

Unit: Questions of Authority: Applying and interpreting teachings Christianity
– Environment

Key areas of enquiry: A, B, F

This is a compulsory unit.

About this unit

Learners will know the role of stewardship in Christianity and the Christian creation story. They will understand and evaluate Christian teachings on the environment and a variety of responses on the environment. They will reflect on how they interact with the environment.

(Suggested Assessment Task: Included in teaching activities)

We are grateful to Laura Thomas and Alba Reed for the development of this unit of work.

Prior learning	Technical Vocabulary	Resources
It would be helpful if learners have examined a variety of moral issues and will have learnt to examine different points of view in relation to moral issues including two religious opinions, their own opinion and will have explored why someone might disagree with them.	<p>In this unit children will have an opportunity to use words and phrases related to:-</p> <p>Stewardship Land pollution</p> <p>Air pollution Water pollution Noise pollution Global warming Natural resources Non-renewable resources Habitats</p>	<p>It's a wonderful world by Louis Armstrong PowerPoint of Destruction with Apocalypse Now by Muse Film: Day After Tomorrow Day After Tomorrow teacher's sheet Footprint Evaluation sheet Footprint PowerPoint Pictures of stewards The Simpsons – Simpsons Bible Stories Pyramid sheet</p>

Skills	Attitudes
Application	Respect and Open-mindedness

Expectations	
At the end of this unit	
<i>Most children will: Level 5</i>	Be able to explain the impact of Christian teachings on the environment. Learners can express

	their own view on the consequences of actions. Learners are able to ask and suggest answers to a range of questions in relation to their own and others views on conservation and the environment
<i>some children will not have made so much progress and will :Level 4</i>	Be able to describe and show understanding of the impact of Christian teachings on the environment. They can raise and suggest answers to questions of values and commitments.
<i>Some children will have progressed further and will: Level 6</i>	Be able to use the correct vocabulary to give an informed account of a variety of beliefs on the environment. They can use reasoning and examples to express insights into their own response and the response of others on the environment.

Learning Objectives	Possible Teaching Activities (<i>Select from</i>)	Learning outcomes	Cross Curricular links
<p>To be aware of the natural environment. To understand the importance of the natural environment. To evaluate the importance of the natural environment.</p>	<p>Learners listen to the song “It’s a wonderful world” by Louis Armstrong. An example is given on the disc. Explain that their task will be to find pictures of the natural environment to put into a PowerPoint with the song. Learners present their PowerPoint to the class with an evaluation of the pictures they have chosen - how do these pictures make you feel? Why is the natural world important? Why is it important to us? Would you like to visit any of these places? What beautiful natural places have you already seen?</p> <p>Watch PowerPoint of the destruction of nature (see resources) while listening to Apocalypse Please by Muse. Discuss/Write down what examples are there of nature being destroyed? What do you think of the line in the song “its time for a miracle”?</p>	<ul style="list-style-type: none"> • Reinforcement – Learners can describe the beauty in nature. • Core – Learners can explain the beauty in nature. • Enrichment – Learners can express insights into the beauty in nature. 	<p>IT Music Literacy/English Citizenship PSHE</p>
<p>To know what pollution and climate change is. To understand the effects we are having on the Earth. To evaluate different opinions on pollution</p>	<p>Watch clip from The Day After Tomorrow. Discuss the issues raised by this film on climate change. (See teacher’s sheet in resources) Learners complete Footprint evaluation sheet. (see resources) Learners come up with an “I will if you will” with another member of the class.</p>	<ul style="list-style-type: none"> • Reinforcement – Learners can describe the effects of pollution and climate change. • Core – Learners can explain the effects of pollution and climate change. • Enrichment - Learners can 	<p>Media Studies Literacy/English Citizenship PSHE</p>

and climate change.	Learners read article on Liz Hurley's wedding from Internet (or other update relevant article) and highlight examples of destruction to the environment. Class discussion on results and what changes she should have made. Play agree/disagree game to evaluate a variety of views on pollution and climate change (see resources for statements – PowerPoint).	express insights into the effects of pollution and climate change.	
To know the Christian teachings on the environment. To understand the Christian teachings on the environment. To evaluate the Christian teachings on the environment.	Look at pictures of different stewards (e.g. air steward) and learners describe their job. Relate this to Christian idea of Stewardship. Read creation story in Genesis. Watch clip from The Simpsons – Simpsons Bible Stories (Episode 221 Season 10 Product code AABF14). Examine what is true and false according to the Christian story of the fall. Ask – how has this affected the environment? Design your own creature. Learners swap their creatures and for homework look after the creature.	<ul style="list-style-type: none"> • Reinforcement – Learners can describe the Christian teachings on the environment. • Core – Learners can explain the Christian teachings on the environment. • Enrichment – Learners can express reasoned insights into the Christian teachings on the environment. 	Media Studies Literacy/English Art
To know the affects of the Christian teachings on the environment. To understand the affects of the Christian teachings on the environment. To evaluate the affects	Peer assessment – was your creature well looked after? Do you think it would have been better if you had looked after it yourself? Snowball activity – Learners write a commandment to do with the environment. Join into groups of fours and choose the best one. Feedback to the class and vote for the new 11 th commandment on the environment.	<ul style="list-style-type: none"> • Reinforcement – Learners describe the affects of the Christian teachings on the environment. • Core – Learners explain the affects of Christian teachings on the environment. • Enrichment - Learners express 	Literacy/English Citizenship PSHE

of the Christian teachings on the environment.	Learners create pyramid on what Christians should do to help the environment, with the most important at the top.	insights into the affects of the Christian teachings on the environment.	
<p>To know Christian response to animals.</p> <p>To understand the Christian response to animals.</p> <p>To evaluate the Christian response to animals.</p>	<p>As Learners enter the classroom tell a large group of students to stand close together in the corner of the classroom. Ask a small group of students to spread out around the classroom. Give learners a task to recap on last lesson e.g. answer a set of questions, while telling the large group to use less space and asking the small group are if they need anything. You could have sweets to give to them. After the task discuss with both groups how they felt during the activity.</p> <p>Watch The Meatrix clip (search The Meatrix in google videos www.themeatrix.com)</p> <p>Class discussion on the images shown in the clip and Factory Farming.</p> <p>Give out roles of animal cards. Ask Learners to rank in order of what they agree with. Discuss response. Do this activity again but from a Christian perspective.</p> <p>Hot seat an animal of the learner's choice, a Christian meat eater and Christian vegetarian, as well as one learner to give their own opinion. The other learners write down at least one question they will ask each character.</p>	<ul style="list-style-type: none"> • Reinforcement – Learners can describe Christian responses to the treatment of animals. • Core – Learners can explain Christian responses to the treatment of animals. • Enrichment – Learners can express reasoned insights into Christian responses to the treatment of animals. 	<p>IT</p> <p>Literacy/English</p> <p>PSHE</p> <p>Citizenship</p>

<p>To demonstrate what you have learnt in this topic.</p>	<p>Show letter from God about humans' treatment of the environment. Write a Christian response to God showing your understanding of what he has taught, what has gone wrong in the past and you plans for the future.</p>	<ul style="list-style-type: none"> • Reinforcement – Learners can describe a variety of responses to the environment including the Christian response. • Core – Learners can explain a variety of responses to the environment including the Christian response. • Enrichment – Learners can express reasoned insights into a variety of responses to the environment including the Christian response. 	<p>Literacy/English Citizenship</p>
---	---	--	---