

Created for Life

In this unit students learn about what it means to live in right relationship with all of God's creation. In Part 1 they explore the beauty and diversity of the gift of creation, and consider their responsibility to care for it. In Part 2 students learn about living in right relationship with others as they ponder the parable of the Good Samaritan.

DOCTRINAL FOCUS

In planning to teach this unit the following references from the Catechism of the Catholic Church and the Compendium of the Catechism of the Catholic Church are recommended:

#1147 God speaks to man through the visible creation. The material cosmos is so presented to man's intelligence that he can read there traces of its Creator. Light and darkness, wind and fire, water and earth, the tree and its fruit, speak of God and symbolise both his greatness and his nearness.

(See *Compendium #3 How is it possible to know God with only the light of human reason?*)

#301 With creation God does not abandon his creatures to themselves. He not only gives them being and existence, but also, and at every moment, upholds and sustains them in being, enables them to act and brings them to their final end. Recognising this utter dependence with respect to the Creator is a source of wisdom and freedom, of joy and confidence.

#343 Man is the summit of the Creator's work, as the inspired account expresses by clearly distinguishing the creation of man from that of the other creatures.

(See *Compendium #63 What is the place of the human person in creation?*)

#344 There is a *solidarity among all creatures* arising from the fact that all have the same Creator and are all ordered to his glory: May you be praised, O Lord, in all your creatures, especially Brother Sun, by whom you give us light for the day; he is beautiful, radiating great splendour, and offering us a symbol of you, the Most High.

(See *Compendium #64 What kind of bond exists between created things?*)

#2331 'God is love and in himself he lives a mystery of personal loving communion. Creating the human race in his own image ... God inscribed in the humanity of man and woman the *vocation*, and thus the capacity and responsibility, of *love* and communion'.

SPIRITUAL REFLECTION FOR TEACHERS

Stewardship is the careful and responsible management of something entrusted to one's care. In the Genesis creation story God entrusts human beings with the care and wellbeing of all of creation. God also gives human beings to each other to live in partnership with one another and to tend to each other's wellbeing. Respect for human life and respect for nature are intertwined. Sometimes we see the reverse: lack of respect for human life extends to the abuse of nature.

Consider grandparents who tend to a vegetable garden with their grandchild in tow; community groups that clean up beaches and rivers; friends bushwalking, surfing or

camping; the walking school bus that reduces fuel consumption; school groups visiting nursing homes; volunteers who work among the homeless; people who advocate for refugees. Family life and local community is filled with experiences of caring for the environment and of nurturing human life and relationships.

What activities do you or your local community undertake that nurture and sustain the environment, and that build relationships and community? How is your classroom a place of respect and care for the human person and for the environment?

Think about some of the vulnerable people in your community. Are there particular problems they are exposed to that are unfair or unjust? How could a community that respects human life respond to these problems?

LINKS TO STUDENTS' EXPERIENCES

Students need support and encouragement in building life-giving relationships with others. *What life-giving relationships are central to students' lives?*

Students' understanding of care and respect is greatly influenced by family and the popular culture. *What understanding do students have of stewardship? What awareness do they have of how our use of the environment affects people's lives?*

Students are becoming aware of the links between their actions and the consequences of these. *How can students discern the difference between positive and negative actions and their consequences?*

EXPLANATION OF SCRIPTURE

Ps 104

This psalm, a hymn of praise, extols God as Creator and sustainer of Creation and invites worshippers to add their voices to this song of praise. It depicts a God who takes pleasure in the variety of life that makes up creation, and who regards each species of creation as having inherent value beyond its usefulness. All of creation is sacred and holy because it comes from God and belongs to God. Like the Genesis creation texts, this psalm praises God for creating the heavens and the earth, for overcoming chaos with order, structure and meaning, and for continuing to care for and renew the earth and those who live in it. All things rely on God for their 'food' (v. 27) and for their 'breath' (v. 29) – indeed for their life. God is both source and sustainer of life. All of creation is an expression of God's magnificence, God's beauty and God's abundant love.

In verses 14 & 15 the Lord is praised for providing 'the plants made use of by humans for them to get food from the soil; wine to make them cheerful, oil to make them happy and bread to make them strong'. Embedded in this verse is the truth that God not only provides for humanity's physical hunger but also its yearning for joy, wellbeing and community. Furthermore, these verses also depict how humans, in making bread, oil and wine, are partners with God in the course of creation. Through their own labours they are connected to the ongoing process of creation.

Lk 10: 29–37

The Parable of The Good Samaritan

A question is put to Jesus by a lawyer who, at the time of Jesus, would have been an expert in the Law of Moses. He is attempting to test Jesus. He asks Jesus who will share in the blessings of God's Kingdom. As Jesus often does in Luke's Gospel he answers with another question to which the lawyer responds by affirming the Jewish

teaching that the way to share in the blessings of the kingdom is to love God completely with full engagement, and to love one's neighbour as oneself. The lawyer questions Jesus about who constitutes a 'neighbour'. Jesus answers this in a parable.

The parable of The Good Samaritan draws the hearer to have compassion for the traveller and to react to those who walked past on the other side. The modern day Christian reader is sometimes not aware that the priest and the Levite had religious duties that had to be performed, and defiling themselves by touching someone who may be dead would prevent this. The fact that the Lucan Jesus used a Samaritan to show compassion may be a shock to the first century hearer, knowing the hostility between Samaritans and Jews at the time. This surprise or 'twist' in the story is typical in the genre of parables. A world of prejudice is challenged, and surely there seems to be something wrong with an interpretation of the law that does not allow the priest and Levite to rescue a human life.

The Samaritan, not concerned with the ethnic or religious identity of the wounded man, not only showed compassion but provided for his ongoing support. This parable challenges readers to love their neighbour, even when that neighbour is one's enemy. That is how one shares in the blessings of the Kingdom of God.

POSSIBILITIES FOR PRAYER AND WORSHIP

- Litany of Praise: 'O Lord my God, you are very great!' (Ps 104: 1). Repeat this phrase as a response to a litany. This phrase can be given a rhythm with percussion or clapping. Children contribute their own phrases to the litany, e.g.:

Look at the sun and sky. *O Lord my God, you are very great!*
Look at the moon and stars. *O Lord my God, you are very great!*

- In keeping with the daily ritual of grace before meals and in the spirit of Ps 104, invite students to pray for God's blessing for the food they are about to eat, for those who have brought forth this food from the earth, for those who go hungry, and for all living things, that they may enjoy the goodness and love of God.
- Pray the prayer adapted from Ps 104 in *KWL*, 2nd edn, Book 2, Chapter 13, p. 145. The song 'God Is Wonderful' (Cheryl Reid, *As One Voice for Kids*) may be helpful for class prayer.
- Lead students in a guided meditation on the Good Samaritan. Adapt and simplify from *Guided Meditations for Children* (Jane Reehorst BVM), p. 33.
- In the prayer place display images of people in need of help, people of different ages and cultures, neighbours and strangers. Encourage the children to see that we are all connected as part of God's created world. Invite children to examine the images, then close their eyes and think about all the different people in the pictures. Allow a few minutes silence for this. Conclude with a time of intercessory prayer for all people in need of help.
- Use the prayer in *KWL*, 2nd edn, Book 2, Chapter 16, p. 165, at various times throughout the unit.
- Proclamation of the word (with action):
Gospel Procession:
Children form a guard of honour to welcome the Bible into their midst.

As the book bearer and candle bearer process through the guard of honour the children bring their hands to the front and hold them out in a receiving position, palms upward.

When the Bible has arrived at the front of the class children drop their hands to their sides and move in procession to form a circle around the word. The children sit and place hands on laps, with palms facing upward in a receiving position to listen to the word of God (*Praying with Children*, B. Bretherton).

Proclamation:

Leader: *A reading from the Gospel of Luke.*

Read Lk 10: 29–37.

Leader: *This is the Gospel of the Lord.*

All: *Praise to you, Lord Jesus Christ.*

Related Chapters – *KWL*, 2nd edn, Book 2: Chapter 13, The Wonder of Creation; Chapter 16, My Neighbour.

Faith concepts: respect, care, love, friendship, creation, stewardship, interdependence.

Understandings:

Creation is a sign of God’s love and goodness.

People are part of creation and are signs of God’s love and goodness.

Christians are called to respect and care for each other and for all creation.

The Parable of The Good Samaritan challenges Christians to respect and care for their neighbour.

People can make choices that heal and build friendships and that heal and protect the environment.

People’s actions can have an effect on other people and places in the environment.

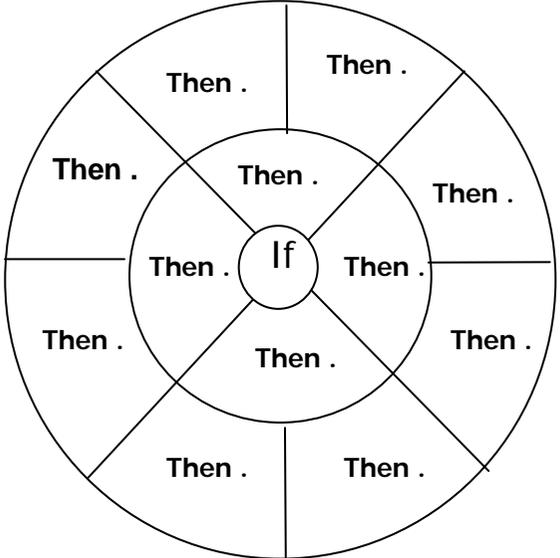
Unit specific learning:

Students will learn about	Students will learn to	Students will undertake to
<i>Knowledge and Understanding</i>	<i>Reasoning & Responding</i>	<i>Personal & Communal Engagement</i>
<ul style="list-style-type: none"> • The goodness and beauty of God reflected in creation. • The interconnectedness and diversity of creation. • Ways in which people live in right relationship with all of creation. • The events, characters and themes of the Parable of the Good Samaritan. • The relationship between choices and consequences. 	<ul style="list-style-type: none"> • Reflect on the experience of helping others or being helped by others in light of the teachings in the Good Samaritan Parable. • Express their thoughts, ideas and feelings in response to the Parable of the Good Samaritan. • Compose prayers of thanks. • Reflect on how their ideas, feelings and actions affect other people and the environment. • Consider ways to care for creation. 	<ul style="list-style-type: none"> • Improve a part of the school environment. • Participate in meditation. • Participate in prayer rituals.

Part 1: The Goodness of Creation

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>Human beings are created in the image of God. To be made in the image of God means to reflect the character of God who is utterly good. We are created to have explicit relationship and communication with God, and are given stewardship of the earth. We are blessed and invited to be fruitful and creative in relation to each other and the whole created order.</p>	<p>Telling the Story Read <i>KWL</i>, 2nd edn, Book 2, Chapter 13, pp. 138–144.</p>	
<p>This unit content not only explores the beauty of creation but also its interconnectedness. The world is made up of many ecosystems all dependent on each other. What happens to one part of creation affects the other parts. There are a number of children’s picture books which deal with this wonder. The exploration could be extended in the Science program, e.g. examining the way wetlands, rainforests or river systems work.</p>	<p>Wondering Take students outside to observe and explore the clouds in the sky. Invite students to wonder with you: I wonder what makes the clouds move? I wonder how far above the ground the clouds are? I wonder what is past the clouds? Invite students to share any of their own wonderings.</p>	
<p>The beauty and wonder of creation leads us to the beauty and wonder of God.</p>	<p>Responding</p> <ul style="list-style-type: none"> • Students create a favourite part of creation through either clay, 3D materials or collage. • Students write, illustrate, sing or dance prayers of thanks to God for the various parts of creation (to be used in the following prayer liturgy). 	<p>Assessment of Learning The first task will demonstrate how students relate the Church’s understanding of the beauty and wonder of creation to their own experience of the world. The second task will indicate a student’s ability to create a prayer of thanks.</p>

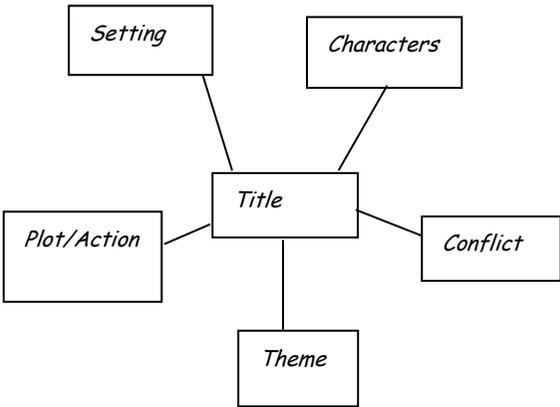
Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>The human person is entrusted with the gift of God's creation. It is our duty to care for it and to become good 'stewards' of it.</p> <p>The title of steward was sometimes given to the person in charge of a noble person's domestic staff and household. The steward was entrusted with the care of everyone and everything in the household.</p>	<p>Praying the Word Students participate in a liturgy that celebrates creation. They might pray the adaptation of Ps 104 in <i>KWL</i>, 2nd edn, Book 2, Chapter 13, p. 145. They could also be invited to contribute their prayer of thanks.</p> <p>Telling the Story Re-read <i>KWL</i>, 2nd edn, Book 2, Chapter 13, pp. 140–143. Using the images provided in the text on pp. 142 and 143 students identify the relationship of cause and effect.</p>	
	<p>Responding</p> <ul style="list-style-type: none"> Students explore the effect that they have on the environment. Complete a consequence web (see below) to demonstrate the cause and effect of their own actions and choices. 	<p>Assessment of Learning This activity will indicate students' ability to identify the cause and effect of their own actions and choices and to recognise the strengths and shortcomings of how they think and act in relation to the environment.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
	 <p>The diagram consists of two concentric circles. The inner circle is divided into eight equal segments, with the word "If" in the center. The outer circle is also divided into eight equal segments, each containing the text "Then .". The segments of the outer circle are positioned such that each "Then ." segment is directly adjacent to one of the segments of the inner circle, creating a continuous path around the central "If".</p> <ul style="list-style-type: none"> • Explore with students ways to care for creation in their local environment (e.g. gardening, responsible waste disposal, recycling). 	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
	<ul style="list-style-type: none"> Devise an achievable class Action Plan to implement at school. Include an Aim, Materials, who will be involved, and a time-frame For example: <p>Action Plan Aim: To create a school compost area. Materials: Large bin, soil. Who will be involved: All students and teachers. Timeframe: Ongoing. Step 1: Identify suitable location. Step 2: Purchase bin. Step 3: Advise school on how to separate food waste. Step 4: Devise collection roster. Outcome:</p> <p>Praying the Word Pray the prayer adapted from Ps 104 in <i>KWL</i>, 2nd edn, Book 2, Chapter 13, p. 145. Sing 'God Is Wonderful' (Reid, C). May be helpful for class prayer.</p>	

Part 2: Caring For My Neighbour

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
The glory of God is found in the human person . The story in this unit teaches us to care for each human person, including our enemies.	Telling the Story <ul style="list-style-type: none"> Use 3D materials to tell the parable of The Good Samaritan (Lk 10: 29–37). 	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>The story tells of a journey from Jerusalem to Jericho. It is about 25 kilometres through isolated, rocky desert country inhabited by robbers and thieves. Therefore the location 'from Jerusalem to Jericho' would have signalled to Luke's audience that trouble was afoot before any events even took place. The story breaks down the hearers' common assumptions about loving one's neighbour, because the neighbour in this story is from enemy territory.</p> <p>Key characters in Jesus' story of the Good Samaritan:</p> <p>The traveller A man, presumed to be Jewish, was assaulted by robbers on the road and left for dead.</p> <p>The priest Priests were religious men from the House of Levi who offered sacrifice in the Temple. Priests needed to keep the highest standards of ritual cleanliness. They had to avoid contact with anyone or anything that would make them unclean and therefore unfit for their sacred duties.</p> <p>The Levite Levites assisted the priests in the Temple in Jerusalem. They also came from the tribe of Levi.</p>	<p>Wondering Ask students to wonder: If the priest and Levite were good neighbours? Who was a good neighbour in the parable? How neighbours care for each other?</p> <p>Responding Students identify the setting, characters, plot, conflicts and possible themes (messages) in the parable.</p>  <pre> graph TD Title[Title] --- Setting[Setting] Title --- Characters[Characters] Title --- Plot[Plot/Action] Title --- Conflict[Conflict] Title --- Theme[Theme] </pre>	<p>Assessment of Learning This activity will demonstrate students' ability to identify key features and themes in the story of the Good Samaritan.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>The Samaritan was from the region of Samaria where there lived a large group of people who shared the Jewish belief in the Torah, but because they had intermarried with foreigners they were considered heretical and despised by many Jewish people.</p> <p>Jesus responded to the lawyer's question 'Who is my neighbour?' with a story/parable rather than simply telling him the answer. We, too, put this story before the children and allow it to speak to and challenge them at their level. At the end of the story Jesus asks the lawyer, 'Which of these three, do you think, was a neighbour to the man who fell into the hands of the robbers?'</p>	<p>Identify the main concepts that emerge from the story (attack, leaving others, compassion, care).</p> <p>Students choose to explore the parable further for themselves through one or two of the following media:</p> <ul style="list-style-type: none"> • Using 2D and 3D materials students retell the story of the Good Samaritan. • Listen to an audio version of the Good Samaritan, e.g. <i>Stories and Songs of Jesus</i> by Chris Walker. <p>Students close their eyes and think about what it looked, felt, and sounded like.</p> <ul style="list-style-type: none"> • Illustrate or make a playdough sculpture of their visualisation of the story. • Using mime, re-enact the parable of the Good Samaritan. • Students read <i>KWL</i>, 2nd edn, Book 2, Chapter 16, pp. 158–164 individually or in pairs. • Students identify their favourite and least favourite part of the story and explain why. 	<p>Assessment of Learning</p> <p>These responding tasks will demonstrate a student's ability to interpret the parable for themselves, expressing the ideas, thoughts and feelings that the parable evokes in them.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>In the unit the children hear and become familiar with the story the Good Samaritan as it is told with 2D materials. Through the wondering they engage with the story and its challenges. The children wonder about the behaviour of the priest, Levite and Samaritan; the possible reasons for their decisions; and the generosity of the Samaritan.</p> <p>The unit provides the children with the opportunity to explore the meaning of 'neighbour' as expressed in the story, and to consider who their 'neighbours' are. To help friends and those who are popular is far easier than to do the same with the unpopular. To include the outsider demands courage.</p>	<p>Telling the Story With a partner, students share stories of times in their lives when they have been hurt by others, and times when they have been helped by others. Students record this sharing using a variety of visual or written means.</p> <p>Responding Students brainstorm a range of feelings which emerge from the story (e.g. anger, fear, love). Students can dramatise these emotions in freeze frames and the class guesses which emotions are being presented.</p> <p>Telling the Story Students share personal stories of a time when they have found it difficult to help others.</p>	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
	<p>Wondering Invite students to wonder with you: Why is it important to help others? Why is it difficult to help others at times? Who is my neighbour? Who are the people in our local community? How can neighbours care for each other? Why did Jesus tell this story? Invite students to share any of their own wonderings.</p>	<p>Assessment of Learning The wondering and responding tasks will indicate how students recognise the Christian message of love in their own life experience.</p>
	<p>Responding Students create an artistic image depicting:</p> <ul style="list-style-type: none"> • What the world would look like if we all cared for each other; and • What the world would be like if we did not care for each other. <p>Students comment on the differences in both images and identify which world they would like to be a part of.</p> <p>Praying the Word Students prepare and participate in prayer or liturgy.</p>	

RESOURCES

To Know, Worship and Love, 2nd Edition

Book 2: Chapter 13, The Wonder of Creation; Chapter 16, My Neighbour.

Teacher Resources

Freeburg, P & Walker, C 1997, *Stories and Songs of Jesus*, OCP Publications, Portland, OR.

Gowdie, J & Mangan, M 2002, *Be Still*, Litmus Productions, Albany Creek, Australia.

Mangan, M 2000, *Sing your Joy*, Litmus Productions, Albany Creek, Australia.

Reid, C 1994, 'God is Wonderful', *As One Voice for Kids*, Willow Connection, Sydney.

RELIGIOUS EDUCATION STANDARDS

This unit may be used to assess some of the Level 2 standards.

Students interpret biblical stories and stories in Church Tradition by making a response and expressing their own ideas, feelings and perceptions. Students create prayers and responses of praise, thanks, forgiveness and petition with personal expression and insight. Students recognise the Christian messages of love and stewardship by identifying the strengths and shortcomings of both their own and others' ideas, actions and feelings.