

**The  
Faith  
& Belief  
Forum**



## **Belief and the Environment: Values based action**

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Session Plan 1

**ME – MY IDENTITY AND VALUES**

## Key skills

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- Dialogue
- Self-awareness

## Session aims

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- To explore the role of faith, belief and values in environmental action: our actions are so closely linked to our identities, we explore why we do what we do, why people care about the environment / climate change and how this can be used to inspire further action.

When people ask, ‘what does belief have to do with climate change?’ or ‘why do you care about climate change?’, pupils can give a nuanced, personal and emotive answer to go alongside the scientific knowledge also taught in school.

- To introduce the concept of Safe and Brave spaces, co-creating a space in which the three sessions in this resource will take place, but also that can be practiced in other areas of school.

## Materials needed

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- ‘Belief and the Environment – Part 1’ Powerpoint (PPT)
- Teacher Handbook
- ‘Identity Tree’ Worksheet
- Post-its
- Flip-chart paper
- Paper and pens

## Running time

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Approx. 60 minutes

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
15 mins	<p><b>Safe Space for dialogue</b></p> <p>Aims:</p> <ul style="list-style-type: none"> <li>To set a Safe Space where pupils and staff feel comfortable bringing their whole selves into the session and contribute without judgement.</li> <li>To remind pupils that when listening to other people's stories, even if they are not in the room, they should be respectful of that person and the vulnerability they have shown in telling their story.</li> </ul>	<p>Start the session by introducing the idea of a Safe Space to pupils and go through the questions on the slide:</p> <p><b>Why is a Safe Space for dialogue important?</b></p> <p>They should focus specifically on why Safe Spaces are important for these kinds of sessions, where we will be sharing aspects of our identities; feelings; beliefs; and opinions.</p> <p><b>What does a Safe Space look like to you?</b></p> <p>They can think of physical and psychological aspects and spaces that make them feel <i>safe</i> to engage with a dialogue session like this.</p> <p><b>What would make it into a Brave Space?</b></p> <p>Going beyond feeling <i>safe</i>, what would make them feel <i>brave</i> enough to voice their own beliefs and opinions in the session.</p> <p>Get the pupils to think about each question individually and write their answers on Post-it notes,</p>	<ul style="list-style-type: none"> <li>PPT slides 3 &amp; 4</li> <li>RADIO video</li> <li>Post-its</li> <li>Flip chart paper</li> <li>Safe and Brave Space guidance in teacher handbook</li> </ul>

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>making it clear that their answers will be anonymous.</p> <p>Explain that we are going to make a class Safe Space using our answers and that they should choose the Post-its about Safe and Brave spaces that they want to be included. The teacher can review the Post-its for any repetitions or inappropriate answers that can be reframed if necessary (<i>see teacher Safe Space sheet for more guidance on Safe Space principles to guide pupils who may struggle with the concept</i>).</p> <p>Add the Post-its to the flip chart and go through them with the class. This can then be kept on hand to remind pupils of the Safe Space principles that they agreed on together throughout the three sessions.</p> <p>You may conclude by watching the F&amp;BF Safe Space video if you feel it would be beneficial for pupils.</p>	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
10 mins	<p><b>Introduction</b></p> <p>Aims:</p> <ul style="list-style-type: none"> <li>To make sure pupils know what to expect from the session and what the aims are.</li> </ul>	<p>Once the Safe Space is in place, ask the class if they can think of any examples of current threats to the environment before going through the slides.</p> <p>Go through the slides introducing the topic that will be at the centre of these sessions; the environment and the current threats it is facing.</p> <p><b><i>This is a very brief introduction, you may want to cover the points mentioned in more detail with your class at another time, especially if it brings up questions or strong emotions; there are links in the Teacher Handbook with extra information.</i></b></p> <p>Optional: You can also play them <a href="#">this clip</a> to get them to think more deeply about human impact on the earth if this is appropriate for your class.</p> <p>Then, go through the slides introducing the sessions, what the pupils can expect and the objectives.</p>	<ul style="list-style-type: none"> <li>PPT slides 5–10</li> <li>YouTube clip (<a href="https://www.youtube.com/watch?v=B-nEYsyRIYo">www.youtube.com/watch?v=B-nEYsyRIYo</a>)</li> </ul>

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
10 mins	<p><b>Feeling Cloud</b></p> <p>Aims:</p> <ul style="list-style-type: none"> <li>• To explore how pupils are feeling about the topic.</li> <li>• To encourage self-reflection and empathy with others.</li> <li>• To guide the rest of the sessions by being mindful of pupil feelings.</li> </ul>	<p>Get pupils to take some time to reflect on how they feel when they think about the environment and climate change, encourage them to write down whatever comes up for them in the moment, it does not need to be shared with the group. Add all of the feelings to a Word Cloud, using the link provided or another Word Cloud generator of your choice, to anonymously see all of the feelings in the class.</p> <p>This activity might bring up positive feelings around connection to nature, outdoor hobbies, and pride in local area. It might also bring up negative feelings of anxiety, frustration or helplessness when thinking about the threats to the environment and climate change. All feelings are okay and there will be time to delve into them, and where they come from, more deeply. If pupils are feeling particularly anxious, you can use the ‘prayer, wish, or meditation’ activity from the optional activity sheet to give them some quiet time to reflect and ground themselves together.</p>	<ul style="list-style-type: none"> <li>• PPT slide 11</li> <li>• Free Word Cloud Generator (<a href="http://www.makewordcloud.com">www.makewordcloud.com</a>)</li> </ul>

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>Take some time to look at the Feeling Cloud as a class and encourage pupils to pick out certain feelings they identify with and expand on why, if they wish to contribute.</p> <p>This activity repeats at the end to see if anything has changed with how the pupils are feeling.</p>	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
20 mins	<p><b>Identity Tree</b></p> <p>Aims:</p> <ul style="list-style-type: none"> <li>To encourage pupils to reflect on their own identities and values before hearing the stories of a diverse group of speakers.</li> <li>To begin to see the interconnectedness between how identity, faith and belief and lived experiences can influence people's core values, and how this can lead to big and small actions.</li> </ul>	<p>Students can either use the Identity Tree worksheet, or draw their own trees on a piece of paper.</p> <p>Explain that we will be using the metaphor of a tree to explore our own identities.</p> <p>On the roots they should write their <b>beliefs, teachings</b> and <b>formative experiences</b> that have influenced their view of nature and the environment; these can be religious or non-religious.</p> <p>On the trunk they should write their <b>values</b>; the things influenced by their teachings or experiences. Again, these can be religious values or non-religious values.</p> <p>Make the difference clear between the roots and trunk, one is the values they hold and the other is what influenced those values</p> <p>On the leaves they should write the <b>actions</b> that these values have influenced.</p>	<ul style="list-style-type: none"> <li>Identity Tree worksheet / plain paper</li> <li>PPT slide 12 (slides 13 and 14 have examples if pupils are finding it difficult)</li> <li>Post-its and flip chart / whiteboard</li> </ul>

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>(If some students struggle to think of actions, encourage them to consider everyday things like picking up litter, recycling, buying from a charity shop instead of new, turning lights / taps off, reusable water bottles, etc. and what made them do these things.)</p> <p>They may want to write the roots, trunk and leaves in a different order, get them to think about why this is, is one part easier than another? Is it easier to work backwards from tangible actions or from your core beliefs in the middle?</p> <p>At the end they should be able to join up the three categories to make connections between their identity, beliefs, values and actions. Get them to write down one or two as sentences.</p> <p>Many may be interlinked, with one action being inspired by multiple values or beliefs, or one belief or value inspiring multiple actions. If this is the case, encourage them to think about this interconnectedness and how they can express it in a sentence.</p>	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>Ask them to share one of their sentences with a partner.</p> <p>Ask them to think about which feels most important to them and write it on a Post-it note, then display them all together on a flip chart or the board (these will be used again in part 2).</p> <p><b>The Identity Trees can be displayed in school as an ‘Identity Forest’.</b></p>	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
5 mins	<b>Wrap-up</b>	<p>Take some time to look at the Post-it sentences and invite pupils to share anything they wrote with the class.</p> <p>Close the space by checking-in with pupils on how they found the session, briefly explaining what we will be covering in the next session.</p>	<ul style="list-style-type: none"> <li>● PPT slide 15</li> <li>● Post-its</li> </ul>