

Module 1 Introduction to Care for Our Common Home

Lesson 7

Catholic Social Teaching and Care for Creation

GUIDING QUESTIONS

- What worldview forms the basis for the Catholic social teaching of Care for Creation?**
- How does this worldview impact your relationship with nature and your daily decisions?**
- What do indigenous knowledges offer to deepen our understanding of this theme?**
- What are the communal aspects a commitment to care for creation?**
- What is the Development and Peace campaign For our Common Home all about?**

TEACHER PREPARATION

Download and Set Up

the accompanying PowerPoint presentation

Print

this lesson plan, so that you can follow the power point as directed herein

Print/Copy

of Student Worksheet Windows/Mirrors, one copy per student

LESSON PLAN

IGNITE

Project Slide 2

Ask:

In a phrase, silently think about what *message* you see in this image. Record responses on paper.

Share in groups of two.

Let us explore how this image might reflect something within catholic social teaching.

Quick surfacing of thinking in the students.

Ask students to record a phrase or sentence in response to each of the following questions. The teacher verbally asks the question and gives a moment for students to record thoughts. When the six questions are done, invite student responses: 3 students for each question. Receive answers with no comment, just a gracious nod.

- What do you truly “care” about?
- How do you know that you “care” about that? Is it obvious to me that you care about that? Is it obvious to others?
- Give an example of something that you created. What was necessary for you to create that? Were you careful with it? Why or why not?
- What do you think is meant by “God’s creation”? Do you think that God cares for his creation?
- Do you care for God’s creation? What evidence can you give?

IMMERSE

Project Slide 3: What does CST say about “Care for Creation”?

Discuss:

What have you done today that demonstrates the words here? (i.e. Give an example of “choosing love as a way of being in the world”.)

Hand out Mirror-Window Reflection page to each student.

Ask them to *fill the first column* in with their personal responses (it should be a few thoughts in every box).

Then ask them:

What is the *purpose of a mirror*? What is the *purpose of a window*? (one helps us see something better OUTSIDE OF ourselves, one helps us see something OF ourselves)

Following are a few short video clips of people answering a question about nature. As you listen to each person, fill in the chart, indicating if what this person said is more of a mirror or a window for you, and explain your own thinking.

Tell students that each of these people in the short video clips are common citizens in Canada, selected simply because the videographer knew them. (Students could do a similar project for fun)

Proceed to show the videos Slide 4 through 10, pausing after each one for students to write their own reflection of mirror/window.

After Slide 10, have students gather in *groups of 4* to share responses with one another and gather insights about each other’s thinking.



Video links:

[The Great Bear Forest Carbon Project](#)

[Speaking up for our common home:
primary students](#)

[Speaking up for our common home:
secondary students](#)

COALESCE

Slide 11 Scroll through the points on the slide, pausing after each one, and then asking at the end: Which one of these phrases stands out the most for you, and why? Write it down, along with the reason for your choice. (Pair and share.) Large group tally and discuss highest voted and what it means for the choices we make.

Slide 12 is a video called [The Great Bear Forest Carbon Project](#). (3:30) Ask students to view, paying particular attention to *the Catholic Social Teaching of Care for Creation and an Indigenous lens to care for our common home*. As you view, make a note of something you see and/or hear in the film that speaks of each of these. After the view, invite students to share their thinking.

Slide 13–14 provides three quotes from Pope Francis in *Laudato Si'*.

Ask:

What worldview is evident here? Where else in our learning thus far have you seen *this same world view*? Think of the *stories, the art, the videos, the texts*:

- 3 creation stories and the advertisements in Lesson 1,
- Specific examples in An Indigenous Lens Lesson 3,
- Specific examples in Human Dignity in Lesson 4, Solidarity in Lesson 5, and Preferential Option for the Poor and Vulnerable in Lesson 6?

Project Slide 15 Ask students to offer their insight and thinking on the meaning of the Aquinas quote. Thomas Aquinas was an Italian Dominican philosopher and priest in the 11th century who is named as a Doctor of the Church.

Slide 16 shows a young girl simply enjoying a walk in the forest near Maple Ridge, B.C. This is an example of what Catholic Social Teaching teaches about our relationship with creation (kinship).

NOTE: The Dominion worldview neglects seeing that Creation has a value all its own because it was created out of love by the Creator. If one truly recognized that the value within creation exists on its own, and not just for human use, lifestyle, and profit, then one would be compelled to make lifestyle decisions differently.

Question

What do you think this young girl is feeling as she walks freely through the forest? What do you imagine the forest is feeling? What about the life within the forest? Are you aware when you are in nature, that you are being welcomed with warm hospitality into our common home?

Slide 17 This is a video of Fr Ron Rolheiser, a well-respected Canadian theologian, speaker, and teacher. View the video (0:44).

Ask:

What rights are often forgotten about? Why do you think that is?

How can we, as a class, remember the voice of the earth in our discussions? This is where you propose an empty chair in the classroom, that is the *Earth Chair*. Periodically, in discussions, you will invite someone to come and sit in that chair and imagine what the earth would have to say about the topic.

CREATE

Slide 18 introduces this year's campaign for Development and Peace: *For Our Common Home*.

Ask the students:

What is this campaign inviting you to do?

Either Slide 19 or 20

to show a video *Speaking up for our common home*, which reflects on our solidarity with our brothers and sisters in the Amazon biome and our need to care for our common home.

Ask the students:

What stands out for you in this video?

Using the www.devp.org website students do some research on the campaign [For our Common Home](#), and present one interesting idea to bring forward to the class for consideration.

Please consider making a donation to support our mission at Development and Peace – working with partner organizations in the Global South who promote alternatives to unfair social, political and economic structures, and educating Canadians about the causes of poverty and mobilizing towards actions for change. For more information www.devp.org

Windows and Mirrors

THE PREMISE

When we encounter a new source of knowledge—whether it’s a book, article, video, speech, historical or current event—it’s useful to think about whether what is shared:

- Gives us a **WINDOW** into other people, times, places, and phenomenon.
- Holds up a **MIRROR** to our own selves, time, places, and current realities.

(adapted from “Window or Mirror”, Teaching Tolerance)

THE PROCESS

1. SENTENCE, PHRASE, WORD

To clarify and deepen their knowledge of the text or topic, use *Making Thinking Visible’s* “Sentence-Phrase-Word” (207)

Individually, students reflect on the text and record:

- A sentence they find meaningful, that they feel captures a key idea in the text.
- A phrase that they find particularly significant or provocative.
- A word that stands out as central or necessary to an understanding of the text/issue.

In small groups, invite students to share their sentences- phrases- & words.

2. WINDOWS & MIRRORS

Still in small groups, invite students to consider:

- Whether the text/issue is a window, a mirror, or both.
- Which parts of the text are windows, and which are mirrors.

3. CLAIM-SUPPORT-QUESTION

Now, ask the group to develop its conclusion using:

Claim: Prepare their claim: (*X is a window or a mirror because ...*)

Support: Identify the evidence in the text and the world needed to clarify, support, and prove their claim.

Question: Raise a question that explores an uncertainty the group has about the text, claim, or world.

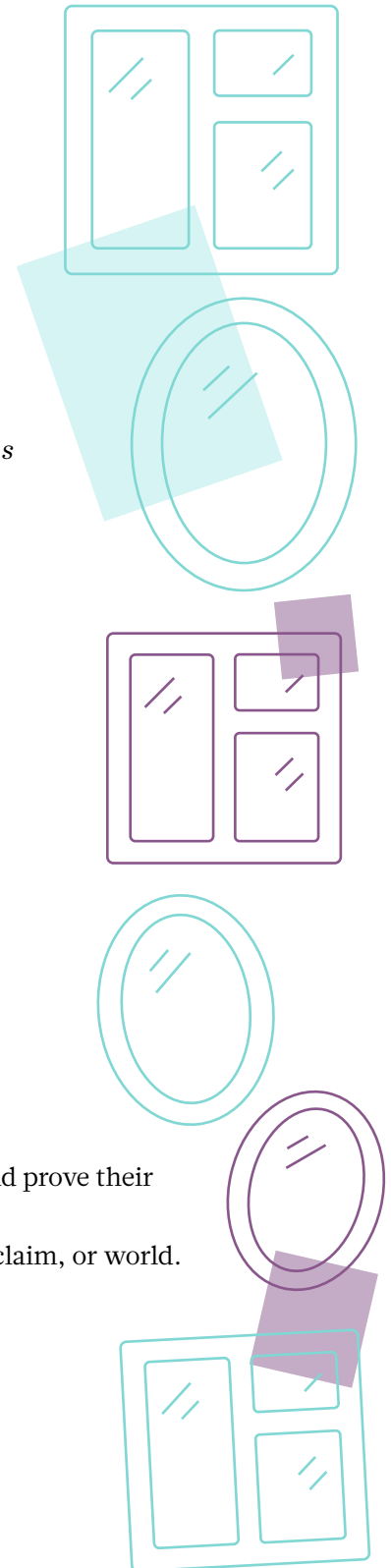
4. GOING PUBLIC

Invite each group to share its claim, support, and question.

Invite other groups to engage in the Discussion Passport Routine.

5. TO MOVE to ENGAGEMENT,

ask each group to do a *Here’s What, So What, Now What Huddle!*



Windows and Mirrors

Question	My response	Person's response	Mirror/Window?
How do you feel when you are in nature? <i>(2 videos)</i>			
When you think about the earth, what words come to mind?			
How is the earth your home?			
Why is nature important?			
When you think about the future of the earth, what are you most concerned about?			
What message do you have to Care for our Common Home			

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Ignite

Look at the image on the screen.

In one word or phrase, answer the following:

- What message do you see in this image?
- What feelings do you have in your body and spirit as you consider this image?

Further questions

Answer these briefly with a single phrase or sentence for each one. *These are YOUR ideas so there is no right or wrong!*

- What do you truly “care” about?
- How do you know that you “care” about that? Is it obvious to me that you care about that? Is it obvious to others?
- Give an example of something that you created. What was necessary for you to create that? Were you careful with it? Why or why not?
- What do you think is meant by “God’s creation”? Do you think that God cares for His creation?
- Do you care for God’s creation? What proof is there of your answer?

Where Faith and Creation meet

Record the point that most stands out to you.

*“The earth and all within it,
has value in itself,
as a work of God,
as beauty,
as an inter-related system of harmony and order.
The earth is not for sale; it is our common home.”*

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