**Climate Stories**

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| **Key Question** | **Success Criteria** | **Lesson Outline** |
| **1 – Earth’s Story**  What is the earth’s climate story? | - **Describe**how climate change is affecting the earth.​  **- Reflect thoughtfully**on my response to this information. | - To start: Students reflect on a number of statements about the earth and climate crisis. Discuss as a class and ask students to consider their own position on Climate Change.  - In pairs or small groups, students use the images to reflect on the ‘Earth’s Story’ in relation to climate. They should focus and then feedback on the questions:  For the picture:​ *How does this picture make you feel about our planet?​*  For the map / graph:​ *What does this tell you about climate change?​*  ​For the story:​ *What do you think the person would say about climate change?*  - Students to complete a creative writing task – If the Earth could speak, what would it say?  Students to share with the class. |
| **2 – Stories of Origin**  What do we learn about the value of earth from creation stories? | - **Think deeply** about the Christian and scientific accounts of creation.​  **- Explain**the link between these and the value of the earth. | - To start: Students begin by considering their own view on where the earth comes from.  - Introduce the idea of Scriptural Reasoning, including basic ‘ground rules’:  Don’t worry about whether you ‘believe’ these stories​  We’re not all aiming to agree with each other, just explore the text together​  There is no wrong answer​  Listen to what others have to say​  Contribute when you can​  Try to let the text ‘speak to you’  - Teacher to read each text (Genesis 1 / Account of the Big Bang) slowly to the students (they also have their own copy) and discuss the following as a group (encouraging all to be involved):  Share a word or phrase that stands out to you or makes you wonder.​  ​  Explain why you chose that word or phrase – what do you think about it?​  ‘I wonder if…’​  ‘I notice that…’​  ​  How does that fit with valuing the earth and issues around climate change?​  - Opportunities for students to record their ideas afterwards on the reflection sheet / extended writing on the concept of valuing the earth. |
| **3 – Climate Action Stories**  How can stories inspire climate action? | - **Describe** examples of religious and non-religious climate activists. ​  **- Reflect**on how these can inspire others to action. | - To start: Read ‘The Tree Poem’ – discuss how that makes students feel about climate action. What questions does it raise?  (Ultimately the tree was cut down – does that make the protests worthless?)  - Give students one of the Climate Action stories (each from a different Worldview):  - Rachel Mander (Christian)  - Lori Marriott (Humanist)  - Dr. Hardeep Singh (Sikhi)  - Vanessa Nakate (Uganda)  - Elizabeth Wathuti (Kenya)  - Zach Haynes (UK)  Consider and feedback to the class:   * What do you think inspired your person to take action?​ * What have they done to fight for climate justice?​ * Which quote from them do you find most inspiring?   - Create a class inspiration tree - each student has a leaf. On one side they describe the work of the activist they looked at, on the other they describe how they have been inspired.  These can be displayed in the classroom / shared area. |
| 4 + - Our climate stories  What is my ‘climate story’? | - **Identify** factors that have affected my view of the environment. ​  **- Reflect**on how I can tell my own story in relation to Climate Change. | - To start: Students spend some time answering the starter questions (reflecting on their relationship to the earth, climate change and activism). Pair talk through their responses, then share with the class their most significant points / learning from the last few lessons.  - Students to create their own response to Climate Change, based on their own feelings, thoughts, opinions and stories.  Encourage students to write a poem, speech, story, letter to planet earth, personal pledge etc.  - They can use this text to create an artistic response – e.g. in the form of a triarama.  Once students have created their response they should have an opportunity to share their stories with the class – this is an excellent opportunity to celebrate and consider any future action students want to take / potential for school-wide action. |