



## Middle 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

Sequence:	Big Question: What is true community?
<p><b>LEARN:</b> Focus</p>	<p><b>Students explore the value of friendships and the gift of community.</b></p> <p><b>Read page 1, part 1 of the cartoon. (See Teacher cartoon).</b> [<a href="http://www.caritas.org.au/images/cst-education-pages/commongood_mp_teacher.jpg">http://www.caritas.org.au/images/cst-education-pages/commongood_mp_teacher.jpg</a>]</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><b>Teacher Copy:</b></p>  <p><small>www.caritas.org.au/CST</small></p> </div> <div style="text-align: center;"> <p><b>Student copy:</b></p>  <p><small>Page 1    Page 2</small></p> </div> </div> <p><b>Students think</b> of a good friend or relationship they have in their lives.</p> <p><b>Students think</b> of 3 things they learn from being in a good friendship.</p> <p><b>Students share</b> their responses with a partner, and then with the class.</p> <p><b>Discuss</b> other things people learn in community. <i>How does living in community help people reach their full potential?</i></p> <p><b>Create</b> a Word Cloud [<a href="http://www.wordle.net/create">http://www.wordle.net/create</a>] of the valuable things we learn by living and working together.</p>

<b>LEARN: Explore</b>	<p><b>Students explore how exclusion disrespects human dignity and the common good using the story of the Good Samaritan.</b></p> <p><b>Read page 1, part 2 of The Common Good comic (See Teacher copy).</b>  <b>Discuss:</b> <i>What is happening in the cartoon? Why might the boy have been excluded? What might some of the children be thinking?</i></p> <p><b>Read the story of the Good Samaritan, drawing out the themes of discrimination.</b>  Alternatively, you could also view an animation of the Good Samaritan story. You may find a suitable version by searching 'Good Samaritan animated for children' on YouTube.</p> <p>It may also be useful to explore the cultural context in which the Good Samaritan story takes place.</p>
<b>LEARN: Demonstrate</b>	<p><b>Students explore how scripture shows us that God values relationships and community.</b></p> <p><b>Read page 2, part 3 of The Common Good comic (See Teacher copy).</b>  <b>Discuss:</b> <i>What similarities can be identified with the story of the Good Samaritan? What might the people on the favela side be thinking? What might the people who are turned away from them be thinking? What does the Bible teach us that could help this situation? Is this what Jesus wants? Why or Why not?</i></p> <p><b>Discuss and identify</b> the ways that different people reflect 'the face of God' in friendship by reaching out to the disadvantaged or including others in their circle.</p> <p><b>Explain/emphasise</b> that scripture teaches us that every person has the right to a fulfilling life, with access to the resources they need. The rights and needs of the individual must be balanced with the needs of the disadvantaged. The common good is reached when people work together to improve the wellbeing of all.</p> <p><b>In small groups, students</b> find and read scriptures such as  Deuteronomy 15:7-8 [<a href="http://www.biblegateway.com/passage/?search=Deuteronomy+15%3A7-8&amp;version=NRSVCE">http://www.biblegateway.com/passage/?search=Deuteronomy+15%3A7-8&amp;version=NRSVCE</a>],  Luke 6:20 [<a href="http://www.biblegateway.com/passage/?search=Luke+6%3A20&amp;version=NRSVCE">http://www.biblegateway.com/passage/?search=Luke+6%3A20&amp;version=NRSVCE</a>],  1 John 4:7-12 [<a href="http://www.biblegateway.com/passage/?search=1+John+4%3A7-12%2C&amp;version=NRSVCE">http://www.biblegateway.com/passage/?search=1+John+4%3A7-12%2C&amp;version=NRSVCE</a>],  Matthew 25:31-40 [<a href="http://www.biblegateway.com/passage/?search=Matthew+25%3A31-40&amp;version=NRSVCE">http://www.biblegateway.com/passage/?search=Matthew+25%3A31-40&amp;version=NRSVCE</a>].</p> <p><b>Students discuss</b> what the scripture passages teach them - and how this can be applied to the situation in Brazil that is depicted in the cartoon. In light of the scriptures, discuss how we should live with and treat each other.</p>
<b>ACT</b>	<p><b>Students analyse and respond to an action that upholds dignity.</b></p> <p><b>Read page 2, part 4 of The Common Good comic (See Teacher copy).</b>  <b>Students</b> write a Plus-Minus-Interesting (One positive, one negative, one interesting aspect of the issue) blog in response to how Maristely and her community worked together to improve their situation, using online software such as Blogger [<a href="https://www.blogger.com">https://www.blogger.com</a>] or Edublogs or [<a href="http://edublogs.org">http://edublogs.org</a>].</p>
<b>PRAY</b>	<p><b>Reread</b> 1 John 4:7-12 [<a href="http://www.biblegateway.com/passage/?search=1+John+4%3A7-12%2C&amp;version=NRSVCE">http://www.biblegateway.com/passage/?search=1+John+4%3A7-12%2C&amp;version=NRSVCE</a>].</p> <p><b>Students reflect</b> silently, and thank God for His love.  In a reflection journal or video/voice journal, <b>students identify two things</b> they value about being part of a community that cares for them.</p> <p><b>Students write a prayer</b> asking for help to love and care for others in their community.</p>