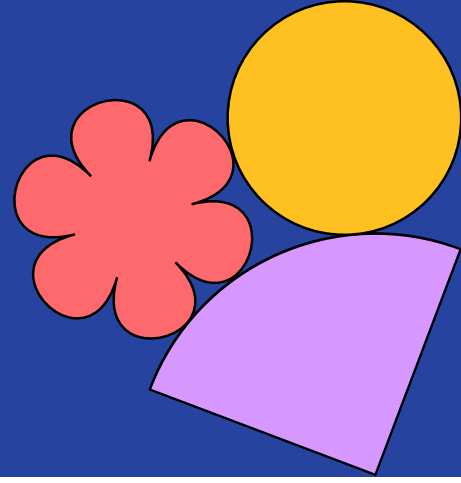




The Oscar Romero Award
Aspire to be more



Stewardship of Creation



**A flexible resource for primary and
secondary teachers supporting
pupils with SEND**



Contents

Welcome!

This flexible resource helps pupils understand the principles of Catholic Social Teaching (CST). It offers practical, inclusive resources that can be **adapted across a wide range of learning needs and levels of challenge, including for pupils with high learning potential**. It can be used by a wide range of adults across the school community. **This resource is accompanied by a PowerPoint with ready-to-use pupil activities.**

♥ **Dip in and choose the sections most useful for your pupils.**

There is no need to work through the resource from beginning to end.

A EXPLORE & UNDERSTAND Meet the principle  ● Theme Overview p. 3 ● Communication p. 3 ● Core Message: Action Rhyme p. 4 ● Resource Kit p. 4	B TEACH & INCLUDE Put the principle into practice  ● Flexible Lesson p. 5 ● Teaching Tips & See, Judge, Act p. 6 ● Inclusive Approaches p. 7 ● Lesson Activities & Scaffolds p. 11 ● Further Ideas for Discussion p. 13
C CONNECT & CREATE Explore through faith, prayer and creativity  ● CST & St Oscar Romero p. 14 ● Faith & Scripture p. 16 ● Prayer p. 17 ● Music & Song/Rhyme p. 20 ● Creative Activities p. 22	D REFLECT & GO FURTHER Notice learning and continue exploring  ● CST Moments Record p. 26 ● Oscar Romero Award Resources p. 27 ● CAFOD Resources p. 27 ● CST Overview p. 28



A. Theme Overview

Section	How it connects to our "Stewardship" theme...
Key Phrase	Care for our Common Home.
Key Question	How can I care for God's world today?
Key Action	Care for creation and use what we have wisely.
Key Vocabulary	Stewardship • Creation • Care • Earth • Common Home • Protect • Share • Nature • Resources • Future
Communication Supports	Makaton • Widgit • Real Objects • Photos • AAC • Visuals • Social Stories



Communication

These resources have been designed to be adapted to meet the needs of individual learners. Teachers are encouraged to use communication approaches that best support their pupils, including Makaton, Widgit Symbols, gestures, real objects (objects of reference), photographs, AAC systems (e.g. communication boards, talking buttons or communication apps) and visual timetables, where appropriate.

Please use the official resources provided by **The Makaton Charity** and **Widgit Software** in accordance with their respective licensing and copyright requirements. **Remember:** Not every pupil will communicate using speech. Encourage pupils to communicate using the approaches that best meet their individual needs.





Core Message: Rhyme

God made the world,

(Make a large circle with arms above the head)

A gift for us to share.

(Hold hands out as if receiving a gift)

God looked and said, "It is good!"

(Give two thumbs up)

So we will show we care.

(Cross hands over the heart)

We'll help and love creation,

(Mimic digging or planting)

Our Common Home we share.

(Make a roof shape over the head)



Repeat the rhyme regularly so pupils begin to associate Stewardship with everyday choices.



Resource Kit

A flexible collection of objects and visual prompts to make the principle more concrete and accessible. Use any that are helpful — you do not need them all. Pupils can explore, choose, point to or discuss the objects during teaching, reflection and prayer.

A globe or large ball: To represent the whole world.

A small potted plant or seeds: To represent growth and our role in caring.

A watering can or spray bottle: To represent caring for creation.

Natural treasures: A leaf, stone and shell to represent land, sea and air.

A heart shape: To represent our love for God's gift.





Flexible Lesson

Stand-Alone, Introductory or Summary Lesson

LOOK — Explore the icon

- Look at the Stewardship of Creation icon. What do you notice? (The Earth and nature remind us that God's world is a gift we all share and care for.)

REMEMBER — Meet the principle

- Stewardship means caring for God's creation and using the Earth's resources wisely, for people now and in the future.
- Our Common Home means the Earth — the home we all share.
- Care for our Common Home.

TALK — Think together

- How can I care for God's world today? Think about nature, saving water, reducing waste, reusing and caring for shared places.

DO & SAY — Action Rhyme

- Say the Stewardship Action Rhyme together.

PRAY — Respond to God

- God, thank you for the gift of creation. Help us care for our Common Home, use what we have wisely and protect your world for everyone. Amen.

MISSION — Put it into action

- Today, make one choice that cares for our Common Home.

OPTIONAL — Make it concrete: Creation in Your Hands

- Pass around a leaf, seed, shell or stone. Look, touch or explore it. What do you notice? What does it need to stay safe and cared for?
- Small choices can help protect our shared world. Finish: "Care for our Common Home."



Teaching Tips

SEMH TIP: Use a sensory plant, natural object or calming nature sounds to help pupils settle and prepare for reflection.

RELATIONAL REPAIR: Mistakes can become stewardship opportunities: *How can we fix this together?* Reinforce that everyone can help care for God's world.

VOICE: Remind pupils that we use our voice for creation when we speak up for the environment or encourage others to care for it.

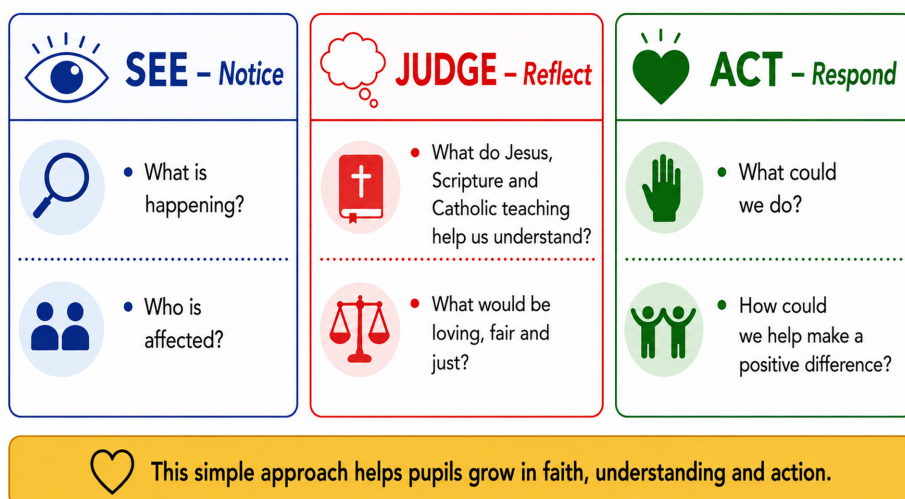
STEWARDSHIP CHOICES: Include simple, concrete actions such as turning off a light or tap, putting rubbish in the bin, and being gentle with plants and animals.

TIP: Notice and name small acts of stewardship: *You picked up that paper — you are helping to care for our world.*



See, Judge, Act

See, Judge, Act (as illustrated below) is a simple way of helping pupils connect CST with real life. It encourages pupils to notice what is happening, reflect on it in the light of faith, and consider how they can respond. The approach can be adapted through discussion, images, objects, signing, AAC, role-play or practical action. **See the accompanying PowerPoint.**





B. Inclusive Approaches

Class teachers and TAs can use the tables below to identify a pupil's core strength and map out exactly how they can engage and respond. These stages are **suggestive only**. They do not represent a rigid hierarchy. Please dip in and out of the levels to find the "best fit" for your pupils, regardless of their age or previous stage.

Literal & Structured

(Understands clear language, sequences, logical routines, and concrete patterns)

● **Emergent:** Match or place real objects with a simple care action: plant → water; litter → bin; light → switch off.

● **Developing:** Follow a "First/Then" board or 3-step visual schedule for a care task: **First** (collect water) **Next** (water plant) **Finished** (put away).

● **Advanced:** Identify "Rules for Care" from the Genesis creation account (e.g., looking after animals).

● **Deep Reflection:** Create a "Stewardship Covenant" with structured steps for reducing school waste.

Aural & Oral

(Strong speaking, active listening, verbal reasoning, and auditory processing)

● **Emergent:** Respond to natural sounds (wind, birds) with a smile, gesture, or sound button.

● **Developing:** Use a photo, symbol, or vocalisation to join in with the repeated phrase: "It is good!"

● **Advanced:** Discuss and debate: Can we use the Earth's resources and still care for creation? How?

● **Deep Reflection:** Agree key actions the school could take to protect creation and share these with the School Council.

Visual & Practical
(Multi-Sensory)

(Learns through seeing, handling objects, observing, and spatial layout)

- **Emergent:** Explore a "Creation Tray" with soil, water, and stones to feel the "goodness" of the world.
- **Developing:** Use "Caring/Not Caring" cards to sort images of environmental actions (e.g., planting vs. littering).
- **Advanced:** Take photos of "Stewardship in Action" around the school to create a visual display.
- **Deep Reflection:** Map areas of the school grounds that need care or protection and explain why.



Interpersonal
(Social)

(Engages through interaction, empathy, collaborative work and group dynamics)

- **Emergent:** Gently pass a natural object (a shell or flower) to a peer, practising "careful hands."
- **Developing:** Work with a partner to "be a steward" by sharing tools during a gardening task.
- **Advanced:** Discuss in a group: "How does saving water help our brothers and sisters far away?"
- **Deep Reflection:** Organise a "Stewardship Campaign," assigning roles to help look after our common home.

Active & Kinaesthetic

(Learns through movement, physical expression, and gross/fine motor skills)

- **Emergent:** Mirror movements of creation: "Growing" like a tree or "Moving" like the sea.
- **Developing:** Participate in a "Care Walk" around school, looking for things that need a "Steward's help."
- **Advanced:** Role-play someone wasting water, paper or energy and show how a steward could respond.
- **Deep Reflection:** Lead a Celebration of the word about creation and placing natural items on the prayer table.



Reflective & Creative

(Thinks deeply, processes internally, expresses thoughts through art, writing, or quiet reflection)

- **Emergent:** Finger-paint a "Green and Blue" world to show appreciation for God's gift of creation.
- **Developing:** Complete the sentence: "I am a steward when I..." using symbols, photos, or words.
- **Advanced:** Write a "Thank You" letter to God for a specific part of the world (e.g., sun, sea, or trees).
- **Deep Reflection:** Compose a prayer or poem reflecting on the "Cry of the Earth" and a personal promise to help.

Analytical & Ethical Thinking

(Enjoys reasoning, questioning, abstract thinking, and evaluating systems)

● **Emergent:** Identify actions as either Caring or Not Caring towards God's creation.

● **Developing:** Explain exactly why a certain action is *Fair* or *Unfair* for the planet (e.g., "If I waste the paper, there won't be enough for my friends").

● **Advanced:** Explore the reasons behind choices: "Why do people stay silent when they see the Earth being hurt?" or "Why is it hard to remember to turn off the lights?"

● **Deep Reflection:** Debate ethical issues regarding resources. Connect local choices to wider questions of environmental justice, Scripture and Catholic Social Teaching.



Inclusive Technology & Digital Tools

(Motivated by digital interaction, assistive communication, and digital creation)

● **Emergent:** Use a touch-screen or eye-gaze to "interact" with a digital forest or ocean scene.

● **Developing:** Use a touch-screen to choose or match pictures showing ways to care for creation, such as saving water, recycling or caring for plants.

● **Advanced:** Use a digital camera to document the growth of a class plant over time as part of a care project.

● **Deep Reflection:** Research how technology can help people protect creation, save resources or respond to environmental problems.



Lesson Activities & Scaffolds

These levels are flexible starting points, not a linear pathway. Choose and adapt activities to each pupil's strengths, needs and ways of learning.

Activity Level & Core Target	Classroom Lesson Activities & Tasks	Support Prompts
 Emergent (Sensory & Concrete) Core message: "The world is a gift from God."	• The Good Echo: Copy the words or Makaton signs for good and helper. • Creation Exploration: Touch soil, water or leaves while an adult says: "God made this; it is a gift." • Shared Treasure Circle: Pass a natural object such as a shell or stone. Use a sign, button or words to say: "It is good!" • Simple Care: Water a plant, place litter in a bin or gently handle a natural object while an adult names the action: "We care for God's world."	Who made our world? Can you show me something God made? What can you see or touch? What do you like most about God's world?
 Developing (Visual & Choice-Based) Core Message: "I can help care for God's world."	• Stewardship Promise: Create a class promise showing care for God's creation and use resources wisely. • Caring Choices: Explore everyday situations and decide which choices help or harm our Common Home. • Romero Reflection: Compare a picture of taking/wasting more with a picture of caring/sharing. Link this to Romero's words: "Aspire not to have more, but to be more." • Take Action: Plan one practical action to reduce waste, save resources or care for creation.	Which choice helps care for God's world? How could you help? What should we do first? What comes next? How does this show care for creation?

 Advanced <i>(Independent Application)</i> Core Message: "I am a helper for God's world."	• The Helper's Promise: Choosing a specific part of creation (e.g., birds) and identifying one way to look after them. • God Asks Us to Care: Use puppets, pictures or symbols to retell how God asks people to care for creation. • Classroom Audit: Checking the room for wasted energy (lights left on) or water and fixing it independently. • Caring Together: Choose a shared area or part of creation and work together to care for it.	What part of creation could you help care for? How? How does the Bible teach us to care for God's world? What could we change in our classroom or school?
--	---	--

 Deep Reflection <i>(Critical & Ethical Thinking)</i> Core Message: "We care for our Common Home."	• Common Home Map: Identify places in the local area that need care or protection and consider why. • Stewardship Manifesto: Agree and communicate key actions explaining how we can respond to the "Cry of the Earth". • Prayer of Action: Writing or selecting a prayer that thanks God for a specific gift and makes a promise to keep it safe. • Campaign Leadership: Designing a simple system (like a "Green Monitor" badge) to encourage peers to care for the school.	Why is the Earth our Common Home? What happens when people do not care for creation? Who is affected when our Common Home is harmed? What could we change or encourage others to change?
---	--	--



Further Ideas For Discussion

The Empty Chair

Place an empty chair in the circle to represent people around the world affected by floods, droughts or other environmental problems.

Discuss: How might our choices affect people far away? How can caring for creation help care for them too?

Web of Creation

Use a ball of wool to explore how creation is connected. One pupil names something in nature, such as bees, and passes the wool to someone who names something connected to it, such as flowers. Continue to build a web.

Discuss: What happens when one part of creation is harmed? Why does caring for one part help the whole?

Future Gift

Invite pupils to write, draw, record or use symbols to create a message for a child who might be in their school in ten years' time.

Prompt: *I am caring for our world today so that you can enjoy it too. I promise to...*



Put Your Learning into a Song



Create a song, rap or chant showing what Stewardship means to you. Adapt a familiar tune or create your own.



Work together: Create with others, or work on your own.



Share in many ways: Sing, speak, rap, use instruments, actions, symbols or AAC – there is no single right way.



Challenge: What important Stewardship message do you want others to remember?



C. CST & St Romero

Stewardship: Our Call to Care

● **Emergent:** A steward is a special helper who looks after God's world. We use our hands to care for creation and can say, "Thank you, God."

● **Developing:** Stewardship means recognising that the world is a gift from God. God saw that creation was "very good," and we are called to care for the plants, animals and people who share our Common Home.

● **Advanced:** In the Bible (Genesis 2:15), God asks humans to care for the earth. Stewardship means using the Earth's gifts responsibly and speaking up when creation is being harmed or resources are being wasted.

● **Deep Reflection:** St Oscar Romero challenged us to "Aspire to be more, not to have more." Stewardship invites us to think about what we really need, how our choices affect others and how we can care for our Common Home rather than simply taking more from it.

Stewardship Discussion

How can we be stewards in our classroom and school? *Possible answers: Turning off lights or taps when they are not needed; picking up litter; caring for plants and animals; reducing waste.

Faith & Scripture Connection

What does the Bible say about looking after the world? *Possible answer: Genesis 1:31 tells us that God saw everything He had made and it was "very good." Genesis 2:15 reminds us that people have a responsibility to care for creation. Looking after God's world is one way Christians can show gratitude for the gift of creation.

Voice for the Earth

When we see creation being harmed, such as through littering or wasting water, what can we do? *Possible answers: We can make a different choice, help to put things right and encourage others to care for our Common Home. We can also use our voices to speak up when we see creation being harmed.

Who was St Oscar Romero?

St Oscar Romero was Archbishop of San Salvador in El Salvador. He defended the dignity of people experiencing poverty, violence and injustice, showing through his words and actions that faith calls us to care for others.

What can Romero teach us about Stewardship?

Romero is not primarily remembered as an environmental campaigner, but his teaching about justice, responsibility and how we use what we have connects with Stewardship. His words, "*Aspire not to have more, but to be more,*" invite us to ask: What do we really need? How do our choices affect people and our Common Home?

People and Planet

Why is caring for creation also about caring for people? **Possible answer:* Environmental problems affect people differently. Those experiencing poverty may have fewer resources to respond to floods, droughts or shortages. Stewardship means caring for creation while also seeking justice for people.

Call to Action

How could your choices help care for our Common Home? **Possible answers:* Care for plants and animals; reduce waste; look after shared resources; use our voices to encourage change; care for people and creation.

CAFOD & St Oscar Romero

CAFOD helped rebuild Romero's radio station after it was bombed so that his message of truth, justice and hope could continue. Explore Romero: Discover CAFOD's teaching, prayer and reflection resources. [St Oscar Romero teaching resources](#)

CAFOD Laudato Si' Resources

Care for Our Common Home – CAFOD's Laudato Si' resources help children explore Pope Francis' call to care for people and planet through animations, reflection cards, global stories, posters, pledges, songs, prayer and activities. See [Laudato Si' resources for children](#)

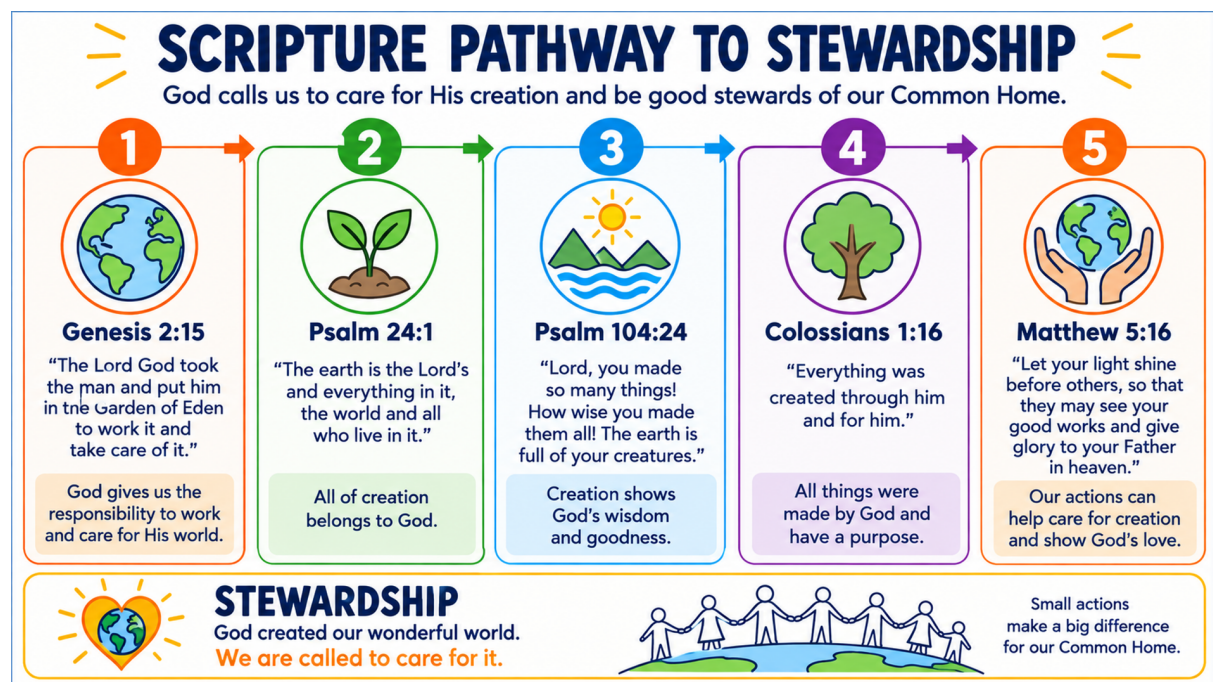
Scripture

Praying with Scripture: Lectio & Visio Divina

Scripture helps us recognise creation as **God's gift** and our responsibility to care for it. Use the pathway below, or choose just **one picture, verse or phrase**. Pupils do not need to read every word: Scripture can be heard, repeated, signed, explored through images or sensory objects, or received quietly in prayer.

Lectio Divina means *sacred reading*; **Visio Divina** uses an image as a focus for prayer. Both can be adapted for pupils to respond in meaningful ways.

- 1. SETTLE — Be still:** Create a calm space. *We are spending time with God.*
- 2. LOOK & LISTEN — Receive:** Choose one verse, phrase or picture. Read or look slowly. Repeat if helpful.
- 3. NOTICE — What stays with you?:** Notice a word, picture, feeling or idea. Pupils can point, sign, choose, draw, speak or simply be still.
- 4. RESPOND — Talk to God:** Respond in any sincere way: *Thank you... Help me... I wonder...* or through a picture, symbol, gesture or silence.
- 5. REST — Be with God:** Spend a short time quietly with God. Finish with **Amen**, the **Sign of the Cross** or a familiar prayer.



SEND Tip: Choose one part of the pathway rather than trying to explore all five. One image, one phrase and one response can be enough.



Prayer

Prayer for Stewardship

Prayer for Stewardship helps pupils recognise creation as a gift from God and our responsibility to care for our Common Home. It invites us to praise God for creation, notice when it is harmed and ask for help to make choices that protect the Earth and all who share it.

Nature can support prayer through objects, images, sounds and sensory experiences. Pupils may participate through words, silence, symbols, signing, AAC, sensory objects or by pressing a recorded “Amen” button. Speaking aloud is never required.

Create a Personal Prayer

Invite pupils to write, draw or add symbols to create their own prayer on a Stewardship-themed template, such as a **leaf, flower, tree, globe or water droplet**. Prayers might thank God for the beauty of creation, pray for people, animals or places affected by environmental harm, or ask for help to care for our common home. Prayers could be shared during class prayer, placed on a prayer table or wall, added to a prayer book, or kept privately. **Printable templates are included in the accompanying PowerPoint.**

Below is the short principle prayer, followed by four examples of different forms of prayer. These can be adapted to suit the needs and preferred ways of participating of individual pupils.



PRAYER

Praise Be to You Canticle of the Creatures

Prayer of Praise • inspired by St Francis of Assisi

Most High God,
we praise you for Brother Sun,
giving light and warmth.

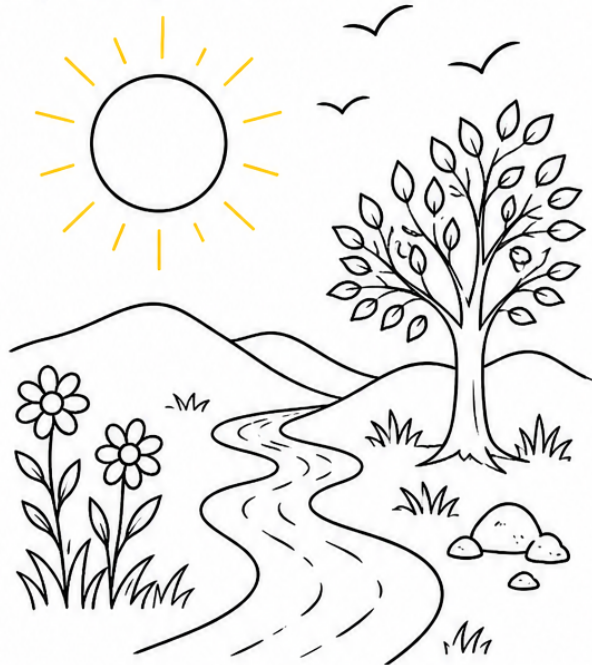
We praise you for Sister Water,
precious and life-giving.

We praise you for the Earth,
our mother, who gives us
food and flowers.

We praise you for
all your creation.

Help us care for the wonderful world
you have given us.

Praise be to you, God. Amen.



PRAYER

A Prayer for Our Earth

*inspired by Pope Francis' "A Prayer for Our Earth"
from Laudato Si' (2015)*

Loving God,
you are present in the whole universe
and in the smallest of your creatures.

Fill us with love
for everything that exists.

Help us protect life and beauty,
care for people who are poor
and live as brothers and sisters.

Teach us to care
for our Common Home.

Amen.



PRAYER

Creation Examen

Reflective Prayer • inspired by the Ignatian Examen

Use a natural object, photograph or quiet sounds as a focus. Pupils may respond through words, symbols, AAC or silence.



1 THANK: God, thank you for something in creation that brought me joy today.



2 NOTICE: Where did I notice people caring for creation?



3 SORRY: Where did I notice creation being harmed or wasted?



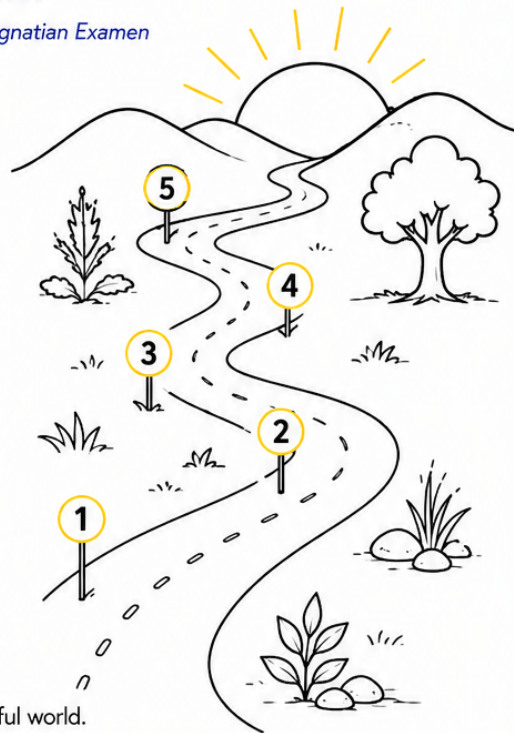
4 ASK: God, show me how I can care for our Common Home.



5 CHOOSE: One thing I will try to do is: _____



Together: God, thank you for your beautiful world. Help us care for it with love. **Amen.**



PRAYER

Creation in My Hands

Contemplative Prayer

Hold or look at a leaf, stone, shell, seed or another natural object. Take time to notice it quietly.

Loving God,
thank you for this part
of your creation.

Help me to notice
its beauty,
remember that it is precious
and care for the world we share.

May my hands help,
not harm,
your creation.

Amen.





Music

Catholic Social Teaching Music

CAFOD also provides a Catholic Social Teaching song exploring the CST principles, alongside CST nursery rhymes for younger pupils. These can be used to introduce or revisit the principles through music. See [Catholic Social Teaching pack for children](#) for audio and lyrics and here for their [Laudato Si' song](#).

Songs for Prayer & Reflection

[So Will I \(100 Billion X\) — Hillsong UNITED](#)

"If creation sings Your praises, so will I."

[Indescribable — Chris Tomlin](#) "From the highest of heights to the depths of the sea, creation's revealing Your majesty."

[Love Song to the Earth — Paul McCartney et al.](#) "This is a love song to the Earth, You're no ordinary world...Keep it safe."

[Wonder — Hillsong UNITED](#)

"I see the world in light, I see the world in wonder."

[Creation Sings the Father's Song — Keith & Kristyn Getty](#)

"His fingerprints in flakes of snow, His breath upon this spinning globe."

Songs linked to Stewardship

Pupils could sing or listen to songs linked to Stewardship such as:

- *If I Were a Butterfly*, Brian Howard
- *Wonders I See*, Bernadette Farrell
- *Praise Him, Praise Him*
- *Our God is a Great Big God*
- *Laudato Si' O Mi Signor*
- *How Great Thou Art*



Rhyme/Song



Protect God's World Song



Tune: We've Got the Whole World in Our Hands

1

Verse 1: The Whole World

- ♪ We've got the whole world in our hands,
- ♪ We've got the whole world in our hands,
- ♪ We've got the whole world in our hands,
- ♪ We are here to protect God's world.



(Action:
Make a large
circle with arms
in front of
the body)

2

Verse 2: Creatures

- ♪ We've got the birds and the bees in our hands,
- ♪ We've got the birds and the bees in our hands,
- ♪ We've got the birds and the bees in our hands,
- ♪ We are here to protect God's world.



(Action:
Wiggle fingers
or flap arms
like wings)

3

Verse 3: Nature

- ♪ We've got the plants and the trees in our hands,
- ♪ We've got the plants and the trees in our hands,
- ♪ We've got the plants and the trees in our hands,
- ♪ We are here to protect God's world.



(Action:
Reach arms up
high like
branches)

4

Verse 4: Love and Care

- ♪ We've got to love and care for the Earth,
- ♪ We've got to love and care for the Earth,
- ♪ We've got to love and care for the Earth,
- ♪ We are here to protect God's world.



(Action:
Cross hands
over the heart)

5

Verse 5: Stewards

- ♪ We are stewards of the world, here to protect,
- ♪ We are stewards of the world, here to protect,
- ♪ We are stewards of the world, here to protect,
- ♪ We are here to protect God's world.



(Action:
Hold hands out flat,
palms up, as if
holding something
precious)



TIP: This song reminds us that God's world is a gift.
We all have a part to play in caring for it.



Sing each verse slowly. Repeat as you wish.
Pupils may use actions, signs, symbols or instruments.



Creative Activities

Use these ideas flexibly for classroom activities, targeted support, displays, evidence books or continuous provision.

Activity 1: Helper's Hand

Core Idea: Exploring how our hands can help us care for God's creation.

How to do it: Draw around or print an outline of a hand. Talk about different ways our hands can care for creation — planting, picking up litter, turning off taps, feeding animals or looking after shared spaces.

- **Sensory/Emergent:** Decorate the hand using natural or textured materials such as leaves, seeds, tissue paper or recycled materials.
- **Developing/Advanced:** Add a picture, symbol or words showing one way the pupil will help care for creation: *"My hands can..."*

Display/Scrapbook Idea: Arrange the hands around an image of the Earth or a plant under the heading *"We are helpers of creation."*

The Message: *"My hands can help care for God's world."*

Activity 2: The Creation Mirror (Visio Divina)

Core Idea: Pupils recognise themselves as part of God's "Very Good" world.

How to do it: Pupils create a nature-themed frame or "Mirror of Creation."

- **Sensory/Emergent:** Press real petals, leaves and grass onto sticky-back plastic around the frame. Add a photograph, drawing or mirror so pupils can see themselves within creation.
- **Developing/Advanced:** Add the words: *"I am part of God's world. I am good."*

Display Idea: *"The Mirror of Creation."* Surround the display with: *"God looked at everything he had made, and He was very pleased."* (Genesis 1:31)

Activity 3: Voice for the Earth Megaphones

Core Idea: Using our voices to speak up for and care for creation.

How to do it: Decorate a paper megaphone or large speech bubble.

● **Sensory/Emergent:** Decorate with colours, textures or natural materials and add raised “soundwaves” using pipe cleaners or corrugated card.

● **Developing/Advanced:** Add messages encouraging others to care for creation, such as *“Pick it up, please,” “Turn off the tap”* or *“Protect the bees!”*

Display Idea: Arrange the megaphones or speech bubbles around images of the natural world under the heading *“Use Your Voice for Our Common Home.”*

The Message: *We can use our voices and actions to encourage others to care for God’s creation.*

Activity 4: Love in Action Stewardship Tree

Core Idea: Creating a visual and tactile record of everyday acts of stewardship.

How to do it: Create a large 3D tree trunk on a display board or page.

● **Sensory/Emergent:** Use dried leaves, fabric or textured materials to create and explore the tree. Pupils can add a leaf when they take part in caring for creation.

● **Developing/Advanced:** Add the specific action to each leaf using words, pictures or symbols, such as *“I turned off the light”* or *“I was gentle with the snail.”*

Display Idea: Keep adding leaves as pupils notice and carry out acts of stewardship at school or at home.

The Message: *“Our Common Home grows with love and care.”*

Activity 5: "We Praise You, God!" Our Canticle of Creation

Core Idea: Bringing the *Canticle of the Creatures* to life through collaborative, sensory artwork and prayer.

How to do it: Divide a large "Window on Creation" into four sections. Pupils contribute to one or more sections using accessible sensory and creative materials.

Brother Sun: Create a sun using recycled materials. Add: "*For Brother Sun, who gives us light...*"

Sister Water: Create rain or waves using textured or recycled materials. Add: "*For Sister Water, who gives us life...*"

Mother Earth: Create soil or a garden using textured card, natural materials, seeds or beans. Add: "*For Mother Earth, who feeds us all...*"

Every Creature: Pupils add fingerprint, painted, drawn or collage creatures. Add: "*For every creature, great and small...*"

Prayer/Display Idea: Place the prayer at the centre, or add photographs of pupils using its actions:

Leader: For Brother Sun, who gives us light...

All: We praise you, God! (*Reach arms high.*)

Leader: For Sister Water, who gives us life...

All: We praise you, God! (*Wiggle fingers like rain.*)

Leader: For Mother Earth, who feeds us all...

All: We praise you, God! (*Touch the ground.*)

Leader: For every creature, great and small...

All: We praise you, God! (*Hands together.*)

All: Amen.

The Message: *Creation is God's gift. We are part of it, we give thanks for it, and we care for our Common Home.*



Activity 6: Stewardship Photo Detectives

Core Idea: Exploring “Good” and “Not Good” choices for caring for our Common Home.

How to do it: Use photographs showing contrasting choices, such as a littered/clean park or a running/turned-off tap.

● **Emergent:** Use a “Thumbs Up” (Good) or “Thumbs Down” (Not Good) symbol to respond to each photograph.

● **Developing/Advanced:** Identify what is happening and suggest what could make it better: “*What could we change?*” “*How could we help?*”

Display Idea: “Our Stewardship Detectives.” Place “Before” and “After” photographs side-by-side to show pupils caring for their environment.

The Message: *We can notice when our Common Home needs care and take action to help.*

Activity 7: Caring For Our Global Neighbours

Core Idea: Exploring how caring for our Common Home is connected to caring for people around the world.

How to do it: Use a world map or an age-appropriate CAFOD story or image showing how environmental or climate change can affect communities.

● **Sensory/Emergent:** Explore and decorate the map using natural or textured materials, such as soil, leaves or natural colours.

● **Developing/Advanced:** Add “Handprints of Care” around the map. Pupils draw, write or select one action they can take to care for our Common Home and global neighbours, such as reducing waste, saving water or caring for shared resources.

Display Idea: “Caring for Our Common Home, Caring for Each Other.” Connect handprints across the world.

CST Link: Environmental harm can affect people experiencing poverty most severely. Stewardship calls us to care for people and creation.

The Message: *Caring for the Earth means caring about the people who share it.*

Activity 8: From Waste to Wonder

Core Idea: Transforming discarded materials into something beautiful and exploring how we can turn waste into care for creation.

How to do it: Create a large cross or another simple creation-themed outline and collect clean, safe recycled materials.

● **Sensory/Emergent:** Sort and explore recycled materials by colour, shape or texture, then use them to create a tactile mosaic.

● **Developing/Advanced:** Consider how something that might have been thrown away can be reused. Discuss ways we can move from waste to care in our own lives.

Display Idea: Display the finished artwork with the title “From Waste to Wonder.”

The Message: *We can make thoughtful choices about what we use, reuse and throw away as we care for our Common Home.*

Laudato Si' — Everything is Connected

Core Idea: *Laudato Si'* reminds us that caring for creation and people belong together. Explore CAFOD resources for different ages.

Explore with CAFOD:

● **Primary/Emergent:** Watch the *Laudato Si'* animation or use colouring, posters and images to explore God's creation.

● **Developing:** Make a *Laudato Si'* pledge, learn the CAFOD song, use the Celebration of the word or say the Cantic of the Sun prayer.

● **Advanced/Secondary:** Explore *Laudato Si'* for young people and the animation to consider how our choices affect people and planet.

● **Deep Reflection:** Explore climate resources linking climate change, poverty and justice, and consider how we are called to respond.

See: 🌐 [Laudato Si' for schools](#) 🌐 [Laudato Si' animation for children](#)
🌐 [Laudato Si' for young people](#) 🌐 [The cantic of the sun prayer](#)



CST Moments

STEWARDSHIP MOMENTS RECORD

Notice and celebrate moments when we care for our Common Home.

SAW IT — I noticed...

- ☐ Something in creation to appreciate
- ☐ Something that was being wasted
- ☐ A plant, animal or place needing care
- ☐ Other: _____

SAID IT — I used my voice...

- ☐ To thank God for creation
- ☐ To encourage someone to care for creation
- ☐ To suggest how we could reduce waste
- ☐ Other: _____

DID IT — I took action...

- ☐ Cared for a plant, animal or place
- ☐ Saved or reused a resource
- ☐ Helped care for our Common Home
- ☐ Other: _____

★ A STEWARDSHIP MOMENT TO CELEBRATE

An adult noticed: _____

I noticed / felt / thought: _____





Oscar Romero Award Resources

From the Oscar Romero Award Trust

The Oscar Romero Award provides further resources to help schools explore, embed and live out Catholic Social Teaching across school life. These are available at www.romeroaward.co.uk/resources and include:

CST Mapping to the RED – Explore connections between the CST principles and the *Primary Religious Education Directory (RED)*.

Celebrations of the Word – Ready-to-use prayer resources for each CST principle, with opportunities for pupils to participate in planning, preparing and leading prayer and liturgy.

CST Resource Packs – Detailed resources for each principle, including key vocabulary, Scripture, quotations from St Oscar Romero and Church teaching, prayer, activities and differentiated support.

Special Times Resources – Resources for significant occasions including the Feasts of St Oscar Romero and St Joseph, which can also be adapted for use throughout the year.



CAFOD Resources

CAFOD offers a wide range of free resources to help children understand, explore and put Catholic Social Teaching into action. These complement the Oscar Romero Award resources and are available at: [CAFOD Catholic Social Teaching resources](#)

Meet Sofia the Sloth – Explore Stewardship through Sofia's *Caring for God's Gifts* nursery rhyme, encouraging children to care for the earth. [CST Nursery Rhymes on CST PowerPoint](#)

See Stewardship in Action – Meet Dristy in Bangladesh and other children around the world caring for creation and their communities. [Children taking care of creation](#)

Explore More – CAFOD's Stewardship and Laudato Si' resources include stories, animations, prayers, posters, pledges, songs and activities for caring for our Common Home. [Laudato Si' resources for children](#)



CST Overview

CST Principle	How it connects to our "Stewardship" theme...
Common Good	We care for the Earth and its resources so that everyone can flourish and enjoy clean air, water and a healthy environment.
Dignity of Work	We respect the work of those who care for the land, produce our food and protect the natural world.
Human Dignity	Caring for creation also means caring for people, because everyone needs a safe and healthy place to live and flourish.
Option for the Poor	Environmental harm can affect people experiencing poverty most severely. Stewardship asks us to consider their needs and act with justice.
Peace	Caring fairly and responsibly for shared resources such as water and land can help communities live well together.
Rights & Responsibilities	Everyone should be able to live in a healthy environment, and we share responsibility for caring for our Common Home.
Solidarity	We stand with our global neighbours and recognise that environmental choices can affect people and communities beyond our own.
Stewardship of Creation	We receive creation as a gift and are called to care for it responsibly, now and for future generations.
Subsidiarity	We value the knowledge and voices of local communities and support them to take part in decisions about their land, resources and environment.

