

Lower Primary Learning Experience

Colour code: **CST Cartoon** (found in the zip file)
 Name of worksheet or additional document (found in the zip file)
 Suggested discussion question
 Curriculum descriptors
 Teacher note

Big question	What is authentic power?
LEARN-Focus <i>Launch & Access/Tuning in/Engage and Explore</i>	<p>Teacher's Note: The Big Question for this Learning Experience may need to be rephrased for lower primary students. For example: 'How are we part of a global family?', 'How are we all connected?'</p> <p>Students explore our global interconnectedness. Tune into students global interconnectedness.</p> <p>Play the '<i>Globally connected</i>' game- throw an inflatable globe to different students. They share where their family is from, what kind of foods they eat at home or any celebrations. Draw out similarities between students.</p> <p>Celebrate how wonderful it is that God has made us all, that we are all equally loved and special, no matter how different we are! You might track this on an interactive map such as the World Map from Teacher Led, marking where people are from.</p> <p>Teacher's Note: The Catholic Social Teaching principle of (Global) Solidarity is explored through the concept of multiculturalism. Caritas Australia's works is founded on the principle that everyone belongs to one human family, regardless of their national, religious, ethnic, economic, political and ideological differences. Everyone has an obligation to promote the rights and development of all peoples across communities, nations, and the world, irrespective of national boundaries.</p> <p><i>This may also be a good opportunity to further explore cultures represented both in the class, school and wider community. For example, a 'Global Village' school festival could be held, where students come dressed in traditional dress, share cuisine and demonstrate traditional music, art or dance. Alternatively, this teaching sequence could expand on already existing cross cultural celebrations in the school with some other ideas: Draw a large world map on the basketball court and have students stand on the area that represents their family's origin. The photo could be taken from a high vantage point and displayed around the school. Students could teach each other encouraging phrases or songs in different languages.</i></p>
LEARN-Explore	<p>Students consider similarities and differences of children living in other parts of the world. Explain that we are all God's children, making us all brothers and sisters. Even though we can be very different from another, we are all part of God's family. Everyone in the classroom, in the school, in Australia and the world! Despite being far away from people in different countries around the world, there is much that is the same, and lots of great things that are also different!</p> <p>Watch the following short videos depicting a day in the life of children in Cambodia and Mozambique: Cambodia- Watch Samon 'A day in the life' Mozambique- Ditosa 'Where I live'</p> <p>Students think about their own daily experiences. Compare and contrast- Discuss:</p>

	<p>What are some things that are the same? What are some things that are different?</p>
<p>LEARN- Demonstrate Develop Demonstrate/ Finding out/Sorting out</p>	<p style="text-align: center;">Students understand that we are global neighbours and that the Lord asks to “love our neighbour”.</p> <p>Display the Solidarity Lower Primary cartoon vignette (lp_solidarity_vig) and read the titles.</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;">  </div> <div style="flex: 2;"> <p>Complete a class ‘See, think, wonder’ routine.</p> <p>Discuss: <i>Why do you think the people in the cartoon are holding hands? What do the people in the cartoon look like? Does anyone wear some similar clothing in the class? What does it mean that we should try and make life better? Has anyone in the class travelled to a different country? Do you have anything that was made in a different country? Did anyone have a special lunch from a different ethnic cuisine?</i></p> </div> </div>
<p>ACT Evaluate/ Acting and Applying</p>	<p>Discuss: <i>How does Jesus teach us to live with one another as a big global family?</i></p> <p>Review the story of the Good Samaritan</p> <p>Discuss: <i>What does this tell us? Who is our neighbour?</i></p> <p>Construct a Y chart to show what this parable would have <i>look like, feel like and sound like for the good Samaritan or the man in need.</i></p> <p>Alternatively, or for older students: Students write a short letter to the good Samaritan, encouraging him for his behaviour and outlining why they think it was so good. They may also include questions to the good Samaritan.</p> <p>Teacher’s Note: We are called by the principle of solidarity to take the parable of the Good Samaritan to heart (Luke 10:29-37), and to express this understanding in how we live and interact with others. This parable is also explored in other parts of this series, however students’ knowledge and learning from this parable can continue to be strengthened in order to deepen understanding of all the Catholic Social Teaching principles.</p> <p>Students colour in a blank version of the cartoon (lp_solidarity_blankoutline), filling the page by adding drawings of members in their family, class, school. They might also add drawings depicting aspects of their own cultures such as food or dress.</p> <p>Year 2 students could write some sentences about their own culture, answering the questions.</p>
<p>PRAY Reflect</p>	<p>Write a class prayer that incorporates a multi-cultural dimension, asking for help to do what we can to make life better for our brothers and sisters around the world.</p>