



Holy Spirit School
BRAY PARK

Caritas
AUSTRALIA



CATHOLIC SOCIAL TEACHING

THE EARTH AND ALL THE PEOPLE, PLANTS AND ANIMALS
ARE GIFTS FROM GOD.



GOD WANTS US TO TAKE CARE OF THESE GIFTS.

Stewardship of the Earth through History and Geography

*Comparing how the Aborigines lived in the past to how we live
today*

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Holy Spirit School Context

- Number of students: 610
- Streams:
 - Four stream to Year 3
 - Three stream from Year 4
- Catchment area details
 - Based in Bray Park, Moreton Bay Region just North of Brisbane
 - Socio Economic Area: Low to Middle
 - Federal Government SES Rating: 98

Context of action research

- Year Level: 3
- Curriculum area:
 - Religion;
 - Two week unit to introduce the topic of CST
 - English
 - History and Geography (HASS from 2017); and
 - Design and Technologies
- Unit:
 - Comparing how the Aborigines lived in the past and how we live today;
 - Getting the students to think about the differences; and
 - How we could be better stewards of the earth using their example.
- CST principle: Stewardship of the Earth

Context (cont)

- I taught a History, Geography and Design and Technologies Unit in 2015
 - It was a perfect fit for Stewardship of Creation
 - Leann Bridge's presentation in May on her implementation of Stewardship of Creation was the inspiration to use this unit
- I made some modifications to the unit to deepen students knowledge and understanding of Stewardship of Creation

Assessment Task

- **Key CST principle:** Stewardship of the Earth
 - CST Learning Outcome
 - How can we use the example of the Aborigines to change our lives to be Stewards of the Earth
- You have the assessment task in your folders.
- There were three parts to the task:
 1. Students had to construct a diorama showing the life of an Aboriginal before colonisation.
 2. Respond to the question - How did Aboriginals show “Stewardship of Creation” through their lives?
 3. Describe how you could change how you live today to show “Stewardship of Creation”.

Main activities relevant to CST

- Religion
 - Prior to commencing the History and Geography Unit I taught a 2 week unit on CST
 - This Introduced the concept of Catholic Social Teaching
 - Then I specifically taught Stewardship of the Earth
- History and Geography
 - Focus on the stewardship shown by Aborigines in how they treated the environment
- Design and Technologies
 - Where our food comes and how this has changed
- English
 - Visual literacy

Views of Creation

- Aboriginals view of creation:
 - They see their creator in everything.
 - When the dreamtime spirits created the world around us they became a part of what they had created.
 - This drives their view of stewardship.
 - This was a concept that excited me as it could provide a clear link to Stewardship of Creation using CST
- A Catholic view of creation:
 - Catholics have a sacramental view of the world in which there is the possibility that through people's experience of creation, including people and animals, they are 'reminded' of the presence of God in the world.
 - But God is not **in** everything.
 - This drives our view of stewardship.

Introduction to CST Unit in the context of Religion

- Focus Question:
 - ***Why should we care for what God has made?***
- Unit outline
 - See – Think – Wonder about the environment
 - Read and discuss Genesis 1 then focus on Genesis 1:26
 - ²⁶ Then God said, “Let us make humankind^[c] in our image, according to our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the wild animals of the earth,^[d] and over every creeping thing that creeps upon the earth.”
 - Introduction of Catholic Social Teaching with a focus on Stewardship of Creation

English (Visual Literacy)

- Window by Jeanie Baker
 - This book shows visually the changes a boy sees out the window every 2 years until he is grown up and leaves home
 - This activity alone took 3 x 45 minute lessons
 - On each page the students silently reflected on the changes and noted them
 - The class then discussed the changes
 - A very powerful medium to use in this unit
- The Lorax
 - We watched the Lorax and discussed Stewardship of Creation within the context of this movie



Activities

- The class created a poster on how we could show Stewardship
- The students drew 2 versions of the Garden of Eden
 - One at the time with Adam and Eve
 - One today with the way we have shown stewardship after reading Window
- Prayer Assembly
 - The students prepared a prayer assembly on Stewardship of Creation at the start of Term 3
 - They taught the school about Stewardship using what they had learnt
 - It was a great opportunity to demonstrate their understanding

The Garden of Eden

The Garden of Eden when Adam and Eve were in it



The Garden of Eden today



History, Geography and Design and Technologies Unit

- **These questions come out of the Australian Curriculum**
- **Geography**
 - How do people's feelings about places influence their views about the protection of places?
- **History**
 - Who lived here first and how do we know?
 - How has our community changed?
 - What features have been lost and what features have been retained?
- **Design and Technologies**
 - Students examine social and environmental sustainability implications of existing products and processes to raise awareness of their place in the world.

History and Geography

- History and Geography
 - Learn about how Aboriginals lived in the past and reflect on how their lives have changed since colonisation.
 - They will also reflect on the link to the land that Aboriginals have and how this impacts their thoughts about the environment.
 - Reflect on how we could learn from the traditional way of life of the Aboriginals.
- Design and Technologies
 - Paddock to Plate: Where does my food come from?
 - Changes: Fresh and processed foods
 - How many roads has my food travelled on? The Journey of Food

Resources

- Caritas lesson plans for Middle Primary and Videos
 - CST - Stewardship of creation (<https://youtu.be/gkD-x6Mk3AI>)
 - Catholic Social Teaching - Educational toolkit - Middle Primary resources - Stewardship of creation
- Window by Jeanie Baker
- Bible - scripture
- BBC nature documentaries
- Movie - The Lorax
- History and Geography text books
- Agri Food Skills (<http://www.fas.org.au/education-resources/>)

Student learning outcomes

- Overall
 - The students brought CST and Religion into other subjects
 - The saying “Be more, not have more” (From Caritas video on Stewardship) resonated with them
- Assessment task
 - Students have a greater understanding of how they can be Stewards of the Earth
 - They demonstrated an understanding of how the Aboriginals lived that showed Stewardship of Creation.
 - They were able to link this to how they could also live as stewards of the Earth by changing how they live

Student learning outcomes (cont)

- Pre and Post Questions
 - “Why should we care for what God has made?”
 - The students demonstrated an improved understanding of “Stewardship of Creation” in their responses to the pre and post questions
- Daily Prayer
 - The students regularly pray that they will be good Stewards of Creation

Teacher reflections

- Point of Difference
 - The challenge in this unit was to maintain a link to CST
 - If we only taught what non-Catholic schools teach there is no point of difference and no link to CST
 - Teaching this unit with the CST lens has meant that when I teach a unit like this again I will use the CST link deliberately
 - The link to the school identity is important
- Link to scripture
 - Is important with CST
 - The more familiar you are with scripture the easier it is to link to CST and other subjects

Teacher reflections (cont)

- Learning from colleagues
 - Sharing ideas with colleagues is a great way to build confidence and find resources
 - Window by Jeanie Baker was suggested by Rebecca Burke who did this project last year at Holy Spirit
 - Leann Bridge's presentation in May on her implementation of Stewardship of Creation was inspiring
- Religion
 - It is important that you are open to bringing Religion into all subjects
 - It is not just CST being taught through History and Geography and that is it

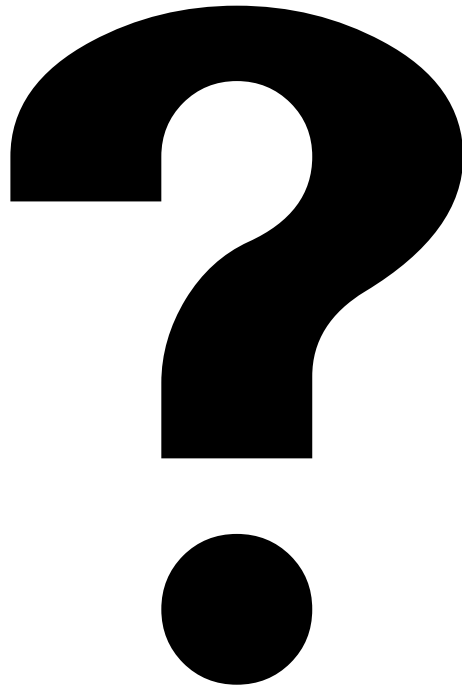
Teacher reflections (cont)

- Questions
 - It heightened my awareness that students have a lot of questions about God and life
 - In order to respond to these questions you need know a lot about your faith and Catholic Social Teaching and be prepared to answer their questions
 - The students regularly got onto the existence of God and how do we know
 - It is important to facilitate these discussions for them
 - Be prepared for these discussions

Implications for future planning

- Would include CST in more content areas
- Next year extend the unit with CST to the other Year 3 classes
- Each year level be allocated a specific CST to focus on
- APRE and/or Primary Learning Leader (PLL) to identify links to CST for subjects in each year level
 - Not expected to include links to CST but at least an awareness initially
- Sharing with colleagues at a staff meeting on learning and successes in CST units
- PD for deeper understanding of scripture

Questions



Thank you