

Lesson plan 2

Courageous advocacy and prophetic action

Purpose:

Pupils understand their role in making climate justice.

Lesson outcomes:

- Pupils understand what influencing others means and can come up with creative ways to influence others.
- Pupils understand the importance of working together to seek climate justice.
- Pupils are able to express why they care about the climate and have opportunity to consider how they can communicate the injustice of climate change.

Teachers' notes:

This Letters for Creation lesson focuses on the idea and practice of using our voices and actions for helping to create change for climate justice.

Young people explore why their voices matter and begin to consider why it is important to use their voice to call for action and positive change. Through the activities, pupils will reflect on the power and importance of their voice, the courage to speak for those who go unheard and the idea of taking action together to address root causes of injustice.

Starter reflection activity

How am I connected?

Purpose:

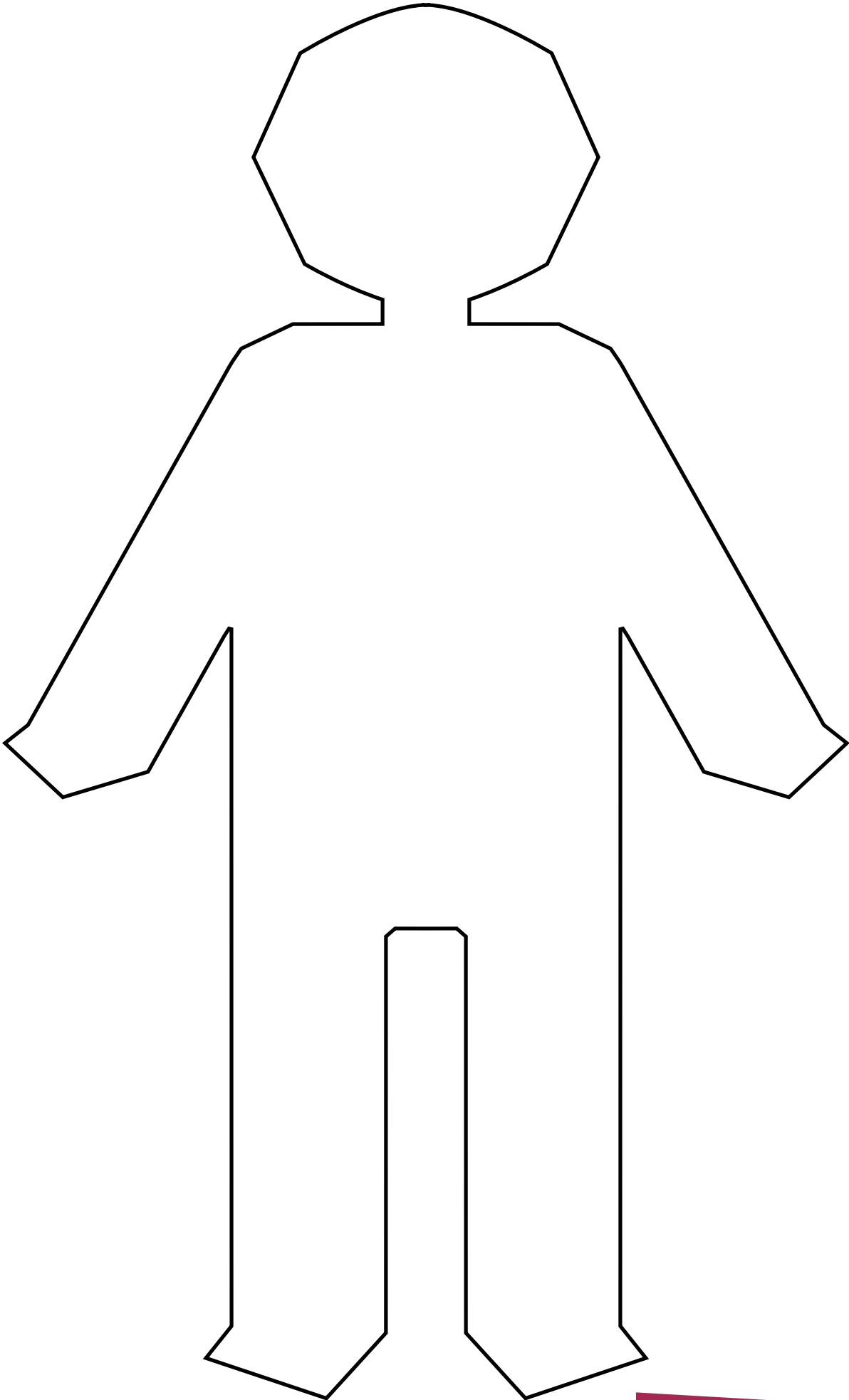
This activity will help children and young people recognise how they are connected to other people in their daily lives, as well as affected by and connected to people elsewhere in the world.

1. **Each pupil should take the image of a blank person. Independently they should start to fill up the person with the things that make them who they are.**

Use the following prompting questions if needed:

- Who are the people closest to me?
- How do I spend my time?
- Where do I spend my time?
- What do I spend my money on?
- What kind of person do I want to be?
- What do I want to do?

2. **Invite the pupils to think about the ways they are connected to and affected by other people, through their families, local communities, as a country and to people in other places in the world. They should write down their ideas outside their person.**



Visual demonstration

The scales of justice

Purpose:

Pupils will recognise the importance of collaborative thinking and working to make change.

Teachers' note:

The idea of transforming society may seem scary and impossible for young people. This activity is intended to help reinforce the idea that though we may feel insignificant in the face of big issues, when we use our voices and work together we can tip the scales of justice and make change!

To do this visual demonstration you will need a set of scales of some kind, one heavy object and a set of lighter objects or weights that together weigh more than the heavy object.

- 1. Place the heavy weight or object on one side of the scale. This weight represents the injustice that we are trying to change.**
- 2. Hand out the individual lighter weights or objects to the pupils.**
- 3. Invite the pupils to come forward one by one, and to place their weight on the scales. If their weight doesn't tip the balance, ask them to return to their seat and take their weight with them. Continue asking for volunteers until someone suggests adding their weights together (if no one makes this connection, after a couple of attempts you can ask a question to help them along). Once they have added their weights together to tip the balance on the scales - reflect to the pupils how making change in the world can be like shifting the scales, we need to work together to make positive change.**

Alternative facilitation:

(if weights and scales are not available)

Gather enough 1p and 2p coins to distribute among the pupils. Ask the young people what they are going to buy with their 1p or 2p.

Highlight the fact that 1p or 2p on its own can't buy much, but if we all put our small amount of money together we have something that is greater than the individual coins alone. When we want to change the world, it is easy to think about ourselves as a 1p coin and leave our voices and actions quiet because we aren't able to do it alone. Like the coins, when we work together the value and power of our voices is limitless.

Activity 1

Quotations for change

Purpose:

Pupils consider historic calls to action and change.

1. Read or display the set of quotes opposite, and discuss using the question prompts:
 - What do you think the quote means?
 - Do you agree with any of the quotes? Why?
 - Do you disagree with any of the quotes? Why?
 - How do the quotes make you feel?

'You know when something is wrong when a child speaks up.' – *Autumn Peltier*

'If you have come here to help me you are wasting your time, if you have come because your liberation is bound together with mine, let us work together.' – *Lilla Watson*

Liberation means setting people free from oppression and having the freedom to think and behave without oppression/persecution.

'The time is always right, to do what is right.' – *Martin Luther King Jr.*

'Darkness cannot drive out darkness, only light can do that. Hate cannot drive out hate, only love can do that.' – *Martin Luther King Jr.*

'Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience and the passion to reach for the stars to change the world.' – *Harriet Tubman*

'Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.' – *Barak Obama*

Activity 2

What would you say?

Purpose:

Pupils recognise the importance of advocacy and speaking out.

1. Watch the video of [Autumn Peltier](#)
2. Discuss that when Autumn Peltier was 12 years old she had the opportunity to challenge the Prime Minister of Canada on issues of climate justice. Her community didn't have access to clean and healthy water. Though she was told not to say anything, she chose to be a courageous advocate and she used her voice anyway to speak out.
3. Invite pupils to consider the question: If you had the opportunity to speak to the Prime Minister of the United Kingdom about climate justice, what would you say?
4. Ask pupils to write down their thoughts using the questions below as prompts.
 - What is climate justice?
 - Why does climate justice matter?
 - What would you like to see happen around the issue of climate justice?
5. As an optional follow-up activity, invite a few pupils to share their responses at the front of the class for no more than one minute. Be sure to select some of the quieter voices in the room, reminding pupils that all of our voices matter – not just the most outspoken or loudest. After each pupil has shared what they would say, offer positive feedback on something they did well. Ask for volunteers from the class to offer something they liked about what they said, or how they said it.

Notes for discussion:

This activity is focused on **Advocacy**. Advocacy is about how we speak up for people whose voices aren't being listened to. We can use our voices to influence people with power to make particular decisions. We can also be advocates by influencing others in our communities, such as our families, friends and neighbours. This can be called building power. Building power is when we gather more people who care about this issue to use their voices and influence to make positive change.

Remember: Sometimes, it can feel bit overwhelming to think about changing the world. But everyone can change the world, if they start with the world around them.

Activity 3

Influence mapping

Purpose:

Pupils understand what influence is and explore some of the ways they can exercise influence in their local and national government.

- 1. Introduce the concept of what influence is and some of the potential ways we can exercise influence. Explain that in this activity we are going map out the people and organisations that we can influence.**
- 2. Invite students to draw a big circle on a piece of paper, then to draw themselves in the middle of the circle. Thinking of the people or organisations with whom they have influence, ask them to draw or write the names of the people or organisations that they have the most influence with close to themselves. Then have them draw or write the names of the people or organisations they have less influence with towards the edge of the circle.**

For example: Young people who attend the local church might have some influence there. If they know the church leader and the other families that attend the church, their ability to influence might be greater (and thus closer to the centre of the circle). Young people who shop at Sainsburys, Asda or Lidl with their family do have some consumer power by the choices they make in their shopping, but as they don't have personal relationships with the store this might be placed at the edge of the circle.

- 3. Using the notes for discussion, talk about the different levels of government in the UK.**

Notes for discussion:

In the UK, we have different levels of government: the Central Government, Parliament, devolved governments in Scotland, Wales and Northern Ireland and local government. Every level of government has responsibilities that can influence climate change – from the very local level right through to the big decisions made by Central Government.

It is really useful to understand the levels of government if you want to think about who you might ask to change things. People often start with the Prime Minister, but you can influence your local decision-makers – your MP and councillors – too. Help pupils to understand the different levels of government and the role that each plays.

Central Government:

The Central Government (the Prime Minister and his or her cabinet members) makes key decisions about how the country is run. They set taxes, choose what to spend public money on and decide how best to deliver public services, such as:

- the National Health Service
- the police and armed forces
- welfare benefits like the State Pension
- the UK's energy supply

Parliament:

Parliament represents the interests of the UK people to make sure that our interests are taken into account by the Government. The Government cannot make new laws or raise new taxes without Parliament's agreement.

Activity 3 (contd.)

Influence mapping

Everyone over 18 in the United Kingdom gets to choose who represents them in Parliament through voting in General Elections. These representatives are accountable to everyone in the area they represent, including children.

Many government powers are delegated to the devolved institutions in Scotland, Wales and Northern Ireland.

Senedd Cymru:

Senedd Cymru, or the Welsh Parliament, makes laws, sets taxes and oversees the works of the Welsh Government.

Devolution is the ongoing process of transferring power from the UK level to a Wales or local level. This distribution of powers has evolved over time, and changes as a result of legislation in Westminster and Wales.

Powers and responsibilities in Wales are distributed across three levels: the Senedd and Welsh Government at the Wales level; the UK Parliament and UK Government at the UK level; and councils (Local Authorities) at the local level.

Scottish Parliament:

The Scottish Parliament is the devolved legislature for Scotland. The Parliament has powers devolved to it from the UK Parliament to make laws in many areas other than those which are reserved to the UK Parliament. In the context of climate change, this is a devolved power, so Scotland has its own Climate Change Act and targets to reduce emissions. Anyone over the age of 16 is allowed to vote in Scottish elections.

Local Government:

Parish and town councils deal with very local matters like allotments and some green spaces. District councils and county councils are responsible for things like education, highways, transport planning, passenger transport, social care, libraries, waste disposal and strategic planning. Local councillors are also selected by voters.

Activity 4

Crafting the message (part 1)

Purpose:

Pupils recognise the importance of considering the interests of the people they are trying to influence and create a strategy to craft their message for change.

- 1. Invite pupils to split into small groups of three or four. Explain that their task is to convince you to do a hypothetical task or activity (e.g. to let them go out to break early).**
- 2. Give the groups five minutes to talk about how they will convince you, and agree on their strategy. Groups can be as creative as they like.**
- 3. When time is complete, give each group time to use their strategy in order to convince you. Successful pupils will have thought about what your interests and priorities are and have worked to align their objectives to your interests.**

Notes for discussion:

Making change happen isn't simply about asking for what you want persistently enough. Making change also requires seeking to understand the motivations and interests of those on 'the other side' and finding ways to find common interest in achieving your objectives.

Activity 5

Crafting the message (part 2)

Purpose:

Pupils explore the importance of communication about climate justice and are able to think about different ways they might need to craft their communication messages for different purposes.

TIP: To gain more insight to support your pupils in their learning, visit climateoutreach.org

1. For secondary school pupils begin the activity by sharing the video '[How do you change someone's mind](#)' on YouTube.
2. Break the class into small groups of no more than four pupils. Invite each small group to choose a medium from the list below through which they will create and share a message focused on climate justice. You may also challenge the young people to think of a creative alternative medium.
 - An information flyer for fellow pupils at school
 - An information poster/advert for a bus stop
 - Instagram / social media (if pupils are old enough)
 - Information for a newspaper
3. Invite pupils to create and share a message focused on climate justice, considering the questions below to create their communication. You may wish to find some examples for each group to help them consider the ways they could create their messaging. Be sure to communicate to the young people that groups don't have to communicate the same way, and invite them to use their creativity and imagination. Whatever they choose though, they need to be able to articulate why they chose to communicate the way they did.

Questions to consider:

- Who is your intended audience?
- What might their interest in climate justice be?
- What do they know already?
- What don't they know that they need to know?
- What do you want them to do?
- What's the best way to communicate the information?

Teachers' note:

For primary schools:

Watch the video for secondary students for context, then use the simplified explanation below to share with your younger pupils.

Explain that making change requires that other people join us, but sometimes not everyone will agree with our points of view/beliefs/or the things we know – even if they are fact! Often people won't change their mind just because you tell them facts. That means we have to consider how we talk to people in a way that might influence them to change their minds and see things the way we do.

To help communicate the importance of climate action we should consider what our audience (the people we are talking to) believe, who they trust and what they value.

Can your argument start on something you know that you both believe? Can you find information shared by people they trust? Can you connect the issue you care about to something that they value – for example they may value the importance of people having safe homes, or they might believe that ending homelessness is important. We can connect these ideas and beliefs to climate justice to make communicating about it easier.

Activity 6

Campaigning fruit salad

Purpose:

Pupils recognise the importance of character in creating a more loving and more just world, and consider the characteristics they would choose to contribute to our activism together.

This activity is based around the Christian moral teaching about the Fruit of the Spirit (Galatians 5:22-23), a passage in the Bible that talks about the characteristics that Christians should be showing in their lives – like being loving to other people.

...the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control... Galatians 5:22-23

1. Explain to the class that making change isn't just about what we want to see happen. It is also important to ask ourselves, what kind of people do we want to be, and what kind of characteristics do we want to show as we speak and act prophetically to make the world a better place.
2. Ask pupils to think about following questions:
 - If we want our world to be inclusive, how do we show inclusion through our campaigning?
 - If we want our world to be fair, how do we show fairness through our campaigning?
3. Read through the fruit of the Spirit passage from the Bible in Galatians 5:22-23. As a group, consider and discuss what each characteristic means, and how they work together.
4. Once you have generated shared understandings of each characteristic, ask the pupils to discuss in small groups which characteristic they think would be important to include for creating the 'fruit salad' they'd need to campaign for climate justice. Next, ask small groups to discuss if there are any characteristics that they think are missing from their campaign fruit salad and why.
5. Have each group present their ideas. Then, as a class, come to an agreement about the kind of characteristics/behaviours you want to show through you as you explore global justice issues and begin to exercise your voices together.