



KS3 Religion and Worldviews

How do beliefs make a difference to caring for the environment?

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About this unit: This unit aims to examine and explore religious and other views about, and responses to, the care of the planet, our responsibility for it and the threat to the natural environment. It gives pupils the opportunity to express their own reflections, views and beliefs, and to explore responses to the beauty and wonder of the natural world. In addition, students are encouraged to examine religious beliefs about how it was created, through examining some creation myths. It then goes on to explore and evaluate religious and other responses to the actual and threatened destruction of the natural environment, both in terms of ethical responses and religiously motivated activism. It builds on KS1 and KS2 where pupils are introduced to environmental concerns and is a foundation for GCSE Religious Studies units on ethics.



Where this unit fits in: The topic builds on work in primary school in RE and other subjects on environmental concerns. It is a foundation for GCSE Religious Studies units of study on the Environment. As well as prior study of Christianity and Islam, it is recommended that students have previously made a study of Hinduism, such as the non-statutory unit in the West Yorkshire RE Resources Hub. It also encourages students to consider how they might put their own beliefs and values into practice. The unit supports the agreed syllabus in Leeds, Kirklees and Calderdale which require the RE curriculum to include the study of Religion, Philosophy and Ethics. This unit primarily supports learning about Aim C of the syllabus covering ethics and community. Specifically, it supports these elements of the syllabus:


A. Investigate the beliefs and practices of religions and other world views, including:

1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders.

C. Investigate how religions and other world views influence morality, identity and diversity, including:

1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

The religions studied in this unit: Christianity, Islam, Hinduism and other religions at the discretion of the teacher. It will also include secular and non-religious perspectives.



Estimated teaching time for this unit: Material in this unit covers 6-8 hours of teaching, though it could be extended or subdivided as appropriate. Teachers may wish to select or supplement activities suggested. The sections are not necessarily designed to cover one single lesson but are organised in progression of learning.

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Vocabulary	Resources
<p>In this unit, students will have an opportunity to use words and phrases related to:</p> <p>Creation, awe and wonder, numinous, mysterium tremendum, creation myths, stewardship, khalifah, sanctify of life, cycle of life, jihad, activism, environmental, global, climate change, generations, pollution.</p>	<p>Information sheets, worksheets and other resources have been specially created to support the delivery of this unit. They can be found in the Resource Pack on line.</p> <p>Key websites referenced:</p> <p>http://www.bigmyth.com/ http://www.arcworld.org/ http://www.greenfaith.org/about http://operationnoah.org/ http://www.ifees.org.uk/ http://www.bhumiproject.org/</p>

EXPECTATIONS: At the end of this unit

<p>Students working towards the age related expectations for Year 9 will be partially achieving KS3 goals and will be able to:</p> <ul style="list-style-type: none"> • Explain a range of religious and other views on the environment and begin to show some links between beliefs and actions. • Explore some ideas about how people can care for the environment and state some reasons why they do. • Express personal views, giving some examples and reasons, about the damage to the environment. 	<p>Students working at the age related expectations for Year 9 will be achieving the end of KS3 goals and will be able to:</p> <ul style="list-style-type: none"> • Explain a range of religious and other views on the environment and show some understanding of the links between beliefs and actions. • Explore the influence of beliefs on how people care for the environment and give well-informed responses to these beliefs and practices. • Express personal views about the damage to the environment with well-informed arguments. 	<p>Students who are deepening and widening their knowledge and understanding might also:</p> <ul style="list-style-type: none"> • Explain and interpret a range of different religious and secular views on the moral questions facing the world in relation to the environment. • Present a well-informed and reasoned account of what inspires religious believers to care for the environment and how they do so, with a personal response to this. • Investigate and express insight into a range of solutions to environmental problems, giving an informed and well-argued response.
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ASSESSMENT SUGGESTIONS

- **Report:** Design and produce an inter-faith report to the United Nations explaining how and why the environment is being damaged and why religious people are concerned about this, and making recommendations on what should be done about it.
- **Descriptive Writing Piece:** Imagine that you are alien visitors to the planet earth and you are communicating back to your home planet about what you think the planet earth is like and what the human race are doing to it. Include reference to the religious groups who are trying to do something about it; explain what motivates them.
- **Examination Type Assessment:** Complete an assessment paper with a balance of questions giving opportunity for students to show knowledge and understanding of the topic, to evaluate different points of view and to express a personal point of view. Example provided in Resource File.

CONTRIBUTION TO SMSC DEVELOPMENT

Opportunities for **spiritual development** come from exploring their own response to the beauty of the planet and to the various religious responses to the environmental challenges.

Opportunities for **moral development** come from considering the various moral responses to the environmental challenges, and exploring their own.

Opportunities for **social development** come from reflection on how different groups (religious and secular) can work together to protect the environment.

Opportunities for **cultural development** come from examining different creation myths from various cultures and religions around the world.

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Key Questions	Learning Objectives <i>Students:</i>	Teaching and Learning Opportunities	Learning Outcomes <i>Students:</i>	Wider Learning Opportunities/Points to Note
<p>What kind of responses are evoked by the beauty of natural landscapes?</p> <p>How do we describe the senses of awe and wonder?</p> <p>What are creation myths and what do they reveal?</p>	<p>Consider responses to the beauty and wonder of the planet earth.</p> <p>Learn about a number of examples of creation myths.</p>	<p>Using either a PowerPoint display or photo cards distributed around the room, show a selection of images showing the beauty and wonder of natural landscapes. Ask students to write down and/or verbalise their response to these images.</p> <p>Explain key religious attitudes/responses to the wonder of the world - awe and wonder (include reference to <i>numinous</i> and <i>mysterium tremendum</i>).</p> <p>Watch YT Clip to Wonderful World song and discuss responses to it. https://www.youtube.com/watch?v=bkTLIO2zanM</p> <p>Explain idea of creation myths and how they might well have come about as people in ancient cultures considered the natural world and where it had come from. Provide one example of a creation myth and explain/discuss its significance.</p> <p>Ideally using personal computers, students should be encouraged to looking at 3-4 creation myths at http://www.bigmyth.com/ They could choose their favourite and write about it, describing it and giving a personal response. Alternatively, they could produce an extended written piece (brochure/booklet) on several of them. Discuss what we learn from creation myths.</p> <p>Watch video presentation on Hindu creation myth and how it</p>	<p>Express a range of feelings about the natural world.</p> <p>Explain what creation myths are and their purpose, with some examples, and reflection on them.</p>	<p><i>PowerPoint: What A Wonderful World</i></p> <p>The Big Myth website can be used in various ways to engage with creation myths http://www.bigmyth.com/</p>

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		<p>affects their view on the environment - https://www.youtube.com/watch?v=1G2aOCbnKNI (7 mins)</p> <p>Task Choices (Possible Homework Tasks):</p> <ul style="list-style-type: none"> • write and illustrate own creation myth; • write a poem/song about the beauty and mystery of the planet; • find or take a photo of somewhere/something that causes awe and wonder in you and write about it – bring it in to class. 		
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<p>How are we damaging the environment?</p> <p>How should we respond to this environmental damage?</p> <p>How do religions respond to environmental damage?</p>	<p>Learn about and reflect on the damage that humanity is doing to the planet.</p> <p>Examine global warming as a specific example of environmental damage.</p>	<p>Using either a PowerPoint display or photo cards distributed around the room, show a selection of images showing the damage we are doing to the natural environment. Ask students to write down and/or verbalise their response to these images.</p> <p>Students could read any of the poems/songs or comment on photos arising from task from previous lesson and ask class to respond.</p> <p>Watch video about environmental damage and ask them what they think/feel about it (select own).</p> <p>Ask them to write a list, or produce spider diagram, of ways we damage the environment; feedback to class.</p> <p>Introduce idea of global warming, asking questions to determine current knowledge of it. Then show video, asking students to make notes on causes and effects of global warming. https://www.youtube.com/watch?v=Vztjbm6HA58</p> <p>Ask students why they think that religious people may feel strongly about damage to the environment.</p> <p>Explain ideas of religious concern with environment; and introduce the work of ARC. http://www.arcworld.org/ and/or GreenFaith http://www.greenfaith.org/ If computers available, encourage them to look at aims of ARC and GreenFaith and some of the projects they</p>	<p>Explain and give examples of damage we are doing to the environment, including global warming.</p> <p>Express responses to this environmental damage and evaluate other, including religious, responses</p>	<p><i>PowerPoint: Wrecking Our World</i></p> <p>There are a number of video and audio resources available on the ARC website that can be used to develop activities.</p>

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		<p>are involved in. Produce a leaflet or magazine article about the work of ARC or GreenFaith</p> <p>In small groups, come up with list or spider diagram on what religions specifically can do to help protect the earth. Feedback ideas to the class.</p>		
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Key Questions	Learning Objectives <i>Students:</i>	Teaching and Learning Opportunities	Learning Outcomes <i>Students:</i>	Wider Learning Opportunities/Points to Note
<p>Which religious teachings are relevant to the environmental challenges and the care of the planet?</p> <p>Who are environmentalists and what do they do?</p>	<p>Consider the relevance of some religious teachings to the care of the planet.</p>	<p>Discuss what students already might know about religious teaching about environment.</p> <p>Note key religious beliefs, concepts and terms to do with the environment (Use gaps filling/mix and match etc.): stewardship; planet as gift; cycle of life; sanctity of life; love of future neighbours;</p> <p>Use booklet (see Resource File) or other resource to learn about 2-3 religions' teachings about the environment</p> <p>As per example in booklet, produce banner for their religion for use in a protest march about the environment.</p> <p>Each group to show and tell their poster to group/class</p> <p>Research Task (possible homework): Try to find out about any environmentalist group who are trying to do something about the environmental problem.</p> <p>Students could also find out about famous and celebrity environmental activist - http://www.biography.com/people/groups/activists-environmental-activists.</p>	<p>Identify and explain a number of religious teachings that are relevant to the care of the planet.</p> <p>Explain why these religious teachings are relevant and express personal response to those teachings.</p>	<p><i>PowerPoint: Religion and the Environment</i></p> <p>The whole idea of protest and activism about the environment could be developed to look at letter writing and planning a campaign.</p> <p>Students could also study environmental groups and what they do:</p> <p>http://www.greenpeace.org.uk/</p> <p>http://www.worldwildlife.org/</p> <p>http://www.foei.org/</p> <p>BBC Website gives some good, accessible background to teaching of different religions on the environment (though aimed at GCSE students) -</p>

SAMPLE PART UNIT – FURTHER LESSONS AND PLANNING FOLLOW IN FULL UNIT