?

- God made people to take care of all the rest of creation.

In whose image did he create humans?

- In his own image.

What does that mean?

- caring and loving
- respectful

What does the Creation Story say that we should value the most? What does society value?

What we should value	What society values
<ul style="list-style-type: none"> • God • Each other • the animal – Just some? – no all • all the plants • water – What Type? - clean water 	<ul style="list-style-type: none"> • themselves – selfish • money • greedy – taking more than we need e.g. we have clothes in the cupboard we don't even wear

	<ul style="list-style-type: none"> • the air – What type? – fresh • the land 	<ul style="list-style-type: none"> • we want the biggest house and the best car • fame
<p>Pez asked the question – Is fame bad? When opened to the floor these were the responses:</p> <ul style="list-style-type: none"> • some people are famous for helping other people <p>Can you give me an example?</p> <ul style="list-style-type: none"> • Mary MacKillop <p>What about people today?</p> <ul style="list-style-type: none"> • Some of the singing stars and sports stars give money to the poor <p>What does famous mean?</p> <ul style="list-style-type: none"> • You get a lot of attention • They are in the news • People take photographs of them <p>If Jesus were alive today do you think he would want all the attention?</p> <ul style="list-style-type: none"> • No – Why? He just wanted to help others. <p>Is it attitude to fame that matters then?</p> <ul style="list-style-type: none"> • Yes, like when Justin Beaver trashed all those other people's things. <p>In the magazines and on the news who gets most publicity for their fame?</p> <ul style="list-style-type: none"> • Sports stars and singers <p>Who should get more publicity for being famous?</p> <ul style="list-style-type: none"> • People who do good things for others. 		

Activity 2:**Why should we value God, each other, animals, plants, air, water and the land?**

- See attached response sheet

Activity 3:**God's Report Card on Human's Treatment of Creation.**

- See attached student responses.

ENGLISH – Literacy - Interpreting, analysing, evaluating / ACELY1680**Activity 1: Dr. Seuss' The Lorax's - DVD by Illumination**

What did you think of the movie and what did you learn from it?

***N.B.** As the discussion started the bell went for lunch but the children didn't move. They wanted to keep discussing but I had to cut them short as I had a lunch duty.

- At the beginning everything was fake, even the trees.

Could that be real, a world where even the plants are fake?

- No, because we wouldn't have anything to eat.
- The Once-ler was greedy. All he wanted was money.
- They had to buy fresh air from O'Haire Air.

Why did O'Haire try to steal the seed.

- Because trees give us air for free and he wanted to keep making money.
- People only wanted the thneeds because they were popular.
- When the trees were gone his family and friends left him.
- The Once-ler left a message on the stones – UNLESS.

What does that mean?

- Unless someone cares than things will keep getting worse, like the air will get more polluted.
- But at the end the Once-ler changed his mind. He felt ashamed of what he did and when he planted the trees and watered them everything got brighter.

	<p>Activity 2: The Lorax by Dr Seuss – book</p> <p>See attached The Lorax Consequences Web created as a class.</p> <p>Activity 3: Vote – Book or Movie</p> <p>Some Sample responses were:</p> <ul style="list-style-type: none"> • I think the book because Dr Seuss wanted it a very special way and there are too many characters in the movie and I got distracted. I think the movie told more of Ted’s story and not the Once-lers. • The movie portrayed the message the best because the movie had more detail and more important things e.g the movie had the Once-ler replanting the trees at the end. But the book didn’t, and that means he has matured and wants to make things right with the Lorax. • The movie was longer which gives more time to tell the message and it describes it more. Example technology isn’t always the answer. We should still have a good life without much technology. • Movie – The Lorax because you’re able to see the rest of the message in the start and the end e.g. love trees not hate trees because trees give us oxygen and other things e.g. don’t cut down trees just to be rich, just get what you need. <p>Observed outcomes with respect to related attitudes and behaviour.... (in case of behavior, intentions to change behavior might be noted)</p> <ul style="list-style-type: none"> • Opened them up to thinking about who should be more famous • The students are becoming more conscious of small actions – rushing to close the door when someone else has left it on because of the aircon, voluntarily picking up rubbish on the way back to the classroom
<p>Teacher outcomes – knowledge, understanding etc.</p>	<p>Any impact on your own knowledge, understanding, attitudes, behavior, teaching?? e.g. your attitudes towards planned integration of a Catholic perspective; your awareness of Catholic Social Teaching...</p> <ul style="list-style-type: none"> • Planning with the purpose of integrating CST into the curriculum has made me more aware of

	<p>referring back to this teaching when I am teaching Sustainability concepts in the other subjects.</p>
<p>Teacher reflections e.g. changes for future/lessons learned from action research.</p>	<p>What were the successes? Why?</p> <ul style="list-style-type: none"> • The students were very engaged with the story of the Lorax and were able recognize the change of attitude in the Once-ler – from one of greed to one of realizing the importance of the trees. • They were also able to recognize the flow on impacts of cutting down the trees and the interconnectedness of everything in creation including ourselves. <p>What areas might be improved? Why?</p> <ul style="list-style-type: none"> • Changing the Report card to either the school’s treatment of creation or their personal treatment would have been better. Reporting on all humans was too advanced for the Year 3 at their stage of development.

Week 3

Action Research Problem: How to integrate Catholic Social Teaching (CST) in a planned way

<p>Planned integration activities</p> <p>7. The Principle of Stewardship We show respect for the Creator by our stewardship of creation. We have a responsibility to care for the world's goods as stewards and trustees, not primarily, let alone merely, as consumers.</p> <p>1.The Principle of Human Dignity Every person is created in the image of God and Redeemed in Jesus Christ.</p> <p>3. The Principle of Association The human person is not only sacred, but also social. We are born in the image and likeness of God, whose essence is community, the diverse community of Father, Son and Holy Spirit.</p>	<p>Religion:</p> <p>Sacred Texts – Christian Spiritual Writings and Wisdom The wisdom of prayers attributed to the saints (e.g. The Deer's Cry/Breastplate of St Patrick) helps one understand God's relationship with people as individuals and as community. STCW4</p> <p>Beliefs - Human Existence Christians believe that order and harmony arise from the diversity and interdependence of creation. (BEH3)</p> <p>Identify the diversity of God's created world.</p> <ul style="list-style-type: none"> • Explore some of the relationships that exist in the created world (e.g. sun and moon). • Communicate an understanding of order and harmony in God's creation. <p>Christian Life – Prayer and Spiritually Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including guided meditation and mindful listening) that help believers prepare the body and the mind for meditative prayer and engage in the 'work of meditation'. CLPS9</p> <p>Activity 1: Listening to Indigenous Wisdoms - Sacred Planet DVD Walt Disney Productions Over five days the children will listen to the wisdom of five indigenous groups of peoples from around the world and reflect on their wisdoms.</p>
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	<p>Activity 2: Canticle Of Creation by Brother Francis After reading the children identify the key messages about the relationship between people and the rest of creation.</p> <p>Activity 3: Meditation Creation Calls -- are you listening? Music by Brian Doerksen https://www.youtube.com/watch?v=LwGvfdtI2c0</p> <p>Activity 4: Diddari - Creek Reflection The students were asked to find a quiet spot to sit (e.g. staring at the bark on a tree, looking at the water in the creek) for two minutes in silence.</p> <ul style="list-style-type: none"> • Explain Diddarri to the children • At the end of the two minutes ask the children what they saw or heard using descriptive phrases e.g the sun was glistening on the water, the trees were swaying in the gentle breeze • Record exactly what the children say where possible • Read the prayer that they have created back to the children <p>English Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features. ACELY1680</p> <ul style="list-style-type: none"> • making considered inferences taking into account topic knowledge or a character's likely actions and feelings • using text features and search tools to locate information in written and digital texts efficiently <p>Act 1: Our Sacred Place – Moreton Bay</p>
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	<p>The Logo – Redland City Council</p> <p>http://www.redland.qld.gov.au/AboutRedlands/History/Pages/The-Logo.aspx</p> <p>This image was adopted in 1995 as part of the Vision 2005, a community consultation process which developed a blueprint for the future growth of the Redlands.</p> <p>In learning groups of three to four, the students look at the logo to determine what is treasured the most by Redlanders</p> <ul style="list-style-type: none"> • Children share their ideas • Then they compare it to with the intended meaning • Ask the students to give themselves a rating out of five for their interpretation explaining why • Discuss the effectiveness of the image • Brainstorm what the bayside lifestyle is that is represented by the sailboats • Children illustrate aspects of this lifestyle e.g. surfing, bush walking, snorkeling <p>Geography</p> <p>The similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places ACHGK018</p> <ul style="list-style-type: none"> • discussing why it is important to protect places that have special significance for people, for example, a wetland, a sacred site, a national park or a World Heritage site <p>Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal ACHGS025</p> <ul style="list-style-type: none"> • designing actions that people could take to protect and improve places that people perceive as important
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	<p>Activity 1: Creek Visit with Education Officer from the Redland City Council</p> <p>The students participate in the following activities:</p> <ul style="list-style-type: none"> • macroinvertebrates studies • water quality testing – with Horibra (Used by Water Quality Officers from Council) <p>Monique spoke to the children about what a Catchment is and why they are important. She also spoke to the children about storm water run-off and the pollutants it carries with it and the importance of riparian vegetation.</p> <ul style="list-style-type: none"> • She used the children to create a model catchment with some being mountains, hills, low lying farmland etc. to help them develop an understanding of what a catchment is. • She asked questions such as – “Farmers what do you use that can end up in our waterways?” in order to help them work out for themselves what goes into our waterways. <p>Act 2: What is a Catchment?</p> <p>Healthy Waterways Fact Sheet: What is a Catchment file:///C:/Users/lbridge.BCE/Downloads/285248fs_whatiscatchment_v2%20(2).pdf</p> <ul style="list-style-type: none"> • Choose children to read through the sheet. • Through discussion, compare what the sheet said with what Monique taught them. • Create a class definition for a catchment. • Children then use Google Chrome to search for an image with their ipad that reflects the definition. • Children show their selected image using airplay to connect to the projector and state why they chose their particular image. Children then print an image each for their Geography books.
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Student outcomes –
knowledge, understanding,
attitudes, behaviour

Observed outcomes with respect to **knowledge and understanding** of CST

Religion

Activity 1: Listening to Indigenous Wisdoms - Sacred Planet DVD

Unfortunately this DVD had not been returned to me and was lost. I purchased another one but it was an American Version and would not play on my computer. However, if you can track this down it is a very valuable resource.

Activity 2: Canticle Of Creation by Brother Francis

Some responses were –

- “We are related to everything in creation and we should respect everything.”
- “Everything is connected in creation.”
- “It’s just like what Jesus said, “Love one another as I have loved you.”
- “God created everything and we should look after everything”
- “We should care for our earth instead of destroying it.

Activity 3: Meditation - Creation Calls -- are you listening? Music by Brian Doerksen

After viewing the video the children asked if they could draw pictures of creation instead of silent reading

Activity 4: Diddari - Creek Reflection

- * See attached sheet for reflection.

English

Act 1: Our Sacred Place – Moreton Bay

The Logo – Redland City Council

<http://www.redland.qld.gov.au/AboutRedlands/History/Pages/The-Logo.aspx>

	<ul style="list-style-type: none"> • The students made very close inferences about the meanings behind the symbols in the Redland City Council Logo and rated themselves 4/5 for understanding its meaning after comparing their meanings to the intended meanings • *See attached sheets – Redlands Loge Reflection 1 and 1A, Redlands valued Lifestyle <p>Geography:</p> <p>Activity 1: Creek Visit</p> <ul style="list-style-type: none"> • The students were all actively engaged in the activities. <p>Act 2: What is a Catchment?</p> <p>Healthy Waterways Fact Sheet: What is a Catchment file:///C:/Users/lbridge.BCE/Downloads/285248fs_whatiscatchment_v2%20(2).pdf</p> <p>All students displayed at least a sound understanding of what a catchment is and were able to explain why they chose their particular image.</p> <p>Observed outcomes with respect to related attitudes and behaviour.... (in case of behavior, intentions to change behavior might be noted)</p> <ul style="list-style-type: none"> • Several students asked if they could clean up the creek instead of doing the water bug studies • One child carried a brick all the way back to school because it didn't belong in the gardens either so he was bringing back for Mr White (the groundsman) to recycle.
<p>Teacher outcomes – knowledge, understanding etc.</p>	<p>Any impact on your own knowledge, understanding, attitudes, behavior, teaching?? e.g. your attitudes towards planned integration of a Catholic perspective; your awareness of Catholic Social Teaching...</p> <ul style="list-style-type: none"> • Real learning is taking place involving real issues and real solutions. • The students are actively involved helping the Local Council care for our creek. • They are doing all they can to save power to help the island peoples.

Week 4

Action Research Problem: How to integrate Catholic Social Teaching (CST) in a planned way

<p>Planned integration activities</p> <p>7. The Principle of Stewardship We show respect for the Creator by our stewardship of creation. We have a responsibility to care for the world's goods as stewards and trustees, not primarily, let alone merely, as consumers.</p> <p>1.The Principle of Human Dignity Every person is created in the image of God and Redeemed in Jesus Christ.</p> <p>3. The Principle of Association The human person is not only sacred, but</p>	<p>Religion - Beliefs - Human Existence Beliefs / Human Existence</p> <p>Christians believe that order and harmony arise from the diversity and interdependence of creation. BEH3</p> <p>Identify the diversity of God's created world.</p> <ul style="list-style-type: none"> • Explore some of the relationships that exist in the created world (e.g. sun and moon). • Communicate an understanding of order and harmony in God's creation. <p>Christian Life / Mission and Justice</p> <p>Jesus' great commandment requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message in Scripture (including Luke 4:16-21) and church teaching. CLMJ4</p> <p>Activity 1: Encyclica Letter - <i>Laudato Si'</i> On care For Our Common Home Of the Holy Father Francis</p> <ul style="list-style-type: none"> • Google - PowerPoint: Laudato Si: a reflection – Cafod <p>Explain to the children that the Pope is so concerned about Climate Change that he has written an encyclical (a very long letter) about it.</p> <p>Also explain that some people have criticized him saying that he should leave discussion on Climate</p>
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<p>also social. We are born in the image and likeness of God, whose essence is community, the diverse community of Father, Son and Holy Spirit.</p> <p>4. The Principle of Participation People have a right, indeed a duty to participate in shaping a more just and human society, seeking together the common good and wellbeing of all, especially the poor and vulnerable.</p> <p>5. The Principle of Preferential Option for the Poor In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the last judgement (Mt 25:31-46) and instructs us to put the needs of the</p>	<p>Change to the scientists. Do you agree?</p> <p>The students reflect on the important messages that Pope Francis is trying to get across.</p> <p>Activity 2: PowerPoint for Advent Prayer Parade - To go with song Canticle of Creation by Trisha Watts and Monica O'Brien</p> <p>Children brainstorm ideas for ideas for caring for creation then use Google Chrome with partners save images to be used as a class PowerPoint that will inspire others to act.</p> <p>Activity 3: Prayers of Faithful</p> <p>In groups of 4 children write a prayer about one of the things that we should value the most – water, air, land, , animals and plants and each other.</p> <p>English – Literature</p> <p>Examining literature</p> <p>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)</p> <p>Creating literature</p> <p>Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)</p> <p>Act 1: Our Island By the children of Gununa, with Alison Lester and Elizabeth Honey</p> <p>Children create a book titled Our Beautiful Bay with the view to having it published.</p> <ul style="list-style-type: none"> • Brainstorm about natural features of our bay and its islands • Each child chooses one aspect to write about and illustrate.
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<p>poor and vulnerable first.</p> <p>6. The Principle of Solidarity We are our 'brothers' and 'sisters' keepers. Learning to practice the virtue of solidarity means learn that 'loving our neighbour' has global dimensions in an interdependent world.</p> <p>9. The Principle of Human Equality Given that every human being is entitled to respect and dignity merely because she/he has been created in the image and likeness of God, it follows that there is a radical equality among all human beings.</p>	<ul style="list-style-type: none"> • Children help each other to edit sentences to make them more descriptive. • Children illustrate their sentence • Combine to make a book • Attempt to work with Save Moreton Bay Organisation to publish book <p>Science</p> <p>Chemical Sciences</p> <p>A change of state between solid and liquid can be caused by adding or removing heat ACSSU046</p> <ul style="list-style-type: none"> • exploring how changes from solid to liquid and liquid to solid can help us recycle materials • predicting the effect of heat on different materials <p>What is Climate Change?</p> <p>CAFOD: Climate Change Animation for Primary Schools https://www.youtube.com/watch?v=v8unGCTWUWI</p> <ul style="list-style-type: none"> • discuss the effects of climate change including polar ice caps melting • ask who is effected the most – poorest peoples • discuss - our earth is a gift from God • children make suggestions about – “How can we do a better job?” <p>Geography Knowledge and Understanding The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places. ACHGK018</p>
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	<p>Reflecting and responding</p> <p>Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal. ACHGS025</p> <p>The location of Australia’s neighboring countries and their diverse characteristics. ACHGK016</p> <p>Act 1: Climate Change and Island Communities</p> <p>YouTube Videos: <i>Kiribati - A Call To the World</i> https://www.youtube.com/watch?v=GDMpmRjCIQE View the YouTube clips with the children</p> <ul style="list-style-type: none"> • Students list the problems caused by rising sea levels • Discuss with the children who is responsible for both causing and fixing the problems faced by island communities.
<p>Student outcomes – knowledge, understanding, attitudes, behaviour</p>	<p>Observed outcomes with respect to knowledge and understanding of CST</p> <p>Activity 1: Encyclica Letter - <i>Laudato Si'</i> On care For Our Common Home Of the Holy Father Francis</p> <ul style="list-style-type: none"> • (see responses on attached sheets) * • The students were very interested. • Even some of the children who struggle with reading wanted a turn at reading one of the slides. • The students wanted to discuss most of the slides. <p>Some of the children’s responses:</p> <ul style="list-style-type: none"> • God created the earth and he wants us all to look after it. • No, because we all need to look after our earth.

- We are doing things to our earth like throwing rubbish on the ground and polluting the water.
- The ice caps are melting and some islands are being flooded.
- We need to stop using electricity as much to help out.
- Some people are greedy and keep wanting more and more while some people are poor.

The students reflect on the important messages that Pope Francis is trying to get across.

- * See attached sheet – **Our Understanding of Pope Francis’s Message**

English

Act 1: Our Island By the children of Gununa, with Alison Lester and Elizabeth Honey

Children create a book titled **Our Beautiful Bay** with the view to having it **published**.

- All together the children have created a beautiful book.
- After Christmas I will take the book to the **Marine Conservation Group** to see if they would be interested in supporting us in having the book published.

Science

What is Climate Change?

CAFOD: Climate Change Animation for Primary Schools

<https://www.youtube.com/watch?v=v8unGCTWUWI>

In discussion the students displayed an understanding that:

- We need carbon dioxide in the atmosphere to help plants grow
- We are putting more carbon dioxide into the atmosphere than is meant to be there.
- The CO₂ levels in our atmosphere have always been changing.
- In the last 200 years things have changed very fast though.
- The effects are more extreme weather, floods and droughts.
- When we burn fossil fuels like coal and gas we put more CO₂ into the atmosphere.
- This is causing our world to heat up and the polar caps are melting.
- It is the poor people who are affected the most.

	<p>Geography Act 1: Climate Change and Island Communities</p> <p>YouTube Videos: <i>Kiribati - A Call To the World</i> https://www.youtube.com/watch?v=GDMpmRjCIQE</p> <ul style="list-style-type: none"> * See attached sheet Kiribati – A Call to the World <p>Observed outcomes with respect to related attitudes and behaviour.... (in case of behavior, intentions to change behavior might be noted)</p> <ul style="list-style-type: none"> The children have taken on the responsibility of turning off the lights and aircon at morning tea and lunch. They actively make sure that they return to the home screen on the computers and ipads to save the batteries. One child commented – “I’m checking that they are all closed out of the programs to help the island people.”
<p>Teacher reflections e.g. changes for future/lessons learned from action research.</p>	<p>What were the successes? Why?</p> <ul style="list-style-type: none"> I was surprised at the maturity of the responses to Laudato Si. The students seem to have really taken it on board. I think this is largely due to the integrated nature of the unit and its relevance to the children as they have genuine concerns about the future of the environmental and social justice issues around them. <p>I have since found a YouTube clip about Laudato Si that is more suitable for the children’s level. I would use this next time, especially if I have a younger class.</p> <p>CAFOD: Laudato Si' animation for children https://www.youtube.com/watch?v=KOGF2Kgel6k</p> <p>I have also found another YouTube clip - Tuvalu (HUNGRY BEAST) https://www.youtube.com/watch?v=DSmN8Eq4qEg This clip illustrates how the people of Tuvalu now import most of their food which is causing a major waste issue that they never had before</p>

Week 5

Action Research Problem: How to integrate Catholic Social Teaching (CST) in a planned way

<p>Planned integration activities</p> <p>7. The Principle of Stewardship We show respect for the Creator by our stewardship of creation. We have a responsibility to care for the world's goods as stewards and trustees, not primarily, let alone merely, as consumers.</p> <p>1.The Principle of Human Dignity Every person is created in the image of God and Redeemed in Jesus Christ.</p> <p>3. The Principle of Association The human person is not only sacred, but</p>	<p>Religion - Beliefs - Human Existence Beliefs / Human Existence</p> <p>Christians believe that order and harmony arise from the diversity and interdependence of creation. BEH3</p> <ul style="list-style-type: none"> • Identify the diversity of God's created world. • Explore some of the relationships that exist in the created world (e.g. sun and moon). • Communicate an understanding of order and harmony in God's creation. <p>Christian Life / Mission and Justice</p> <p>Jesus' great commandment requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message in Scripture (including Luke 4:16-21) and church teaching. CLMJ4</p> <p>Christian Living / Prayer and Spirituality</p> <p>In the Christian tradition, essential forms of prayer, including prayers of thanksgiving and prayers of praise, nurture the spiritual life of believers.</p> <p>For Christians, a primary role of prayer is praise and thanksgiving to a God who knows and cares for each person individually. CLPS8</p> <p>Meditative prayer uses silence and stillness to assist believers to listen and talk to God CLPS9</p>
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<p>also social. We are born in the image and likeness of God, whose essence is community, the diverse community of Father, Son and Holy Spirit.</p> <p>4. The Principle of Participation People have a right, indeed a duty to participate in shaping a more just and human society, seeking together the common good and wellbeing of all, especially the poor and vulnerable.</p> <p>5. The Principle of Preferential Option for the Poor In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the last judgement (Mt 25:31-46) and instructs us to put the needs of the</p>	<p>Act 1: Shared Story - <i>Christmas Mother</i> by John Doll from Chicken Soup for the Soul Christmas Treasury Jack Canfield Mark Victor Henderson The students reflect on the story</p> <ul style="list-style-type: none"> • The greatest give we can give others is love • The Christmas basket stood out in his memory as a ray of light <p>Act 2: Promotion of St Vincent de Paul Christmas Hamper Appeal The student will create promotional posters for the St Vincent de Paul collection baskets that will go to the classrooms.</p> <p>Act 3: 3N Prayer Parade – First Week of Advent</p> <ul style="list-style-type: none"> • Theme - Let your light shine – love one another. • Promotion of St Vincent de Paul Christmas Hamper Appeal <p>English Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features. ACELY1680</p> <ul style="list-style-type: none"> • determining important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification • using text features and search tools to locate information in written and digital texts efficiently <p>Identify the features of online texts that enhance navigation ACELA1790</p> <ul style="list-style-type: none"> • becoming familiar with the typical features of online texts, for example navigation bars and buttons, hyperlinks and sitemaps
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<p>poor and vulnerable first.</p> <p>6. The Principle of Solidarity We are our 'brothers' and 'sisters' keepers. Learning to practice the virtue of solidarity means learn that 'loving our neighbour' has global dimensions in an interdependent world.</p> <p>9. The Principle of Human Equality Given that every human being is entitled to respect and dignity merely because she/he has been created in the image and likeness of God, it follows that there is a radical equality among all human beings.</p>	<p>Act 1: Book - One Child By Christopher Cheng and Steven Woolman</p> <p>After listening to the story the children are asked to identify the actions that the child took in the story.</p> <p>Act 2: Save Moreton Bay Organisation - Threats To Wildlife in Moreton Bay http://www.savemoretonbay.org.au/pages/wildlife.html</p> <p><i>“Amazingly, Moreton Bay Marine Park is the only place in the world where significant populations of dugongs and sea turtles can still be found close to a major metropolitan centre. The city of Brisbane is incredibly privileged to have this jewel at its doorstep.”</i></p> <p>Children complete retrieval chart - Threats to Wildlife in Moreton Bay</p> <ul style="list-style-type: none"> • Dugongs • Turtles • Whales • Shorebirds <p>Outlining Threats and Solutions</p> <ul style="list-style-type: none"> • Ask children which threat is common to all four. <p>Maths Probability and Statistics</p> <p>Data representation and interpretation</p> <p>Interpret and compare data displays ACMSP070</p> <ul style="list-style-type: none"> • comparing various data representations and describing their similarities and differences
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Act. 1: Healthy Waterways Report Card

<http://healthywaterways.org/report-card>

Compare **2014 results** with **2015 results**

- Redlands **F** to **C+**
- Central Bay **B-** to **B+**

Statistics:

- 86% riparian vegetation
- 4120 tonnes sediment (mud) generated from all types of landuse
- 61% satisfied with their use of the waterways
- 285 landholders and 48 community groups involved in activities that protect and improve waterways
- **72% value their waterways**
- **Only 20% engaged in waterways protection activities**

Geography**Geography:****Knowledge and Understanding**

The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places. **ACHGK018**

Inquiry and Skills

Collect and record relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet **ACHGS020**

Reflecting and responding

Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal. **ACHGS025**

The location of Australia's neighboring countries and their diverse characteristics. **ACHGK016**

Act 1: 11 Islands That Will Vanish When Sea Levels Rise

<http://www.businessinsider.com.au/islands-threatened-by-climate-change-2012-10#kiribati-1>

Children work with ipad partners to fill in a **retrieval chart** with

- Island Group
- Number of Islands in Group
- Ocean
- Geology of Island
- Population

(most of the information is about population but that is the focus)

Discuss the **populations** on these islands and ask what will happen to these peoples if their **islands are no longer habitable**

- Become **refugees**

Each pair of students is then responsible for looking up **Google Maps** and locating **one of the island groups**

- Must adjust map to show where islands are in relation to Australia before printing
- Maps used to display around world map with populations

<p>Student outcomes – knowledge, understanding, attitudes, behaviour</p>	<p>Observed outcomes with respect to knowledge and understanding of CST</p> <p>Religion</p> <p>Act 1: Shared Story - <i>Christmas Mother</i> by John Doll from Chicken Soup for the Soul Christmas Treasury Jack Canfield Mark Victor Henderson Some of the students reflections on the story -</p> <ul style="list-style-type: none"> • The mum gave the greatest gift of all – the gift of love. • Another thing he remembered about Christmas was the basket of food that they were given. • Even though he has had gifts that cost more his Mum’s tree is the best gift he ever had. <p>Act 2: Promotion of St Vincent de Paul Christmas Hamper Appeal The student will create promotional posters for the St Vincent de Paul collection baskets that will go to the classrooms.</p> <ul style="list-style-type: none"> • The posters that the children created were attached to the baskets before distributing to the classrooms. <p>Act 3: 3N Prayer Parade – First Week of Advent</p> <ul style="list-style-type: none"> • Theme - Let your light shine – love one another. • Promotion of St Vincent de Paul Christmas Hamper Appeal (*see attached document – 3N Prayer Parade – First Week of Advent) <ul style="list-style-type: none"> • Several staff members commented on how well the children displayed a great deal of maturity in their understanding of the connections between environmental and social justice issues.
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English

Act 1: Book - One Child

By Christopher Cheng and Steven Woolman

The children were able to identify the actions that the child took in the story and offered suggestions of their own e.g.

- Turn of the lights when you leave the room.
- Ride your bike instead of using the car.
- Play outside instead of on your ipad all the time.
- Give your clothes that you don't want to wear any more to the poor.

Act 2: Save Moreton Bay Organisation - Threats To Wildlife in Moreton Bay

<http://www.savemoretonbay.org.au/pages/wildlife.html>

- The students were able to identify that rubbish in our water was the common threat
- They were also able to give examples such as - Turtles think plastic bags are jellyfish.
- The students also gave me examples of actions that they already take to look after our marine creatures e.g. We saved a bird like the ones that eat our lunch with fishing line wrapped around its legs and we helped it, When I am fishing with dad we are very careful with our hooks, I pulled a plastic bag out of the water when I was at the beach.

Maths

Act. 1: Healthy Waterways Report Card

<http://healthywaterways.org/report-card>

Compare **2014 results** with **2015 results**

- Redlands **F** to **C+**
- Central Bay **B-** to **B+**

	<p>Statistics:</p> <ul style="list-style-type: none"> • The students were actively engaged in the activity because they value the bay • 72% value their waterways • Only 20% engaged in waterways protection activities <p>When asked to comment on the students commented that we should all look after our waterways.</p> <p>Geography</p> <p>Act 1: 11 Islands That Will Vanish When Sea Levels Rise</p> <p>http://www.businessinsider.com.au/islands-threatened-by-climate-change-2012-10#kiribati-1</p> <ul style="list-style-type: none"> • *Not yet complete – to be followed up week 6. <p>Observed outcomes with respect to related attitudes and behaviour.... (in case of behavior, intentions to change behavior might be noted)</p> <ul style="list-style-type: none"> • The students continue to become a closer nit group, supporting each other with their technology skills and investigations. • More students are acting as peer tutors, treating each other with a great deal of respect. • They are also keen to tell me about the simple actions that they are taking at home by themselves or with their families to help reduce climate change and look after the earth.
<p>Teacher outcomes – knowledge, understanding etc.</p>	<p>Any impact on your own knowledge, understanding, attitudes, behavior, teaching?? e.g. your attitudes towards planned integration of a Catholic perspective; your awareness of Catholic Social Teaching...</p>
<p>Teacher reflections e.g. changes for future/lessons learned from action research.</p>	<p>What were the successes? Why?</p> <p>The students were actively involved in the research for both the Threats to Moreton Bay Marine Park and 11 Islands that will Disappear When Sea Levels Rise activities.</p> <ul style="list-style-type: none"> • The children are still turning off the lights and aircon at morning tea and lunch. • They are also taking greater responsibility with cleaning up the room. • The students who collect and return the ipads are making sure that all the programs are closed

	<p>down in order to save the batteries “to help the island people”. What areas might be improved? Why?</p> <p>English</p> <ul style="list-style-type: none">• The book My Two Blankets by Irena Kobald and Freya Blackwood Could be used to show how we can make refugees feel welcome.
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Week 6

Action Research Problem: How to integrate Catholic Social Teaching (CST) in a planned way

<p>Planned integration activities</p> <p>7. The Principle of Stewardship We show respect for the Creator by our stewardship of creation. We have a responsibility to care for the world's goods as stewards and trustees, not primarily, let alone merely, as consumers.</p> <p>1. The Principle of Respect for Human Dignity Every person is created in the image of God and redeemed by Jesus Christ.</p> <p>3. The Principle of Association The human person is not only sacred, but also social. We are born</p>	<p>Religion</p> <p>Beliefs / Human Existence</p> <p>Christians believe that order and harmony arise from the diversity and interdependence of creation.</p> <p>BEH3</p> <ul style="list-style-type: none"> • Identify the diversity of God's created world. • Explore some of the relationships that exist in the created world (e.g. sun and moon). • Communicate an understanding of order and harmony in God's creation. <p>Christian Living / Prayer and Spirituality</p> <p>In the Christian tradition, essential forms of prayer, including prayers of thanksgiving and prayers of praise, nurture the spiritual life of believers.</p> <p>For Christians, a primary role of prayer is praise and thanksgiving to a God who knows and cares for each person individually. CLPS8</p> <p>Act 1: Grandpa's Prayers for the Earth</p> <p>By Douglas Wood Illustrated by P.J. Lynch</p> <p>The students will use PowerPoint to create a visual image of something in nature stating how it prays to God. e.g. The trees pray by reaching to the Heavens and God.</p>
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in the image and likeness of God, whose essence is community, the diverse community of Father, Son and Spirit.

4. The Principle of Participation

People have a **right**, indeed a **duty** to participate in shaping a more just and human society, seeking together the common good and wellbeing of all, especially the poor and vulnerable.

5. The Principle of Preferential Option for the Poor

In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the last judgement (Mt 25:31-46) and instructs us to put the needs of the

English

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features. **ACELY1680**

- determining important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification
- making considered inferences taking into account topic knowledge or a character's likely actions and feelings
- using text features and search tools to locate information in written and digital texts efficiently

Being a Responsible Consumer

Reading Conventions Year 3

By Lauren O'Brien

Unit 26

Year 3

Maths

Interpret and compare data displays **ACMSP070**

- comparing various student-generated data representations and describing their similarities and differences

Act 1: **Figure 7.8 Number of nesting females tagged during the two-week annual mid-season tagging census at Wreck Island**

Source: Limpus and Limpus 2003, and QPWS Marine Turtle database

https://www.ehp.qld.gov.au/state-of-the-environment/report-2007/contents/biodiveristy_species_protection.html

- Ask the students to suggest reasons for the decline in the number of nesting female turtles
- Ask the students to identify the year when a change took place
- Read the preceding article to the children

poor and vulnerable first.

6. The Principle of Solidarity

We are our 'brothers' and 'sisters' keepers. Learning to practice the virtue of solidarity means learn that 'loving our neighbour' has global dimensions in an interdependent world.

9. The Principle of Human Equality

Given that every human being is entitled to respect and dignity merely because she/he has been created in the image and likeness of God, it follows that there is a radical equality among all human beings.

- Discuss the cause of the change - The use of TEDs (turtle exclusion devices) in prawn trawls became compulsory in 2001 for the east coast trawl fishery and the northern prawn fishery.
- Discuss why turtles numbers aren't increasing as rapidly as they declined – takes 30 years to reach breeding age

Geography

Act 1: 11 Islands That Will Vanish When Sea Levels Rise (Cont.)

<http://www.businessinsider.com.au/islands-threatened-by-climate-change-2012-10#kiribati-1>

Children work with ipad partners to fill in a **retrieval chart** with

- Island Group
- Number of Islands in Group
- Ocean
- Geology of Island
- Population

(most of the information is about population but that is the focus)

Discuss the **populations** on these islands and ask what will happen to these peoples if their **islands are no longer habitable**

- Become **refugees**

Each pair of students is then responsible for looking up **Google Maps** and locating **one of the island groups**

- Must adjust map to show where islands are in relation to Australia before printing
- Maps used to display around world map with populations

	<p>Visual Arts</p> <p>Use materials, techniques and processes to explore visual conventions when making artworks</p> <p>ACAVAM111</p> <ul style="list-style-type: none"> • applying art and design techniques effectively and safely, such as modelling and joining clay, marbling on paper, designing and printing a pattern <p>Act 1: for National Recycling Week</p> <p>Reverse Garbage Workshop</p> <ul style="list-style-type: none"> • Mask Making <p>Reverse Garbage www.reversegarbageqld.com.au/</p>
<p>Student outcomes – knowledge, understanding, attitudes, behaviour</p>	<p>Observed outcomes with respect to knowledge and understanding of CST</p> <p>Religion</p> <p>Act 1: Grandpa’s Prayers for the Earth</p> <p>By Douglas Wood Illustrated by P.J. Lynch</p> <p>The students will use PowerPoint to create a visual image of something in nature stating how it prays to God.</p> <p>Some of the children’s prayers were –</p> <ul style="list-style-type: none"> • The stars pray by showing the beauty of their light. • The lion prays by roaring loudly so all the world can hear him. • The killer whale prays by leaping in and out of the water. • The birds pray by singing and the trees pray by reaching to God. <p>When asked if they wanted their prayers laminated so that they could keep them all replied yes.</p>

English

Being a Responsible Consumer - Reading Conventions Year 3 - Unit 26

By Lauren O'Brien

- All students came to the conclusion that being a responsible consumer means buying what you need instead of what you want.

When I asked why we should do this some of the responses were -

- Not wasting good things
- Throwing away less rubbish.
- We are using less electricity because we don't have to make so many new things.
- Some people have more than others.
- We can help the poor by giving them things like clothes we don't fit into any more.

Maths

Act 1: *Figure 7.8* Number of nesting females tagged during the two-week annual mid-season tagging census at Wreck Island

Source: Limpus and Limpus 2003, and QPWS Marine Turtle database

https://www.ehp.qld.gov.au/state-of-the-environment/report-2007/contents/biodiveristy_species_protection.html

- Unfortunately we did not get to complete this activity.

Geography

Act 1: 11 Islands That Will Vanish When Sea Levels Rise (Cont.)

<http://www.businessinsider.com.au/islands-threatened-by-climate-change-2012-10#kiribati-1>

Discuss the **populations** on these islands and ask what will happen to these peoples if their **islands are**

no longer habitable

- They will have to leave their islands.
- They will become refugees.
- But our government doesn't want refugees here.
- Then what will happen to them? – They'll have to go to other places.
- What if other countries don't want them either? – They will drown.

Each pair of students is then responsible for looking up **Google Maps** and locating **one of the island groups**

- The maps were used to display around world map with populations visible for others to see.

Visual Arts**Act 1: for National Recycling Week****Reverse Garbage Workshop**

- Mask Making

[Reverse Garbage](#)

www.reversegarbageqld.com.au/

Before the children created their masks the explained how their business came to being:

- A way of recycling materials that would otherwise have been thrown out, contributing to landfill.
- Saves buying new materials.
- Reusing materials
- The children had to decide on a theme for their mask before creating it.
- At the end the children were given the opportunity to share their masks, explaining their theme and why they chose the materials they used.

<p>Teacher outcomes – knowledge, understanding etc.</p>	<p>Any impact on your own knowledge, understanding, attitudes, behavior, teaching?? e.g. your attitudes towards planned integration of a Catholic perspective; your awareness of Catholic Social Teaching...</p> <ul style="list-style-type: none"> • Don't underestimate what your students can achieve. Give them a ladder and let them climb to great heights. • The year threes continue to amaze me with their willingness to understand concepts that I thought that might be too challenging for them e.g. climate change, because they have real relevance in their lives and they want to make a difference. They want to be the Hope of Christ for a better world.
<p>Teacher reflections e.g. changes for future/lessons learned from action research.</p>	<p>What were the successes? Why?</p> <ul style="list-style-type: none"> • The students displayed a depth of concern for the island peoples and their plight. • They were amazed at the number of people involved in just 11 island groups. • Two of the students went on to research other island groups – the Republic of Cape Verde and Fiji. • When Mercedes from Reverse Garbage was talking to the students about how the business came about – the children talked to her about what we have been learning about in our Creation calls Unit. • She commented that she was impressed with what they already knew • The students also enjoyed designing and creating their masks and were keen to take them home that day despite the glue not being dry. <p>What areas might be improved? Why?</p> <ul style="list-style-type: none"> • I was disappointed that we didn't get to look at the Turtle graph as it reinforces the understanding that fixing an environmental or social justice issue often takes longer than the decline.