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| 1. **Why are we here?** |
| Teaching and Learning - Ideas and Activities |
| * Create an artistic representation of their thoughts about ‘People and the Planet.’ This is to be completed before the start of the topic to promote discussion and share initial thoughts/ preconceptions. This can then be added to/ returned to at the end of the topic. * Learning journey – chance to summarise on Big Questions and skills used. Can make links to previous/ next topic so that students understand ‘why we are studying this topic’ and ‘why now.’ * Brainstorming why we are here – humans, animals, and trees. Discuss whether all beings on earth are equal and what forms the basis of these ideas. * Eight quotes given that refer to a potential purpose that humans are on earth. Potential questions for discussion – * *How important is following set rules (either the government or religious)?* * *Should humans continue to reproduce because God said so, or should we consider the problem of overpopulation?* * *Can happiness supersede all other purposes within life?*   These quotes can then be positioned on the opinion continuum and reasons given to support this. Students work independently and in silence, so that they are not influenced by the views of others, before comparing and debating in small groups.   * Green boxes in the booklet refer to partner discussion. Structure provided to focus conversation. * Students to then consider causes, effects, and potential solutions to climate change. Given 10 minutes to make a poster displaying how to stop climate change. Important that they do not turn over the page at this point. |
| 1. **Should all decisions we make be focused around the environment?** |
| Teaching and Learning - Ideas and Activities |
| * Questions on board so students can score themselves out of 5 regarding their care for the environment. Then ask students to reflect on their work on pages 8 and 9. Many students may not follow all their own advice from the poster they created. Chance for reflection based around questions on page 10. * Students given mini scenarios and place themselves on a scale between decision based completely on own wants/ needs to be completely for the greater good of the environment. Places emphasis on self-reflection, allowing students to consider their own actions. Refer back to poster they created about ending climate change, and consider how advice can be easy to give, however you may not always act upon this yourself. * Essay question – ‘*It is easy to always be environmentally friendly if you know how.’ Do you agree?* Could lead a whole class debate prior to student written responses. * Philosophy Top Trumps – students given information about key philosophers and their views on decision making. Some of the theories relate directly to the environment, but most require the student to apply the theory to environmental issues. Students to score each of the theories, as they would in Top Trumps. Information provided to students would vary depending on class. * Debate activity – write name/ stick picture of each philosopher on a paper plate on a lollipop stick. Students to debate from the perspective of the philosopher they have been given. Chance to evaluate each theory by embodying their philosopher and defending their ideas, against the ideas of others. * Etymology of ‘stewardship’ and ‘dominion’ to support understanding of key terms before applying these ideas to essay question. Could lead a whole class debate prior to student written responses. * Summary of overall Big Question by ranking factors that influence own decision making on opinion continuum and considering how we can balance our lifestyles with care for environment. |
| 1. **Animals – equals or to be eaten?** |
| Teaching and Learning - Ideas and Activities |
| * Students to brainstorm what statistics may stand for. Give some hints, and then give the statements for them to match figures to. * Initial discussion surrounding ways that animals are used by humans and emphasis upon focus on animal rights and their use by humans, and not vegetarian/ vegan propaganda. * Mind map what our rights are as humans. Can link to History topics and consider shift in rights over time for men and women. Making inference from image – Eleanor Roosevelt – *Who? What? Where? When? Why? Think of questions they would ask her*. * Shown image of animal rights campaigners. *How would they respond to the campaigners if they were walking past? How would this influence decisions about use of animals?* * Can contact key animal rights charities about their school visit/ assembly programmes. * Silent debate around the classroom. Students to write down own thoughts on key ethical topics (zoos, animal testing, animals as pets, hunting, animals as food, etc). When they circulate room again, they can respond to the ideas of others. Then adding key arguments to for/ against tables on page 22-23. * Watch clip about ethical veganism being protected by law. Initial responses. What surprised them from the clip?   <https://www.youtube.com/watch?v=EIWmEFTvRFA>   * Students to write their own Universal Declaration of Animal Rights 2022. Consideration of ‘universal’ – do they think it should be universal, or certain animals should be grouped together? If so, how should they be grouped? * Essay question – ‘*People are superior to animals, so they can be used how we like.’ Do you agree?* Could lead a whole class debate prior to student written responses. |
| 1. **Where is God when you need him?** |
| Teaching and Learning - Ideas and Activities |
| * Looking at the problem of evil and suffering through an ecological lens. * Ways to remember key vocabulary, and then students required to say this in a sentence and include words during conversation in the lesson. Challenge is to include the words in a scenario outside of the classroom and share the sentence next lesson. * Look at the differences between evil and suffering/ moral and natural evil. Debate regarding whether climate change is moral evil or natural evil, as it is caused by humans, but consequences are within nature. Paired conversation task. * Inconsistent Triad introduced. Students challenged to then make their own Inconsistent Triads based on three statements that cannot exist at the same time. * Information sheets given for students to summarise different Christian responses to the problem of evil and suffering, which we will then apply to climate change. * Scripture investigation allowing students to focus on the relationship between the environment and humanity in ancient times. Exploring flood motif through three key texts. Emphasis on the fact that we cannot just apply messages from the stories to today’s society. * Could ask local religious leaders to speak to students/ hold interfaith assembly around this topic. * Reading responses to an email from myself about climate change from the Westboro Baptist Church and the Bishop of Oxford. Allows for recap of Christian denominations, and how religious traditions are not homogenous. Discussion activities based upon these quotes before a debate. Debate supports next question - ‘*Only God can reverse climate change because he created the world.’ Do you agree?* |
| 1. **So, what is our relationship with the environment?** |
| Teaching and Learning - Ideas and Activities |
| * Chance for students to reflect on overall topic through an artistic response. * Can make links with the Spirted Arts competition. * Writing a letter to their future selves allows students to truly consider their relationship with the planet and how they can play a role with our planet’s future. |