

# NATURAL WORLD

## LINKS WITH OTHER PROGRAMMES OF STUDY

Holy Books/Sources of Authority

## CONTENT

An examination of myself and the relationship between the individual and the created world.

## ACTIVITY

1. "Myself - Who am I? - Who are you?" worksheet.
2. "I AM" - Chalkface project - pages 48 - 49.
3. Research - Why do certain faiths consider the earth to be sacred? (The Natural World : Religious Viewpoints Resource A) - Shropshire County Council. Education, Beliefs, Values and Traditions : Ann Lovelace and Joy White, pages 53 - 57 (Project Work).
4. Project on the work of a charity/world organisation.
5. Pupils to invent a charity, establishing a name, slogan, logo, picture, aims and responsibilities - using "Ways of Working : Responding to Caring" (Shropshire County Council Education).
6. Would the world be a better place without religion? (A study of the First Peoples and the Fourth World) - Contemporary Moral Issues : Joe Jenkins, pages 182 - 187).
7. Write a letter protesting or in support of "Testing on Animals".
8. Produce a poster on any of the following themes:  
"Our Throwaway World" (Contemporary Moral Issues - Joe Jenkins, pages 178 - 179).  
"The world : good and bad points".
9. Write a poem/rap on attitudes to the earth. Include the phrases "World on loan" and "Rubbish dump" (Key Christian Beliefs - Chris Wright, pages 20 - 21).
10. Write an imaginary complaint from God about the world he created (Key Christian Beliefs - Chris Wright, pages 20 - 21).
11. Design a brochure entitled "Summer holiday on Planet Earth" to attract tourists from other planets!

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## **RESOURCES**

### **Books**

About Myself (5 books) - C M Parker - Hart Davis  
Beliefs, Values and Traditions - Ann Lovelace and Joy White (Heinemann)  
One World, Many Issues - Bernard Williams (Stanley Thornes)  
Examining Religions : Christianity - Joe Jenkins (Heinemann)  
Contemporary Moral Issues - Joe Jenkins (Heinemann)  
Key Christian Beliefs : Chris Wright (Lion)  
People and their God : Jon Mayled (Nelson)

### **Worksheets**

Myself - Who am I? Who are you?  
I AM (Chalkface Project)  
Worksheets from British Union for the Abolition of Vivisection

### **Booklets**

The Natural World : Religious Viewpoints Resource A (Shropshire County Council)  
Ways of Working : Responding to Caring (Shropshire County Council Education)  
Animal Experiments (British Union for the Abolition of Vivisection)

### **Charity Resources**

**Christian Aid:** “All Shall be Included” leaflet,  
Information sheets on various countries.  
Why Christian Aid? leaflet  
It’s Not Fair book

**Oxfam:** Food Matters Activity Pack  
Oxfam information leaflets on various countries

**CAFOD:** CAFOD : Information for schools pack. (This is CAFOD)  
Fairground Newsletter  
Fact Sheets

**Save the Children:** Right Angle Magazine  
Country Reports

### **Videos**

Good Day India (Christian Aid)  
Wishing you were here (Christian Aid)

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## Games

The Paper Bag Game (Christian Aid)  
Trading Trainers Game (Christian Aid)  
The Trading Game (Christian Aid)  
The Chocolate Game (Oxfam)  
Sowing and Harvesting (Oxfam)

## Addresses and Telephone Numbers

Christian Aid  
Paul Place  
Carr's Lane Church Centre  
Carr's Lane  
Birmingham B4 7SX

Tel: 0121-643 2249

Oxfam  
Birmingham DEC  
Gillett Centre  
998 Bristol Road  
Selly Oak  
Birmingham B29 6LE

Tel: 0121-472 3255

Worldwide Fund for Nature  
Panda House  
Weyside Plc  
Godalming  
Surrey GU7 1XR

CAFOD  
Theresa Codd  
23 Glebe Street  
Walsall  
West Midlands WS1 3NX

Tel: 01922-722944

Save the Children  
17 Grove Lane  
Camberwell  
LONDON SE5 8RD

Tel: 0171-703 5400

## **MYSELF - Who am I? - Who are you?**

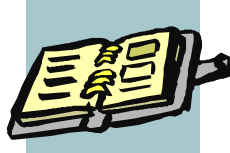
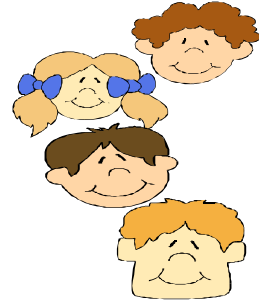
Aim: To enlarge the child's view of himself/herself and the world in which he/she lives.

There are a large number of ways to approach this theme and a few are given:

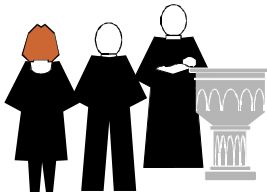
### 1. **Myself**

“It happened to me”

- (a) Relating, discussing, acting out various kinds of experience: what happened - my feelings and thoughts: reflecting - leading to greater awareness of self (and others)
- (b) Compiling personal diaries
- (c) Discussing likes and dislikes



### 2. **Names**



What do names tell us about each other and our families? What do our names mean? Why were we given specific names?

### 3. **Identity**

How do we pick people out? - Dress, speech.

### 4. **Family Tree**

Photographs can help children appreciate their family relationship - leading on to think about our families - negative and positive. Our place within the family.



5. **My Class**



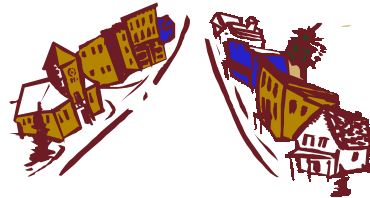
Each child's place in the class - friendship.

6. **My School**



7. **My Neighbourhood**

What do we value about our neighbours?



8. **Our Community**

What is distinctive about our local community - its situation, its history, its business.

What cultures and countries are reflected in it?

What part does the school play in it?

This theme can develop in different ways according to age of pupils, and the teachers own interest.

1st Year



- Friendship



2nd Year

3rd Year



- The Community

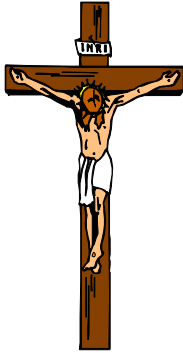


4th Year

## *The Natural World Booklet*

### *RELIGIOUS VIEWPOINTS*

#### 1. **The Christian View**



Christians believe that God created the earth. They believe that human beings have been appointed by God to be responsible stewards or managers of creation, so they think that people must act at all times in a way which respects God's creation. Christians believe that people are important - but not through any merit or power of their own; only because God decided it should be so.

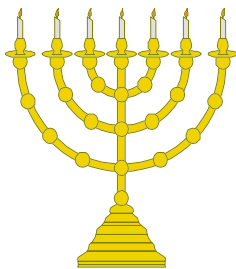
Unfortunately, because people have been pursuing their own selfish desires for wealth, God's world has been spoiled and exploited by people's greed and wastefulness. This lies behind the environmental issues everyone seems to be concerned about today. Until recently, people seem to speak as if everything else in creation was there only for our benefit. Everything was thought of in terms of its "value" to humans.

To spoil the earth is to desecrate something that is holy, so it must be the duty of every Christian to play a part in responding to the environmental crisis.

#### 2. **The Jewish View**

The world was created by, and is maintained by God. Judaism believes that God set the world in order and created all life, including human life.

Jews believe very strongly that human beings are unique in creation because we have been given the ability to make **MORAL** choices : to distinguish between good and evil, right and wrong. In God's eyes, we are his supreme creation, made in His image.



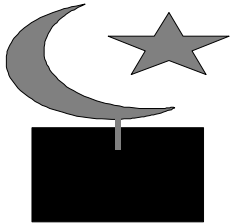
Jews believe it is alright to use the earth's resources - minerals, plants, animals - so long as we do so responsibly and not to the point of ruining the earth. Unfortunately, too often people forget about the command to "look after it".

One important belief concerns how we see and treat animals. Created by God, they must be shown respect and their treatment is governed by many religious laws, but they can never have the same value as human life.

Having said that - they should **NEVER** be subjected to unnecessary pain or suffering - they are part of God's creation.

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### 3. The Muslim View



Muslims believe that Allah created the earth and devised and now controls the laws of nature. The universe is His scheme and He knows what is needed to run it.

Muslims are to care for and look after the earth and all living things. Muslims believe that we can use the earth's resources but must do so responsibly. We are stewards - not owners - of creation, so it is important that we look after the earth and all it offers.

We live in a world which is learning that all life on this earth - humans included - is threatened by technology. The worst aspect of it is that technology can be used to make some other people rich and powerful at the expense of others. We have lost the ability to distinguish between **NEED** and **GREED**, or, worse still, are no longer interested in the difference.

### 4. The Buddhist View

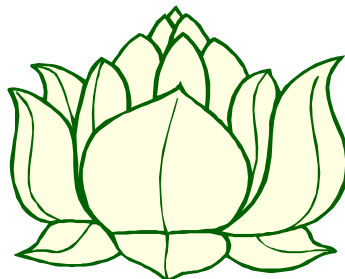


The Buddha, the founder of Buddhism taught that all things come into existence as a result of particular conditions. As Buddhists believe that there is no creator God, there is no set beginning of the world. Buddhists believe there is a law called Karma, a law of "cause and effect", that governs how and why things happen when they do. Our birth and existence is linked with the rest of the world and so we are inseparable from nature.

Buddhists believe that there is no independent individual, but that everything miraculously supports everything else. Buddhists believe that the wounded world in which we live is proof that people have acted selfishly. Buddhists believe that two ideas are important:

- ❖ Right action - acting in a considerate way to others. Treating all creatures equally.
- ❖ Right livelihood - not earning a living from the suffering of others (eg not selling alcohol, weapons, meat or working where animals are mistreated).

Destruction of life is wrong. Buddhists are taught to refrain from killing, or harming any living creature. The purpose of a Buddhist's correct behaviour is to create the conditions to realise spiritual fulfilment : nirvana.



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## Invent a Charity

<b>LOGO</b>		<b>SLOGAN</b>
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;">YOUR CHARITY</div> <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;">(NAME)</div>		
<b>PICTURE</b>	<b>AIMS</b>	<b>AREA</b>

### TASK

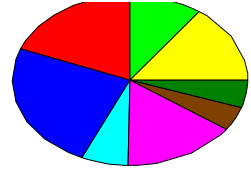
1. Using the diagram above - brainstorm your ideas of a charity (invent your own!!).
  
2. Using your brainstorm, design a poster/flyer to advertise your charity.



## Aid Organisation Project

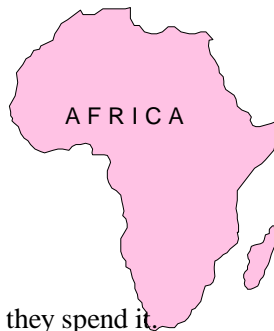
You are going to produce an information package on an Aid Organisation in a group of no more than 4.

1945



Your project must include:

1. A front cover.
2. History.
3. Aims.
4. A case study - name the country.
5. How they get their money. How they spend it.
6. Any information on trade or debt.
7. A wordsearch (crossword or quiz - use Key Words).
8. How you would organise a fund raising event to raise money and how it would be spent.
9. Any other charts, pictures, diagrams or relevant information.

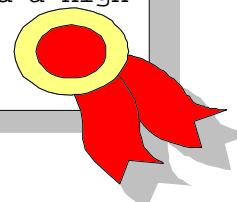


**Remember:**

***Presentation, divide tasks within the group.***

***Certificates will be rewarded for best efforts.***

This is to  
Certify  
that  
.....  
..  
has achieved a high  
standard  
of work



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## ***The Aims of Christian Aid***

In May of every year an envelope is pushed through your letterbox. On it are written the words “Christian Aid Week”. It may sound as if you are being asked to put money into the envelope to help Christians! But that is not the case. So what is Christian Aid?

Christian Aid is not a group of Christians helping other Christians. It is an organisation, started by the Churches, in which Christians and non-Christians work together to help all in great need, whatever their religion, politics, colour or country.

It is Christian Aid’s belief that the most effective and respectful way to bring about lasting improvement to the powerless is to put into their hands the means to help themselves.

Christian Aid is a division of the British Council of Churches and its members are of various backgrounds, from MP’s, economists, businessmen to every day Church members. Christians of the main British Churches support and are involved in Christian Aid, but both at home and abroad they work with all who share their concerns, whatever their colour or creed.

Christian Aid’s main aim is that the poor should be helped to help themselves; they should not become dependent on foreigners but should learn to use their own resources.

### **Questions**

1. When is Christian Aid Week?
2. Who founded Christian Aid?
3. Who does Christian Aid help?
4. What is the most effective way that Christian Aid believe they can help poor people?
5. What “kinds” of people might be members of Christian Aid?
6. What is Christian Aid’s main aim?



## ***How Christian Aid Helps***

### ***LONG TERM AID***

- ❖ Most of the money which is raised by Christian Aid is spent on “long-term aid”. This means encouraging a country to develop its own resources, for example, food, or the means to store food.
- ❖ Clean water is another important need. Christian Aid has helped to supply piped water to many villages in Third World countries.
- ❖ Animals and tools have also been provided by Christian Aid funds.
- ❖ Helping to pay for building is also part of long-term aid.
- ❖ The charity also supports the improvement of medical services throughout the Third World.
- ❖ Providing jobs is another important feature of the work of Christian Aid.
- ❖ Most aid, however, is in the form of training and education.

### ***EMERGENCY AID***

This is given to help people in times of sudden need, for example, after a cyclone, severe flooding, civil wars, and earthquakes.

### ***CONTINUED AID***

- ❖ Helping refugees has always been a part of Christian Aid’s relief programme. This is called “continued aid”.
- ❖ Christian Aid also helps those who are denied human rights. Such rights are freedom to believe, freedom to travel, and freedom of speech.

### ***AID IN BRITAIN***

- ❖ Christian Aid also sets out to help people in Britain understand the causes of poverty and the reasons why Third World countries find it hard to change their situation. This is why it gives grants towards the setting up and running of development education centres.
- ❖ Since 1967, the charity has spent a small amount of money each year on helping people of different races living in Britain.
- ❖ Christian Aid also pays for people to work abroad in Third World countries

## What Does Christian Aid Do?

### INDONESIA

1. At Cikembar, West Java there is a training centre which Christian Aid has supported since 1975. It was started in 1973 by the Council of Churches in nearby Djakarta.
2. First, a small village was built. About 12 huts, a well, a workshop, 2 sheds, and a meeting room were put up. Four buffaloes and some chickens were bought. Maize, nuts and rice crops were started.
3. People go to train at the centre and become known as “motivators”. They are taught many skills, for example, they learn how to make things with wood and bricks, how to build wells and toilets, how to rear animals for use in farming, skills in cooking, and the best ways of growing crops, and they learn about family planning.
4. After 6 months at the centre, the “motivators” are sent out in twos and threes to villages in the remoter parts of Indonesia. They live in these villages for about 2 years and teach or “motivate” the villagers to solve their own problems. For example, if the village is short of water, the people will be shown how to make their own well.



*Split a page of your book into four, and using the above information, design a cartoon strip about the training centre in Indonesia.*





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## ***Rubbish Dump, or Gift from God?***

Christians have a special interest in green issues. They believe that people are responsible to God for looking after the world and everything in it. They believe that the world is “on loan” to us.

In the Bible’s story of the creation of the world it says:

“The Lord God took the man and put him in the Garden of Eden to till it and look after it”.

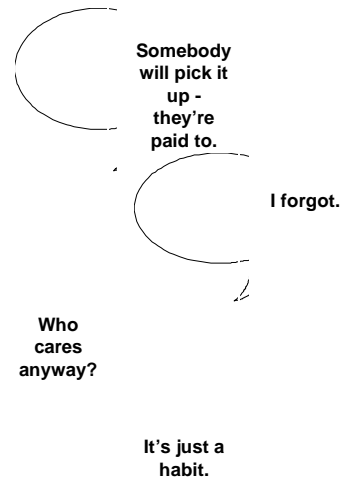
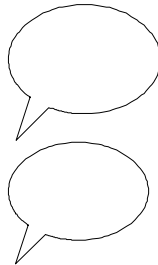
### ***ACTIVITY 1***

Design a poster of the world showing both the good and bad aspects of the environment.

### ***ACTIVITY 2***

Write a prayer, rap or poem showing how people’s attitudes affect the way they treat the world.

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### ***ACTIVITY 3***

It is the year 2120. Planetary travel is all the rage. People have loads of places they can visit: Mars, Jupiter, Saturn etc. However, the earth is in danger of being deserted during the summer months. Imagine that you were working for a major holiday company and design the cover of your brochure highlighting the good points of earth.

### ***ACTIVITY 4***

Imagine it is the end of time and God turns to the human race and wants to know what happened to the world He created. Write an imaginary complaint from God (on A4 paper). (Genesis 1:28; Genesis 2:15; Psalm 8:4-9).

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## *Suggested Outline for Key Stage 4*

An examination of the following issues:

- ❖ To what extent are humans responsible for the world?



- ❖ How do religions respond to the concept of justice?



## ***Suggested Activities for Key Stage 4***

1. To what extent are humans responsible for the world?
  - A study of pollution and conservation.
  - What is the damage so far?
2. Design a poster entitled “Mother earth is dying”.  
(Examining Religions : Christianity - Joe Jenkins - pages 154-155)
3. Write a newspaper article entitled “Planet in crisis - causes for concern”.  
(Contemporary Moral Issues - Joe Jenkins, pages 176-177)
4. Pupils to select an issue of global concern and explore it. Their results can be presented in one of the following ways:
  - ❖ Board game
  - ❖ Presentation
  - ❖ Questionnaire (Ways of working : Responding to Attitudes Towards the Natural World - Shropshire County Council Education)
5. Pupils to do investigation into the work of:
  - ❖ Greenpeace
  - ❖ ACT (Actions by Christians Against Torture)
  - ❖ Survival International
6. Write a poem/rap that describes what you think would be the perfect world.
7. Design a poster or collage about justice or freedom  
(Beliefs, Values and Traditions : Ann Lovelace and Joy White (Heinemann)), pages 62-63
8. Set up a courtroom scene and debate the motion:  
  
“This house believes that Christians are sometimes justified in taking up arms”.  
(Christianity - Joe Jenkins, pages 68-69)

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## ***Resources for Key Stage 4***

### ***BOOKS***



One World, Many Issues - Bernard Williams (Stanley Thornes)  
Examining Religions : Christianity - Joe Jenkins (Heinemann)  
Contemporary Moral Issues - Joe Jenkins (Heinemann)  
People and their God : Jon Mayled (Nelson)  
Beliefs, Values and Traditions - Ann Lovelace and Joy White (Heinemann)

### ***BOOKLETS***

Ways of working : Responding to attitudes towards the natural world (Shropshire County Council Education)

### ***ADDRESSES AND TELEPHONE NUMBERS***

Greenpeace  
30-31 Islington Green  
London  
N1 8XE

Survival International Ltd  
310 Edgware Road  
London  
W2 1DY

ACT (Action by Christians Against Torture)  
32 Wentworth Hills  
Wembley  
Middlesex  
HA9 9SG



Amnesty International (British Section)  
99-119 Rosebery Avenue  
London  
EC1R 4RE

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**TITLE OF UNIT:** \_\_\_\_\_

**KEY STAGE:** \_\_\_\_\_ **AIMS:** \_\_\_\_\_

**YEAR:** \_\_\_\_\_

<b>Programme of Study</b>	<b>Key Questions</b>	<b>Key Words</b>	<b>Activities</b>	<b>Resources</b>	<b>AT</b>

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## An Outline of Basic Beliefs and Practices of Major Religions

	PLACES OF WORSHIP	SPECIAL DAY	NAME(S) OF GOD	PROPHETS	FESTIVALS	HOLY BOOK
CHRISTIANITY	Church	Sunday	GOD - The Father; The Son (Jesus); The Holy Spirit	Old Testament Prophets + John the Baptist	Easter - New Life Christmas - Light Whitsun - Holy Spirit Harvest	Bible - Old Testament New Testament
HINDUISM	Manhir (Temple)	No special day Prayers in temple every day	One God in many forms eg Brahma Vishnu, Shiva etc	No Prophets but recognises religious teachers/gurus as providing guidance to people	Diwali - Light; Good Evil; New Year Navaratri - Mother Earth Holl - Spring Raksha Bandhan - Brother/Sister	Vedas Upanishads Mahabharata (which includes the Bhagavadgta)
ISLAM	Mosque	Friday - Day of Special Prayer	Allah	Old Testament; Prophets; Jesus; Muhammad	Ramadan - Fasting Eid-UI-Fltr - End of Fasting Haji - Pilgrimage	Gu'ran
JUDAISM	Synagogue	Friday evening to Saturday evening	Yhwh (Yahweh)	Old Testament Prophets (Moses most important)	Passover (Pesach) - Deliverance Succot - Harvest Rosh Hashanah - New Year Yom Kippur - Atonement Chanukkah - Light Purim - Story of Esther	Torah (First 5 books of Old Testament) Talmud (interpretations)
SIKHISM	Gurdwara	Sunday in Britain but variable elsewhere	One God (Sat Naam - Truth)	10 Gurus Guru-Nanak; Angad; Amar Das; Ram Das; Arjan; Hargobind Singh; Har Rai; Tegh Bahadur; Gobind Singh	Valsakhi - New year Diswal - As Hindu + release of Hargobind Singh from prison Holl - Spring	Guru Granth Sahib
BUDDISM	Temple			Buddah		Vedas