



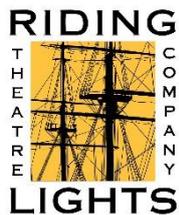
Baked Alaska

Resources for school RE for students aged 13-18 about climate change inspired by the Riding Lights Theatre Company show which asks...

Can we save the planet?

This is one of seven files of teaching and learning ideas, useful in RE and RME, where issues about ethics, theology and climate change are explored with young people. Each file of lesson ideas is accompanied by a PowerPoint sequence for teachers to use as they introduce the complex ethics of climate change to their students.

The work draws upon ideas from Christianity and other religions and worldviews but the key focus is on human and humane values. Each of the seven units relates to a film clip from the stage show.



Unit 6: Out On My Own

Time to decide: activism or apathy?

In this unit, the film explores the future of the planet through a fantastical dream. But the question is a real one. Will the viewer be passive and just stand by, as climate change takes the planet to the edge, or will the viewer join the movement and become an activist for climate justice?

British Values

Schools promote the values of tolerance, respect, individual liberty, democracy and the rule of law. This work contributes to exploring these values by considering what it means to respect the Earth from a spiritual perspective, and asking whether individual liberty (e.g. to be greedy) needs curbing by democracy in the face of climate crisis.

Curriculum connections

The learning objectives in this work connect to GCSE, Scottish RME and RE outcomes for 14-year-olds, including enabling learners to:

- Explain connections between religion and belief and environmental ethics;
- Give reasons for their views about climate change and its impacts on humanity;
- Consider arguments for climate justice;
- Develop their analysis of the challenges faced by this generation on Earth about the future of the planet.

GCSE RS requires the study of:

- The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
- The use and abuse of the environment, including the use of natural resources and pollution.
- The concepts of sanctity of life and the quality of life.

In Scotland, this work connects to the intention that the RME

Curriculum enables students to:

- Apply developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society. [RME 4-02b]

Summary of the film

Out On My Own (approximate length 10:00)

After moaning about nosy neighbours, Eve is visited in a dream by her granddaughter Lily. She comes from the future, where she lives on a self-contained spaceship after the Earth has been destroyed, and eats her own body waste (processed). Eve wants to know if this will surely happen. Unless we make radical changes, then yes, she is told. She is shocked.

The Prophet steps forward, and uses a bird killed in an oil spill to announce that every human has to choose: ignore the issues, live a nice life today if you will. Or raise your voice. Join the struggle for our one planet's future. Not just recycling. Total change. Starting now. Might be just in time.

Learning Activity 1: 5 Observations, 5 Reflections

- Give pairs of pupils the sheets below with pictures of the damage done to wildlife by oil spills. Ask them to reflect on the image, and fill in the ten bubbles with their thoughts, in number order. Takes about 10-12 minutes, no longer.
- Display the results for the whole class to see – a walk around with the sheets on desktops is easiest, or use blutac on the wall.
- Ask all students to consider the answers of others: discuss who has made good, imaginative, critical or thoughtful points? Tell them that this introduces us to a key topic about the future of the Earth.
- Just as these individual birds are harmed by fossil fuel extraction, so the human use of fossil fuels can harm us all.
- Watch clip 6.

Learning Activity 2: An activist's plan

After watching the clip, ask students in pairs to consider activism against climate change and for the future of the Earth.

- What will they do?
- What should our government do?
- What should the United Nations do?
- What can anybody do?
- What stops ordinary people from becoming climate change activists – is it ignorance, apathy, helplessness or greed? Something else?

'Climate Change and the Purposes of God' (Operation Noah, 2012; see http://operationnoah.org/wp-content/uploads/2014/06/Final-ON_Declaration_web.pdf) gives excellent background and challenging reading for students doing this task.

Learning Activity 3: Climate Change and Green Futures

Play the discussion game 'Climate Change and Green Futures'. You need a colour game board sized A3 for each group of four students, and a set of the playing cards in an envelope. The students discuss, sort and rank each of the 23 statements, considering what matters most, and where their strongest opinions and disagreements lie in relation to questions about climate change, religion, spirituality and ethics.

When they have finished, a writing task can be set to capture the learning.

Learning Activity 4: The Prophet – if God sent a message to the Earth today...

A key character in this video clip from the drama is 'The Prophet'. This is not so much someone who tells the future, more like a voice who calls for action in the present. The Prophet reads the future on the horizon of the present, and warns, challenges, calls for action and demands justice. Set this activity up with 14 prompts on big sheets of paper round the walls. Ask all students to complete six of the prompts. Then they each read what others have put, and develop a 12-line 'prophecy' of their own. Template on page 7 below.

God's Next Messenger Prompts to use: (assume it is a woman) to the Earth today would:

1. We need her because...
2. She would be pleased to see...
3. She would warn us about...
4. She would ask us to change by...
5. She would protect the Earth by...
6. She would show us how to...
7. She would bring justice by...
8. She would make peace through...
9. She would show us love so that...
10. She would show her strength by...
11. Some would oppose her, for example...
12. Her enemies would...
13. She would be in danger from...
14. She could just save us if...

8. We think this picture should challenge us to...

3. The most interesting thing the image is...

9. This image might lead a believer to pray like this:

4. We're not sure about...

2. We think this photo raises an issue about...

...because...

10. If the picture led someone to pray, then they might say...



7. We think Christians might respond to this picture by...

5. We realised that...

1a. We noticed...

6. This made us think more deeply about...

1b. Our title for this image is...

5 Observations, 5 Reflections

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3. The most interesting thing in the image is...

9. This image might lead a believer to pray like this:

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5 Observations, 5 Reflections

Climate Change and Green Futures: What do you think?

Stack your cards face down here

Agree strongly

Not sure

Disagree totally

Climate Justice: viewpoints to discuss – theology / ethics / ecology / futures

God created the world perfect, but humanity has ruined it by greed and selfishness.	I believe God loves the whole Earth: after all, it's God's own creation.	God made every species, and is grieved when any species dies out.	Hindus teaching says: All life is one. Don't kill animals. Love the whole planet. I agree.
Climate change is killing the poor first, but then it will kill the rich.	Religious and non-religious people should unite to tackle climate change.	Christians believe God has made us stewards of the Earth, to look after it. I agree.	To save the world from humanity, it helps to pray: this can change our consciousness.
Being stewards of God's Earth means we can do what we like with it.	The Psalm says: "The Earth is the Lord's and everything in it." The Bible was green before us!	Allah tells Muslims in the Qur'an to be 'khalifa' – good rulers – over the physical Earth. Islam's green.	Climate change is affecting the poor most. Fight for climate justice!
Lifestyle changes can't save the planet. Political action is essential, big scale.	Christianity should be a much 'greener' religion.	The Gaia Hypothesis says, 'Treat the world like one living organism.' Good advice!	If Christians are 'stewards' of God's good Earth, they have made a lousy job of it.
It doesn't matter too much if we lose some species from the planet.	Saving the planet is a purely human responsibility. Don't expect divine help!	Jesus asked us all to 'consider the lilies of the field and the sparrows'. He's for biodiversity.	Religion - Christianity in particular - has to answer for big environmental damage.
The world is a kind of beautiful accident. All the more reason to care for it.	It's astonishing that the universe evolved: we're very lucky. That's why we must fight climate change.	Humanity has evolved through time and chance. Perhaps we deserve to die out next!	???

To play this discussion game: Take a set of these cards between 4 people, and place them face downwards. Take turns to read out a card. Ask the others: where would you put it? After you have heard their opinions, ignore them – put it where it goes for you. When it is your turn, you can move a card as well as placing a new one down. No overlapping. When all cards are used, play round the group 4 more times, swapping cards and saying why.

After you have played: Write a six-point statement: which ideas in the game did you disagree with most? Which six did you agree with? Say why.

God's Next Messenger

If God sent a messenger to the Earth today...

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3. She would warn us about...
4. She would ask us to change by...
5. She would protect the Earth by...
6. She would show us how to...
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