

## Title: The Climate Challenge

Titles	What is Climate change?	The Values of young People and Climate Change	Religions' perspectives on climate change
Logic	<p><b>DISCLAIMER:</b> The Teachers' Notes have been updated so that the resource can be used through Curriculum for Wales. However, the content of the articles has been archived and the information has not been updated. The articles are kept on the website as the content is still relevant to Curriculum for Wales: Religion, Values and Ethics.</p> <p><b>The four purposes of 'Curriculum for Wales - A curriculum for life'</b>  <b>By learning about Climate Change in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:</b></p> <ul style="list-style-type: none"> <li>• Ambitious, capable learners who can explain the ideas and concepts they are learning about;</li> <li>• Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs;</li> <li>• Enterprising, creative contributors who give of their energy and skills so that other people will benefit;</li> <li>• Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values.</li> </ul> <p><b>RVE in The Curriculum for Wales</b>  By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:</p> <ul style="list-style-type: none"> <li>• Engage with and explore ultimate and philosophical questions</li> <li>• Undertake enquiries and engage with sources of wisdom and philosophies</li> <li>• Develop and express their own informed viewpoints</li> <li>• Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values</li> <li>• Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history</li> <li>• Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues</li> <li>• Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them</li> <li>• Develop secure values and establish their own ethical beliefs and spirituality</li> <li>• Discuss and reflect on their own perspectives and those of others</li> </ul>		

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	<p><b>The RVE lens</b>            By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to explore a range of RVE concepts through <b>the sub lenses below</b>:</p> <ul style="list-style-type: none"> <li>• <u>Search for meaning and purpose;</u></li> <li>• <u>The natural world and living things;</u></li> <li>• <u>Identity and belonging;</u></li> <li>• <u>Authority and influence;</u></li> <li>• <u>Relationships and responsibility;</u></li> <li>• <u>Values and ethics;</u></li> <li>• <u>The journey of life;</u></li> </ul> <p>*Please note that RVE is locally determined through an agreed syllabus. Each local authority has its own agreed syllabus for RVE that schools must have regard to. All agreed syllabi have had regard to the Curriculum for Wales framework and RVE guidance referenced above and below.</p> <p><b>Useful Links:</b></p> <p><b>The RVE Guidance</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance">https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance</a>  <b>Hwb Humanities Guidance</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities">https://hwb.gov.wales/curriculum-for-wales/humanities</a>  <b>Statements of What Matters</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/">https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</a>  <b>Cross-cutting Themes</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes">https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</a></p>		
<b>Key words</b>	<p>Climate Change - a long-term change in the world's temperature and weather pattern.</p> <p>Fossil Fuels - a source of energy and heat which is burned, e.g. coal, oil and gas.</p> <p>Carbon dioxide - a gas produced by the process of burning, this is what is regarded as being</p>	<p>Ad Hoc - created or done for a particular purpose as necessary.</p> <p>Advocating - publicly recommend or support.</p> <p>Biodiversity - the variety of plant and animal life in the world or in a particular habitat, a high level of</p>	<p>Dharma – the principle of 'duty' in Hinduism.</p> <p>Karma - the principle of cause and effect in Hinduism.</p> <p>Steward - someone who takes care of something for someone else - the idea that we take care of the earth even though it doesn't belong to us.</p>

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	<p>mainly responsible for global warming and climate change.</p> <p>Species - the diversity of natural life throughout the world.</p> <p>Habitat - the natural home of all the world's creatures and plants.</p> <p>Responsibility - the sense of the need to do our best for others and for nature.</p> <p>Stewardship - the concept of caring for something in order to pass it on to others.</p> <p>Environment - the world around us.</p> <p>Carbon Neutral - a situation where there is a balance between the carbon being emitted and the carbon assimilated or absorbed.</p> <p>Recycling - reusing things by re-processing, e.g. glass, plastic, paper, etc.</p> <p>Renewable Energy - energy created using replenishable resources, e.g. the sun, wind and tide.</p>	<p>which is usually considered to be important and desirable.</p> <p>Carbon footprint - the total amount of greenhouse gases (including carbon dioxide and methane) that are generated by our actions.</p> <p>Climate change - long-term shifts in temperatures and weather patterns.</p> <p>Deforestation - the purposeful clearing of forested land.</p> <p>Deplete - use up the supply or resources of.</p> <p>Expression - the action of making known one's thoughts or feelings.</p> <p>Justice - just behaviour or treatment.</p> <p>Movement - a change or development.</p> <p>Policy - a course or principle of action adopted or proposed by an organization or individual.</p> <p>Pollution - the introduction of contaminants into the natural environment that cause adverse change.</p> <p>Renewable - a natural resource or source of energy that is not depleted by use, such as water, wind, or solar power.</p> <p>Strike - a refusal to work organized by a body of employees as a form of protest, typically in an</p>	<p>Deforestation – felling trees for economic reasons.</p> <p>The Dalai Lama – leader of Tibetan Buddhism.</p> <p>Buddha – founder of the religion of Buddhism.</p> <p>Qur'an – holy book of the religion of Islam.</p> <p>Prophet Muhammad - the final and most important prophet in the religion of Islam.</p> <p>Evangelical Christians – fundamentalist Christians who adhere literally to their religion.</p>

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		<p>attempt to gain a concession or concessions from their employer.</p> <p>Sustainability – the ability to maintain or support a process over time.</p> <p>Vulnerable - (of a person) in need of special care, support, or protection because of age, disability, or risk of abuse or neglect.</p>	
Search words	<p>Climate Change</p> <p>Fossil Fuels</p> <p>Carbon dioxide</p> <p>Species</p> <p>Habitat</p> <p>Responsibility</p> <p>Stewardship</p> <p>Environment</p> <p>Carbon Neutral</p> <p>Recycling</p> <p>Renewable Energy</p> <p>.</p>	<p>Ad Hoc</p> <p>Advocating</p> <p>Biodiversity</p> <p>Carbon footprint</p> <p>Climate change</p> <p>Deforestation</p> <p>Deplete</p> <p>Expression</p> <p>Justice</p> <p>Movement</p> <p>Policy</p> <p>Pollution</p> <p>Renewable</p>	<p>Dharma</p> <p>Karma</p> <p>Steward</p> <p>Deforestation</p> <p>The Dalai Lama</p> <p>Buddha</p> <p>Qur'an</p> <p>Prophet Muhammad</p> <p>Evangelical Christians</p> <p>Scientific evidence</p> <p>Hindu Declaration</p> <p>Hindu Climate Action</p> <p>Chipko</p> <p>Tibet</p>

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		Strike  Sustainability  Vulnerable	Eco-Dharma Network  One Earth Sangha  Islam  Islamic Relief  Operation Noah  Humanist Climate Action
Extended tasks			
Classroom tasks	<ol style="list-style-type: none"> <li>1. Gather information on six events around the world that have been the result of climate change in recent years.</li> <li>2. Who are Greta Thunberg and the Dalai Lama? How have both acted to meet the climate challenge?</li> <li>3. a) Draw up ten simple rules that we in Wales can adhere to in response to the climate challenge.  b) Draw up ten simple rules that world leaders should adhere to in response to the climate challenge.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is Stewardship? Write your own definition of stewardship. Use these words to help: care, responsibility, environment, future generations.</li> <li>2. Below are teachings from three religions about looking after the earth). Read them carefully, then answer the questions. <b>Christianity:</b> "The Lord God took the man and put him in the Garden of Eden to work it and take care of it." (Genesis 2:15) <b>Islam:</b> "Do not waste; God does not love the wasteful." (Quran 6:141) <b>Hinduism:</b> The concept of Ahimsa, meaning non-violence towards all living beings. a) What do these teachings have in common?</li> </ol>	<ol style="list-style-type: none"> <li>1. Research further into any religion's position on 'climate change'. Is there more than one view within that religion? Create a presentation for the rest of the class.</li> <li>2. Research why a Christian activist movement on climate change chose the name 'Operation Noah'.</li> <li>3. Draw a Venn Diagram showing the similarities between the ideas of the different religions and the Humanist view of climate change.</li> <li>4. Research the environmental challenges posed by Hajj. What can be done</li> </ol>

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	<p>c) 'There is no point in some responding to the climate challenge if not everyone across the world does'. Please state points for and against this argument, and attempt to give examples.</p> <p>4. a) Many religions emphasise humankind's responsibility and stewardship for the earth. What are the different religions' attitudes to human responsibility for the earth? Can you identify similarities/differences between different religions?</p> <p>b) Others are concerned about the environment. What do Humanists and other groups think?</p> <p>c) Investigate what different faith and belief groups are doing in response to the climate emergency as a way to consider the impact of faith and belief on climate change.</p> <p>5. Look at the area around your home. What practical things would it be possible for young people to do locally to protect nature around us?</p>	<p>b) How might these teachings encourage people to protect the environment?</p> <p>3. Stewardship in Action Scenario: Imagine you are part of a school council trying to make your school more eco-friendly. Write down two ideas for how to:</p> <p>a) Reduce waste in your school: b) Help protect the environment:</p> <p>4. Reflection <i>Below is a quote from Poppy Stowell-Evans' blog. Reflect on your values and beliefs and what influences them personally and collectively. These can be religious or non-religious beliefs.</i></p> <p><i>"Often, as a young climate activist, I'm asked about how climate anxiety has impacted me. I usually discuss how fear of inaction has caused me many sleepless nights, from nightmares to the overwhelming feeling of powerlessness. However, a solution I have promoted and will continue to promote to combat climate anxiety is to take action yourself and, most importantly, to understand why you want to take this action."</i></p>	<p>differently to reduce the impacts?</p> <p>5. Write an article on the work of any movement that takes action on climate change.</p> <p>6. Create a blog from the perspective of someone who challenges the evidence on climate change.</p> <p>7. Write an essay presenting your own views on climate change.</p>

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		<p>5. Reflection What is one action you could personally take to care for the environment, inspired by religious or non-religious beliefs about stewardship?</p> <p>6. You're on the school council, and the head has asked you to encourage the school to be more sustainable. Your task is to create a poster that can be put up across the school with tips on how to achieve a more sustainable way of life. Research different ways, and create an eye catching poster!</p>	
<b>Further resources</b>			