

Unit title	Year	Background notes
<b>How should we relate to the world?</b>	<b>4</b>	<p>In this unit, pupils will be encouraged to reflect on the relationship between human beings and the natural world around them. They will think about how they would create an ideal world and look at the story of creation at the beginning of the Bible as well as other creation stories. They will explore some responses to the natural world.</p> <p><b>Please note</b></p> <p>The activities below are meant only as a guide; teachers should feel free to adapt &amp; develop activities to meet the needs of their individual classes. The key questions &amp; associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key questions	Key Concepts/ vocab	Learning outcomes	Suggested activities	Resources
<b>How did the world begin?</b>	Creation Question	<p>I can talk about the fact that people have always wondered and asked questions about how the world began (Level 2)</p> <p>I can ask important questions about the world and compare my ideas with those of other people (Level 3)</p>	<ul style="list-style-type: none"> <li>• Divide children into groups and ask each group to consider the question, 'How did the world begin?' A scribe can record responses. Share ideas with whole class</li> <li>• Explain that people have always asked questions about how the world began and why it is as it is. Different people have had different ideas, which are sometimes told as stories</li> <li>• Share with children the story of how Jews and Christians explain the creation of the world from Genesis (chapters 1-2).</li> <li>• Children should carry out one creative activity AND thinking skills activity. Creative approaches to the story eg through role playing the events of each day, making mobiles of the seven days of creation, making a collage for each day.</li> <li>• Thinking skills activity: children to identify what are the most important features of the Genesis creation story (eg is it that God is the creator? Is it that the creation took place over 7 days?) – children to justify answers.</li> <li>• Look the Genesis creation story and consider who was the creator or was the creation spontaneous, what aspects of the natural world were created and whether there is a significance in the order in which they were created.</li> <li>• Then listen to a creation story from another tradition (eg Hindu, Inuit, Aboriginal). Compare and contrast the stories.</li> </ul>	Story of Genesis

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<b>How and why do people care for living things?</b>	Respect for human and animal life and the natural world	I can link what I and other people think about right and wrong with how we behave (Level 3)	<ul style="list-style-type: none"> <li>• Discuss with the children the task that was given to Adam and Eve – to look after the natural world. Introduce the concept of Muslims seeing themselves as caretakers (khalifa) of the natural world</li> <li>• Tell children about an imaginary occasion when a member of the class sees someone deliberately stamping on an insect (eg ladybird) and killing it</li> <li>• Ask children what a Muslim/Christian/Jew might say to the child who was mistreating the insect, bearing in mind their religious views and why. Role play these situations</li> <li>• Children to think of other situations where humans need to fight for animal rights (eg testing on animals, animals performing in circuses etc)</li> <li>• Discuss how some people have religious and moral reasons for not eating meat, or for killing animals according to strict laws.</li> </ul>	
<b>Why should we look after the earth?</b>	Wonder Responsibility	I can ask important questions about life and my responsibilities and compare my ideas with those of other people (Level 3)	<ul style="list-style-type: none"> <li>• Gather children together in a circle and show a picture of the Earth from space and images of all 4 seasons. This could be done in silence or with music like Strauss' <b>Also Sprach Zarathustra</b> playing. Then, record a response from each child on the board. Look for patterns of responses or surprising ones. They could also explain their particular responses</li> <li>• Explain that you are going to read a story about how some people treat the Planet Earth. After reading <b>Dinosaurs and All that Rubbish</b>, ask questions to focus responses (see Scholastic Curriculum Bank RE, Bk 2, p40)</li> <li>• Ask the pupils what they felt the moral of the story was (eg we need to look after the Earth now, we have to be grateful for what we have). Record pupils' statements</li> <li>• Pupils write what they imagine to be the feelings and thoughts of the different characters in the book</li> </ul>	<p>Large picture of the Earth taken from Space</p> <p>Piece of atmospheric music</p> <p>Scholastic Curriculum Bank RE, Bk 2, pp39-40, 125</p> <p><b>Dinosaurs and All That Rubbish</b> by Michael Foreman (Puffin Books, ISBN 014055260X)</p>

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<p><b>When do people celebrate the natural world and its creation?</b></p>	<p>Symbolism Nature</p>	<p>I can ask important questions about the natural world (Level 3)</p> <p>I can use religious words to describe some of the different way in which people show their beliefs about the natural world through festivals (Level 3)</p>	<ul style="list-style-type: none"> <li>• Together, think of the times and festivals when the natural world is important (eg Harvest, Sukkot, Tu B'Shevat, offering of food in a Hindu mandir and Baisakhi).</li> <li>• Discuss with children how trees are important (eg planting a tree at Tu B'Shevat – see above, the avenue of the righteous gentiles in Jerusalem, planting yew trees in graveyards). Talk about how trees are important symbols (eg tree of life, shown on baptismal fonts etc)</li> <li>• Listen to the story <b>The People Who Hugged the Trees</b>, talking about protesters who are prepared to defend trees from being cut down to make motorways or the way in which trees can be memorials to people</li> <li>• Look closely at how huge some trees are and how small and detailed each leaf/blossom/acorn is. Explore some of their ideas about trees eg using images of trees to write own poem about their feelings about the natural world</li> <li>• Talk about some of the ways in which trees are important in different stories and traditions eg the Garden of Eden with the Tree of Knowledge and the Tree of Life; the <b>Bodhi</b> tree under which the Buddha reached Enlightenment; the Jewish festival of <b>Tu B'Shevat</b> (New Year for Trees)</li> <li>• Using the idea that some Jewish families in Israel plant a tree when a child is born, with the branches used to decorate the <b>chuppa</b> (wedding canopy) when they get married, imagine a person for whom a tree was planted when he/she was born. Think of three important times in the person's life. Think of ways in which the tree could be used for each occasion. Write a short illustrated account of what happens on each occasion, how the tree was used and why.</li> </ul>	<p>Picture of tree or trees</p> <p>ICT (see websites listed at end)</p> <p>Leaves/acorns etc</p> <p><b>The People who Hugged the Trees</b> by Deborah Lee Rose (Roberts Rinehart, US; ISBN: 1879373505)</p>

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<b>How can a garden symbolise something special?</b>	Garden Symbol	<p>I can describe some of the things that different religious people do and why they do them (for example, how a garden can carry spiritual and religious meaning) (Level 3)</p> <p>I can show understanding of why believers use different ways of expressing what they believe and can design a garden using symbolic elements from different faiths (Level 4)</p>	<ul style="list-style-type: none"> <li>• Begin with a class discussion about gardens and gardeners - then about the Islamic idea of Allah (God) being a creator. What might that mean? How would that affect the design of Islamic gardens?</li> <li>• Divide the class into small groups. Imagine that they work for the TV programme Garden Force. Each group is given an envelope with a letter. The letters could be from a Muslim family, a Buddhist temple and from Christian people who run a hospice for children. Each letter asks for a special garden to be designed for them, with a wish list of special elements eg Islamic garden must be peaceful, a place to think about Allah, with geometric designs and water; the Buddhist garden with rocks, a carp pool and a bridge; the Christian garden with flowers that have special symbols and which express hope</li> <li>• Each group must investigate, using ICT, examples of gardens from the different faiths and put together a design proposal with explanations for the clients</li> </ul>	<p>Pictures of gardens</p> <p>websites</p>
<b>How would you create a perfect world?</b>	Imagining a new and perfect world	<p>I can explain what I and others believe about right and wrong ways to treat our world and make links with how we think and behave (Level 3)</p>	<p><b>If used as an assessment task, see separate sheet</b></p> <ul style="list-style-type: none"> <li>• Recap the previous lessons on this topic, especially including the ways in which people from certain religions care for the world and why.</li> <li>• Ask children to imagine they had the power to create a new world. Ask children to close their eyes and imagine their own world. What would it look like? What parts are especially important to them?</li> <li>• Children to decide how they would ensure that their world was properly cared for. Ask if they would make any rules or guidelines for the care of animals and the natural world. Ask how they would ensure that people followed these guidelines and understood why they were important. Ask children if it would be necessary to retell the story of creation at regular intervals and whether aspects of creation would be used in worship and as the focus of festivals (eg harvest/Tu B'Shevat).</li> <li>• Children to design a festival to celebrate creation. This could possibly provide a class assembly.</li> </ul>	

