

SOCKTOBER CHALLENGE

Mission Pack 1: Creation



“Creation is not a property, which we can rule over at will ... it is a wonderful gift that God has given us, so that we care for it and we use it for the benefit of all, always with great respect and gratitude.”

Pope Francis, 2014



- Learn the story of the original ‘sockball’. 🎧
- Find out more about *Laudato Si*. What do the words mean? What is it about? Who wrote it and why?
- Watch the 360 VR video from the Good Shepherd Sisters’ Kindergarten. What do you notice about their environment?



- If you haven’t already, create your Socktober Star page online (with a parent/carer) and add your story of why you are doing Socktober for Mission Month.
- Create a prayer space in your home and add things from nature. 🎧
- Where is your favourite place in nature? It might be a park, the beach, a bushwalk... Picture it in your mind and note all the things that make it special.



- Start collecting recycled materials to create your own sockball. Post photos of your progress to your Socktober Star page. 🎧
- Does your school or parish have an environmental/sustainability group? What do they do? How can you get involved?
- Go meat-free for a day or more. Substitute in some veggies that are high in protein, like peas, corn, mushrooms, and broccoli. 🎧

KEY: 🎧 Goals for this Mission Pack

Scripture Reflection:

Genesis 1:26-30

“So God created humankind in his image, in the image of God he created them.”

This verse raises the question of what it means to be made in God’s image, or in His likeness. This doesn’t mean physically, more in terms of capacity for reason, morality, language, personality, and purpose. In particular, the ability to use morality and spirituality are unique to human beings among God’s creations on earth. Like God, we would possess the capacity to experience and understand love, truth, and beauty.

Catholic Social Teachings

- **Stewardship** - The world and every living thing were made by God, so we must take care of all creation.
- **Solidarity** - God created all people, so we are all brothers and sisters in God’s family, wherever we live.
- **Dignity of the Human Person** - God made each person, so every life is important and should be protected.



Additional Activities

Primary



- Each week add things to your prayer space that reflect the theme. Start this week with your own 'sockball'.
- Create a Prayer Journal – this could be in a book or something you create online. Draw or paste images of creation in your journal. You can use the scripture passage from this Mission Pack to help.
- What types of recyclable materials will you use to create your sockball? Research how long it would take for each of these materials to break down in the ground. What impact would this have on the environment?
- How much energy do you use at home or school? Create graphs/tables to share your findings with your family or school community.
- What is the English Premier League's "Greenest Club"? Find three things the club did to earn this recognition.
- Listen to the story, 'Dear Earth' by Isabel Otter. If you wrote your own letter to the earth what would you say?
- St Francis of Assisi, the patron saint of animals and the environment, could be viewed as the original Earth Day advocate. St Francis' devotion to God was expressed through his love for all of God's creation. Listen to and enjoy the Canticle of the Sun.
- Many cultures have creation stories. These are the stories that belong to the Indigenous peoples and they teach us a lesson or explain something about creation. Read the Rainbow Serpent or Tiddalick stories, or choose another, and consider what they might teach us about creation.
 - » Write a summary of the story or illustrate your favourite part (Year 3 & 4).
 - » What do you think was the most important part of the story and why (Year 5 & 6)?
- The main religion in Thailand is Buddhism – watch the video which tells the Buddhist story of creation. What are the similarities and differences with the creation story in Genesis? Is this similar to Indigenous stories of creation?
- Visit the CSIRO site and look at the Indigenous Seasons Calendar. Why do we only acknowledge four seasons in Australia? Find out more about Indigenous Seasons where you live.
- Research the different ways that creation is shown through the arts, including painting, sculpture, dance, drama, media and visual arts. What are your favourite examples?

Sounds of Socktober

Recommended tracks to listen to in class or at home this week:

- All the World is Sacred – Peter Kearney
- Canticle of the Sun – Marty Haugen
- The Wonder of God – John Burland
- Beautiful Day – U2
- Salt Water Wells Up in My Eyes – Julian Lennon
- Where Do the Children Play – Cat Stevens
- My Island Home – Christine Anu
- Turn Turn Turn – The Byrds
- I Can See Clearly Now – Jimmy Cliff



Additional Activities

Secondary



- Find a dreaming story from the traditional Aboriginal or Torres Strait Islander custodians of your local area. How does the story describe the origins of the landscape—the flora and fauna—and the people? How is this similar to the creation story in Genesis? What are the unique aspects of each story?
- What are the Seasons of Creation? Why do we celebrate this time, and what are we called to do?
- Think about your favourite place in nature – it could be a place with water, bushland, or mountains. It could be inland or on the coast. Write about the aspects of this part of nature that make it such a special place to visit.
- Use your favourite form of media to represent what you like best about nature and the world around you.
- What is the English Premier League’s “Greenest Club”? Find three things the club did to earn this recognition. Draft a one-page proposal for how the A-League and W-League could have a similar award.
- Watch the video on *Laudato Si* in the additional texts below. How does *Laudato Si* help us to understand the interconnectedness of all aspects of the earth? How does *Laudato Si* highlight the differences between developing and developed countries?
- Visit the CSIRO site and look at the Indigenous Seasons Calendar. Why do we only acknowledge four seasons in Australia? Find out more about Indigenous Seasons where you live. Compare two of the calendars – what similarities/differences can you find?
- You’re collecting resources to make your sockball. How would this experience be different for children in developing countries? Why is this the case?
- As individuals, and as a class, identify what you’re already doing to address the effects of climate change and being good stewards of the earth’s resources. How can you deepen what you’re already doing? What is one action you can commit to that you haven’t done before?
- Research some popular music to find pivotal songs about care of our common home. E.g. ‘Here Comes the Sun’ by The Beatles.

Additional Resources

- A** *Laudato Si* ✨
- A** A guide to Acknowledgments and Welcome to Country - NATSICC ✨
- A** My Country – Dorothea Mackellar ✨
- P** Where the Forest Meets the Sea – Jeannie Baker
- P** Dear Earth – Isabel Otter
- P** The Art in Country – Bronwyn Bancroft
- P** You Can Change the World – Lucy Bell
- S** UN Rio Declaration (1992)
- S** First Light – Rebecca Stead
- S** Where the Streets Had a Name – Randa Abdel-Fattah



KEY

- A** All
- P** Primary
- S** Secondary



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