



K – Grade 3 : Ecological Justice

// 140 – 240 MINUTES

Water : A Sacred Gift

A basic human right and a *common good*

LEARNING OBJECTIVES

- Identify and explain the physical and biological properties of water, including the differences between potable (drinking) and non-potable water.
- Understand the sacred characteristic of water as a gift of Creation, and therefore a *Common Good* and individual right; and the personal and social responsibilities that flow from that right to ensure equitable access to potable water.

GUIDING QUESTIONS

- Is water a limited or unlimited natural resource? In Canada? What about outside of Canada?
- Who/what on this earth depends on water?
- Does every person have access to safe drinking water in their home?
- How does water become polluted or unsafe to drink?
- Who owns water?
- How do local water consumption patterns affect the global quality and quantity of the potable water supply?
- Is water a right or a responsibility?
- How does the responsibility to care for one another involve the way we think about and use water, both individually and as a community?

CURRICULUM EXPECTATIONS

Early Childhood Studies

- Citizenship and Identity
- Environment and Community Awareness
- Personal and Social Responsibility

Social Studies Kindergarten, 1, 2, 3

English Language Arts Kindergarten, 1, 2, 3

Science 1, 2, 3

ASSESSMENTS

1. I understand the difference between potable (drinking) and non-potable water.
2. I can explain why everyone deserves drinking water.

TEACHING STRATEGIES

COOPERATIVE LEARNING

THINK-PAIR-SHARE

INQUIRY-BASED LEARNING

DRIVING QUESTION

EXPERIENTIAL LEARNING

* Appendix includes Assessment Rubric, Cross-Curricular Connections, Handouts, and Prayer.

CATHOLIC GRADUATE EXPECTATIONS

3. A reflective, creative and holistic thinker who:

- c. Thinks reflectively and creatively to evaluate situations and solve problems.
- d. Makes decisions in light of Gospel values with an informed moral conscience.

7. A responsible citizen who:

- i. Respects the environment and uses resources wisely.

KEY VOCABULARY

Common Good

Solidarity

Stewardship

Rights

Quality of life

Uniqueness

Respect

Individual

Responsibilities

Community

Culture

Environment

Pollution

Filter

PRINCIPLES OF CATHOLIC SOCIAL TEACHING www.devp.org/cst

Common Good: We must consider others, and the whole human family, when we make decisions. God created the world for all His children to share.

Stewardship of Creation: The Earth is a holy gift from God. We have to treat Creation with respect, and protect and care for it in a way that is good for all living beings and for the future.

Rights & Responsibilities: Every person has a right to live a decent life: to have food, clean water, a home, education, and work. Every person has a responsibility to help one another.

PREPARATION – PART 1

// 20 – 30 MINUTES

The following lesson plan is divided into two Parts: Part 1 and Part 2.

Each Part contains the following sections: Teacher Preparation, See, Judge, and Act.

Teachers can discern how to divide the lesson plan according to the time available, and the learning needs of the class.

The Curriculum Connections listed in the Appendix are for the completion of both Parts of the lesson plan.

VIDEO AND READINGS

- Review the principles of Catholic Social Teaching at www.devp.org/cst.
- Robeco Asset Management. (2014, April 24). WATER our most precious resource. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=VIaw5mCjHPI>

Note: Bathroom-related water use makes up two-thirds of total home indoor use!

- Handout: 'Water Usage Quiz'
- Complete the following Pre-Reading:

Fast Facts about water for educators

(Source: Polaris Institute, http://www.polarisinstitute.org/resource_2_gr_9_geography):

- Fresh water is actually only 2.5% of the world's supply! The rest is saltwater.
- Around 2.7 billion people experience a period of at least one month of water scarcity, each year. Water availability is impacted by both quantity and quality (and most often, a combination of both). For example, if there is a lesser quantity of water available, this limited amount is put under additional stress (because it is at higher risk for overuse, and also pollution).
- The average Canadian uses 275 litres of water daily. This is equivalent to 4.5 baths! In 2009, unmetered households used a daily average of 376 litres per person compared to 229 litres per person by metered households.

Breakdown of residential (indoor) water use in Canada:

- Toilet: 30%
- Bathing and showering: 35%
- Laundry: 20%
- Cooking and drinking: 10%
- Cleaning: 5%.

MATERIALS

- One container for each student – containers should vary in size
- Salt
- Handout: 'Water Usage Quiz' (see Appendix) - one per student

PREPARATION

Put one container on each student's desk.

- One container should be labelled "2.5%", and hold approximately 2.5% of the total volume of water used for this activity. This water is fresh water.
- All other containers should contain varying amounts. Dissolve enough salt into each container so that the taste of salt is strong enough to be noted with a taste of a finger-dip.

SEE – PART 1

// 30 – 40 MINUTES

STEP 1 // Review safety instructions with the students: they should be careful to move carefully so as to not bump into the desks or each other and spill water.

STEP 2 // Pose some of the guiding questions to the students:

- *Is water a limited or unlimited natural resource? In Canada? What about outside of Canada?*
- *Who / what on this earth depends on water?*
- *Does everyone have access to safe drinking water in their homes?*
- *How does water become polluted or unsafe to drink?*

Ask students to use their journal to note observations about their own water.

Ask them to note its colour, smell, and taste (by dipping their finger into the water and tasting it).

STEP 3 // Ask students to look around the room, either by remaining at their places if containers are clear, or by walking carefully around the room to look into each container. When they return to their places, ask them to come up with questions they have about the water and write these in their journals.

Sample questions:

- Why do some containers have a lot of water?
- Why are some containers empty?
- Why is all the water salty except the one container?
- Why are some containers bigger than others?

Ask students to raise their hand and share their questions.

STEP 4 // Pose more guiding questions to the students:

- *Who and what needs water to live?*
- *Who owns water?*
- *How do local water consumption patterns affect the global quality and quantity of the potable water supply?*
- *Is water a right or a responsibility?*
- *How does the responsibility to care for one another involve the way we think about and use water, both individually and as a community?*

Teacher: *This container holds 2.5% of the water in all the containers. Imagine that all of the water in all of these containers represents the water on Earth. Of the Earth's water, only 2.5% is fresh water (unsalted water).*

Ask the students why fresh water is important. Prompt students if needed to ensure these points are mentioned:

- We can't drink salt water – we can only drink fresh water.
- All people need fresh water to live.
- All people need clean, fresh water to live a healthy and dignified life.

Review ways in which people access water, using appropriate imagery as technology allows.

Ensure students understand that:

- Some people have taps in their houses that deliver hot and cold water, some people have a well in their village that the village shares, and some people take water from lakes and streams; whereas other people have to walk a mile or more to access water, and have to carry all the water they need back to their houses.
- Many people in the world do not have access to clean water, and many live with very little water. Even here in Canada, there are many First Nations communities who do not have access to safe, potable water.

Ensure students understand that because we all need clean, fresh water to live a dignified life, we all have a right to clean water. God created water to give us life, and He loves all of his children equally – He wants us to share our water so that everyone has access to it.

STEP 5 // Watch the video: WATER Our Most Precious Resource, up to 1:25.

Review the information with the students:

- 2.5% of the world’s water is fresh water.
- 0.5% of the world’s water is available for our use.
(As it melts, the 2% that is locked in glaciers and ice caps melts into the oceans, and so it is non-renewable fresh water).
- We use this water to grow food and raise animals, to keep factories and businesses working, and for our own use at home and at school.
- There are many ways water becomes polluted through our use – and so 0.007% of the world’s water is safe for consumption.
- Canada has 7% of the world’s renewable fresh water (and about 0.5% of the world’s population).
(Environment Canada, FAQ <https://www.ec.gc.ca/eau-water/default.asp?lang=En&n=1C100657-1>)
- We have to share this very small amount with all people in the world, because we all need clean water and all have a right to water.

JUDGE – PART 1

// 20 – 30 MINUTES

STEP 6 // Ask students what these facts mean for us and our use of water. Prompt students if necessary to realize:

- We need to be careful of how much water we use, so as not to take more than our fair share.
- We have to help keep water clean.

Review with the students that we have a right to clean, fresh water, and the responsibility to use water wisely and carefully to ensure everyone else has water too.

STEP 7 // Divide the students into pairs, with leadership qualities and learning difficulties in mind so students can help each other with vocabulary.

Hand out copies of the 'Water Usage Quiz' (See Appendix).

Have students first read the quiz themselves, then discuss it with their partner and select all the true answers.

They can add other ideas to the bottom of the sheet.

STEP 8 // Return to the large group, and answer any questions they may have. Ensure students understand the moral preference for tap water – we all have a right to water, and so it should be a public, shared resource.

Selling bottled water makes water a commodity, which conflicts with the right to water for all peoples.

(Contact Development and Peace at schools@devp.org for more information).

Have students share some of their additional ideas for water conservation and protection.

ACT – PART 1

// 10 – 20 MINUTES

STEP 9 // Discuss and decide together how the class will act to reduce water usage and protect the right for all people to access clean fresh water.

PREPARATION – PART 2

MATERIALS

- All containers from Part 1
- Colour (juice, tea, coffee, or food colouring), sand/pebbles, and small pieces of debris to represent various sorts of pollution
- Many different kinds of filters - enough for all the teams of two students (coffee filters, sieves, cheesecloth, paper towels, etc.)
- Three small potted plants
- Funnels - one per team of 2 students
- Handouts: 'Observation Sheet' and 'Filtration Chart' (see Appendix) - one per student.
These can be double-sided.

PREPARATION

Before students arrive, set out the various containers on each desk.

- 1/4 of containers should remain empty to represent the people and places who live with regular water scarcity.
- One container should have clean water and be marked "0.007%" to represent the world's water that is safe for consumption. Try to make the volume of water in this container less than 1% of the total water used in all containers.
- All other containers should be filled randomly with varying amounts of dirty water – some coloured, some with sand or rocks, and some with multiple pollutants.
- Prepare a table with the various kinds of filters laid out, including the potted plants.

SEE – PART 2

// 30 – 45 MINUTES

STEP 1 // Review safety instructions with the students: they should be careful to move carefully so as to not bump into the desks or each other and spill water.

STEP 2 // Re-pose the guiding questions to the students.

Remind students of what was learned in the first part of this lesson:

- Only 2.5% of the world's water is fresh water.
- Most of this is unusable as it is ice and melts into the ocean's salt water.
- 0.007% of the world's water is safe for consumption.
- Human use is agricultural, industrial and residential.
- All persons have a right to clean, fresh water as it is essential to life.
- We have a responsibility to share the world's water so that the everyone's right to water can be fulfilled.

Tell the students that today, the water in all the containers represent the less than 0.5% of the world's available fresh water. This water is used for agriculture, industry, and residential purposes, and so much of it is dirty and polluted from our use.

STEP 3 // Pass out the 'Observation Sheet' (see Appendix). Ask students to write their names on the sheets, and to silently write words in each box of the 'Observation Sheet' about their own water container.

STEP 4 // Ask students to carefully circulate around the room and observe other students' water containers, leaving their 'Observation Sheet' at their own desk. Encourage them to note differences in quantity and quality (colour, smell, etc) between the various containers.

Have students sit back down and come up with questions based on their observations.

Ask them to raise their hands and share some of their questions.

Sample questions may include:

- Why do some people have no water?
- Why do some people have more water?
- Why does only one person have clean water?

STEP 5 // Ask the students if the current water distribution is fair. If it is not fair, ask the students what we should do about it and write their responses on the board. Suggest trying to clean the dirty water, if it is not mentioned. Use this discussion to explain that today, we will be trying different ways of cleaning water.

STEP 6 // Divide students into pairs. Ask each pair to come to the front and select 3 different filters from the selection you have provided.

Each pair will filter their dirty water through the 3 types of filters, noting the results in the 'Filtration Chart.' Pairs cannot share or trade water.

STEP 7 // Discuss with the students their results and observations.

If no one chose the potted plant, demonstrate the potted plant's filtration abilities.

Generally, dry, good-quality soil is an excellent filter for the types of pollutants included in this activity.

Discuss with students how the Earth naturally filters groundwater, as well as the effects on the Earth when the water is polluted, and vice-versa.

JUDGE – PART 2

// 30 – 45 MINUTES

Discuss the values of *Common Good*, *Rights & Responsibilities*, and *Stewardship of Creation* with the students. What guidance does each of these principles give us on protecting and sharing water?

Common Good: We must consider others, and the whole human family, when we make decisions. God created the world for all His children to share.

Stewardship of Creation: The Earth is a holy gift from God. We have to treat Creation with respect, and protect and care for it in a way that is good for all living beings and for the future.

Rights & Responsibilities: Every person has a right to live a decent life: to have food, clean water, a home, education, and work. Every person has a responsibility to help one another.

Pray together the prayer inspired by *Laudato Si'* (see Appendix).

ACT – PART 2

// 20 – 60 MINUTES

As appropriate to your environment, discuss ways to apply what the students have learned about the right of all persons to clean water, and our responsibility to protect and share water.

Ideas include:

- Present to other classrooms, or at an assembly (particularly for World Water Day)
- Include information in morning announcements
- Learn about and act on local water concerns (water bottling plants, watersheds, pollution, etc...)
- Advocate for a Bottled Water Free Zone in the school by writing or presenting to the parent council, principal, teachers, and others as necessary, or educate fellow students on why the school is a Bottled Water Free Zone.

APPENDIX

ASSESSMENT

Summative Assessment	11
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CROSS CURRICULAR CONNECTIONS

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HANDOUTS

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PRAYER

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Assessment Rubric

RUBRIC COMPONENTS	POINT SCALE				STUDENT'S SCORE
	4	3	2	1	
STUDENT IDENTIFIES RESPONSIBLE USE OF WATER	Student has identified four ways to responsibly use water.	Student has identified three ways to responsibly use water.	Student has identified two ways to responsibly use water.	Student has identified one way to responsibly use water.	
STUDENT IDENTIFIES WAYS TO CARE FOR CREATION	Student has identified four ways to care for creation.	Student has identified three ways to care for creation.	Student has identified two ways to care for creation.	Student has identified one way to care for creation.	
STUDENT MAKES CONNECTIONS TO SOCIAL JUSTICE VOCABULARY OR CONCEPTS IN WORK	Student makes connections to four social justice concepts.	Student makes connections to three social justice concepts.	Student makes connections to two social justice concepts.	Student makes connections to one social justice concept.	

Cross Curricular Connections

ALBERTA EDUCATION PROGRAM OF STUDIES

EARLY CHILDHOOD STUDIES

Citizenship and Identity: Being Together

See Social Studies (below)

Environment and Community Awareness

The child demonstrates curiosity, interest and a willingness to learn about the environment and community.

The child:

- Becomes aware of the relationship between cause and effect.
- Generates ideas to make personal sense of objects, events and relationships.

Personal and Social Responsibility

The child accepts and practices responsibility.

The child:

- Develops an awareness of situations where decisions are made.
- Identifies ways to help.
- Seeks help as needed.
- Demonstrates awareness of the ways in which people take care of responsibilities in the home and school.

SOCIAL STUDIES

KINDERGARTEN

K.2 I Belong

Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

- K.2.5** Examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:
- What are the rules at home, at school and in the community? (PADM)
 - Are there similar rules at home, at school and in the community? (PADM)
 - What are the benefits of working cooperatively with others? (CC)
 - What are challenges that groups face in creating a peaceful atmosphere? (C, CC)
 - In what ways can people contribute to a group or community? (CC)
 - What actions show care and concern for the environment? (C, LPP)

GRADE 1

1.1 My World: Home, School and Community

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

1.1.3 Examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What different types of communities or groups do you belong to? (CC)
- What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)
- In what ways do we belong to more than one group or community at the same time? (CC, I)
- In what ways do we benefit from belonging to groups and communities? (C, CC, I)
- What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)

1.1.4 Determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:

- In what ways do people cooperate in order to live together peacefully? (C, I)
- How do groups make decisions? (PADM)
- In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C)
- How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM)
- How does caring for the natural environment contribute to the wellbeing of our community? (C, LPP)

GRADE 2

2.1 Canada's Dynamic Communities

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

2.1.4 Investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:

- What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP)
- What are the occupations in each of the communities? (ER)
- What kinds of goods and services are available in the communities? (ER)
- What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP)

GRADE 3

3.1 Communities in the World

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

3.1.2 Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting on the following questions for inquiry:

- What determines quality of life? (CC)
- How does daily life reflect quality of life in the communities? (E.g. employment, transportation, roles of family members, etc.)? (CC, ER, GC)
- How does access to public services affect the communities? (E.g. schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
- How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
- How do the individuals and the groups in the communities maintain peace? (GC, PADM)
- How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)

3.1.3 Examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions of inquiry:

- In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
- In what ways do the communities show concern for their natural environment? (GC, LPP)
- How does the physical geography influence the human activities in the communities (e.g. availability of water, climate)? (CC, LPP)

3.2 Global Citizenship

Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

3.2.2 Explore the concept of global citizenship by reflecting upon the following questions for inquiry:

- How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)
- What are some environmental concerns that Canada and communities around the world share? (ER, GC)
- In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)
- How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC)
- What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (G, GC)
- What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM)

ENGLISH LANGUAGE ARTS

KINDERGARTEN

GENERAL OUTCOME 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

- Engage in exploratory communication to share personal responses and develop own interpretations.

1.2 Clarify and Extend

Consider others' ideas

- Listen to experiences and feelings shared by others.

Combine ideas

- Connect related ideas and information.

Extend understanding

- Express interest in new ideas and experiences.

GENERAL OUTCOME 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Use a variety of sources

- Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.

Access information

- Use illustrations, photographs, video programs, objects and auditory cues, to access information.

Evaluate sources

- Ask questions to make sense of information.

GRADE 1

GENERAL OUTCOME 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

- Share personal experiences prompted by oral, print and other media texts.
- Talk with others about something recently learned.
- Make observations about activities, experiences and oral, print and other media texts.

1.2 Clarify and Extend

Consider others' ideas

- Listen and respond appropriately to experiences and feelings shared by others.

Combine ideas

- Group ideas and information into categories determined by an adult.

Extend understanding

- Ask questions to get additional ideas and information on topics of interest.

GRADE 2

GENERAL OUTCOME 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

- Share personal experiences prompted by oral, print and other media texts.
- Talk with others about something recently learned.
- Make observations about activities, experiences and oral, print and other media texts.

GENERAL OUTCOME 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text

Elaborate on the expression of ideas

- Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts.

GRADE 3**GENERAL OUTCOME 1**

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

- Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts.
- Explain understanding of new concepts in own words.
- Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts.

GENERAL OUTCOME 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Use prior knowledge

- Identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized and use them to construct and confirm meaning.

Use comprehension strategies

- Use grammatical knowledge to predict words and construct sentences when reading narrative and expository materials.
- Apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions.

SCIENCE**GRADE 1****Topic E : Needs of Animals and Plants**

- 1.11** Describe some common living things, and identify needs of those living things.
3. Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.
 7. Identify the requirements of plants to maintain life; i.e. air, light, suitable temperature, water, growing medium, space; and recognize that we must provide these for plants in our care.

GRADE 2**Topic A : Exploring Liquids**

- 2.5** Describe some properties of water and other liquids, and recognize the importance of water to living and non-living things.
4. Evaluate the suitability of different materials for containing liquids. Students should recognize that materials such as writing paper and unglazed pottery are not waterproof and would not be suitable containers; but that wax paper and glazed pottery are waterproof and, thus, could be used in constructing or lining a liquid container.
 9. Recognize human responsibilities for maintaining clean supplies of water and identify actions that are taken to ensure that water supplies are safe.

GRADE 3**Topic E : Animal Life Cycles**

- 3.11** Identify requirements for animal care.
9. Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation.

Handout

WATER USAGE QUIZ

CIRCLE ALL THE ANSWERS THAT ARE TRUE

1. What are ways I can conserve water at home:

- Turning off the water while I brush my teeth.
- Only flushing the toilet when necessary, not for things that should go in the garbage (bugs, Kleenex, etc).
- Washing the dishes with a full sink rather than running water (or running a full dishwasher rather than a half-empty dishwasher).
- Taking a quick, efficient shower (turning off the water while shampooing hair, etc).

Please write down any other ideas that you may have:

2. How can I save water at school?

- Only have the tap on when we actually use it.
- Fill a water bottle at the water fountain.

Please write down any other ideas that you may have:

3. What is better for the environment and society?

- Drinking tap water.
- Drinking bottled water.

4. Catholic Social Teaching tells us that

- Access to water is every person's right.
- Protecting water is everyone's responsibility.

5. Why would you drink tap water rather than bottled water?

- Water is a right for everyone, not something we should own and sell.
- Keeping water a public, shared resource helps ensure everyone has access to potable water.
- Plastic bottles require a lot of oil and water to produce, and many are not recycled.
- Tap water is free and bottled water is not.
- Personalizing a re-usable water bottle is fun!

Handout

OBSERVATION SHEET

<p style="text-align: center;">SMELL</p>	<p style="text-align: center;">COLOUR</p>
<p style="text-align: center;">POLLUTION OR DIRT?</p>	<p style="text-align: center;">MORE OR LESS?</p>

Handout

FILTRATION CHART

CRITERIA	FILTER 1	FILTER 2
TYPE OF FILTER		
DESCRIBE BEFORE		
DESCRIBE AFTER		
NOTES		

Prayer

PRAISED BE

A Prayer inspired by the papal encyclical Laudato Si'

Living God,
have mercy on us,
for the times we forget
that we belong to each other.
You call us to be still,
to hear the whisper of our Sister Wind,
to feel the radiance of our Brother Sun,
and to be nourished by our Mother Earth.

Renew us in your healing love.

Inspire us to water the earth
and nurture one another,
so all may flourish.

Together, as one family,
may we always sing your praise.

Through Christ our Lord. Amen.

— Rachel McCarthy, CAFOD