



	LESSON NUMBER/TITLE	KEY QUESTION	LEARNING OBJECTIVES	KEY WORDS / QUOTES	EXTENSION QUESTIONS	WORKBOOK ACTIVITIES
THE SYMPTOMS	1) Our Ecological Crisis	What are the signs of our ecological crisis? [Intro to the course]	MUST understand we are facing an ecological crisis and be able to explain some of the symptoms. SHOULD understand the links between ecological and social crises. COULD evaluate the extent of human responsibility in affecting this crisis.	Laudato Si' (LS); papal encyclical. great acceleration. interconnectedness <i>"The earth, our home, is beginning to look more and more like an immense pile of filth" (LS 21)</i>	What role do YOU have to play? Can one person make a difference?	Define ecological crisis. Read extracts. Reflection on personal role to play.
	2) Is Earth a gift or a right?	Earth: a gift or a right? Does the answer to this question matter? Why?	MUST understand that we are called to view the world as a gift not something we are entitled to. SHOULD be able to explain how	anthropocentrism; technocratic paradigm; <i>"Live simply, think deeply, love"</i>	Can scientific and technological innovation be the answer? [think carefully about	Key points of LS (after watching the clip). Examples how to: • live simply


		How?	our ecological crisis is linked to turning away from gospel values. COULD evaluate the technocratic paradigm in the light of our current crisis.	<i>generously!"</i>	advantages and possible dangers in seeing all solutions in science and technology.]	<ul style="list-style-type: none"> • think deeply • love generously Fill in Values-Impacts Table and write responses to given scenarios.
	3) Do we live in a just world?	Do we live in a just world?...How do you understand 'justice'?	MUST be able to list and explain ways in which humans live in an unjust world. SHOULD explain how social injustice is caused by unfair distribution of goods. COULD evaluate how views about the earth as a resource or as a gift affect all, especially the poor	Solidarity; connectivity; globalization; Integral Ecology <i>"And who is my neighbour?" (Luke 10:29)</i> <i>"the cry of the earth the cry of the poor" (LS 49)</i>	What is the connection about justice and the command to 'love God and love your neighbour' (Matthew 22: 37-39)?	Video clips and annotations; What is justice? Who is my neighbour? Define integral ecology.
	4) Why are ecosystems in danger?	What are 'ecosystems' and why are they important?	MUST explain what are ecosystems and how they serve the earth community, including us!; SHOULD identify through examples how 'nature' and 'neighbour' are connected [e.g. tasty burger] ; COULD review the claim that it is impossible to love God and neighbour without caring for nature at the same time.	Ecology; oikos; ecosystem; biodiversity; interconnectedness ; integral ecology. <i>"everything is interrelated" (LS 120)</i> <i>"everything is interconnected" (LS 139)</i>	How can you change being/feeling disconnected from nature? [think deeply: Dr King's quote <i>"before you finish breakfast you've depended on more than half of the world"</i> What did he mean?]	Define ecology. Ecosystems Pictionary. You Tube clip on intensive farming effects. Arguments for and against the claim that it is impossible to be a good Christian without caring for nature.

THE CAUSE	5) What is happiness?	What is happiness?	<p>MUST be able to recognise the role of human nature in the ecological crisis;</p> <p>SHOULD explore how the personal pursuit of happiness can be at the expense of someone else;</p> <p>COULD make links between care for our common home and solidarity can positively impact personal happiness.</p>	<p>Genesis; temptation; free will; sin; stewardship; dominion; doctrine.</p> <p><i>“to encourage a culture of care”</i> (LS 231)</p> <p>The Beatitudes (Matthew 5: 1-12)</p>	<p>How is the story from Genesis relevant in the context of today’s Ecological devastation?</p> <p>OR</p> <p>Can personal happiness be achieved separately from the common good?</p>	<p>Happiness definition?</p> <p>How to pursue it?</p> <p>Genesis and human nature notes.</p> <p>Greed for ‘stuff’ and consequences.</p> <p>10 Commandments to restore 3 broken relationships activity</p> <p>stewardship vs dominion, Is there a better way?</p>
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	6) What are the root causes of the ecological crisis?	What are the root causes of the ecological crisis?	<p>MUST identify human failings which led to the crisis; SHOULD explore and investigate specifics causes, giving examples; The illusion of technocratic paradigm using human nature to mask reality (integral ecology). COULD challenge current consumption habits and explore solutions.</p>	<p>Individualism; the cycle of 'normality' or 'technocratic paradigm'; greed, instant gratification, consumerism.</p> <p><i>"throwaway culture"</i> (LS 22).</p> <p>the Parable of the Good Samaritan (Luke 10: 25-37)</p>	<p>What makes us human? What makes us humane?</p>	<p>Read the Parable of the good Samaritan. make links to today's crisis.</p> <p>Why don't we care/ show mercy?</p> <p>Use the Hydra image to explain the heart of the problem.</p> <p>Give your own definition to causes and compare to the quotes from LS (is your definition similar or different?)</p>
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THE SOLUTION	7) What is meant by ecological conversion'?	What is meant by ecological conversion'?	<p>MUST understand and give a definition of ecological conversion;</p> <p>SHOULD explain what would both bring about and count as ecological conversion;</p> <p>COULD analyse the impact of ecological conversion on society as a whole.</p>	<p>Ecological conversion; anthropocene; relativism; theocentrism; grace; human dignity; spiritual encounter.</p> <p><i>ecological spirituality grounded in the convictions of our faith [...] such commitment cannot be sustained by doctrine alone, without an interior impulse which encourages, motivates... (LS 216)</i></p>	Do you need an ecological conversion before you act? or should you act first so that you become 'converted'/ changed?	Extract from LS, write a definition of ecological conversion. Re-positioning of the human (fixing broken relationships) = re-establishing human dignity. Restoring an attitude of gratitude and an ethos of care.
	8) Motivation and Hope through Spirituality	How can our spirituality bring us hope and allow us to flourish?	<p>MUST understand and give examples of qualities and virtues key to a new way of living;</p> <p>SHOULD develop ideas inspired by old and new role models;</p> <p>COULD apply and make links with qualities and character traits needed to resolve ecological and social problems today</p>	<p>Virtues; Beatitudes; moral compass; caring attitude; empathy, compassion, mindfulness.</p> <p><i>a culture of care (LS 231)</i></p> <p>The Beatitudes (Sermon on the</p>	<p>Is there an overarching quality / character trait for a 'better life'?</p> <p>OR</p> <p>Which quality or virtue would you use to summarise all of them?</p>	Moral compass: what drives your decision making? Highlight the Beatitudes which 'fit' with ecological concern [think deeply, some might be less obvious than others!]

				Mount) from Matthew 5: 3-11		
9) P-p-p-power	How does Freedom and Power affect and change relationships?	MUST understand and explain the power we hold as consumers; SHOULD revisit the theme of interconnectedness (one humanity), and recognise the importance of protecting everyone's freedom and dignity; COULD evaluate who benefits from power relationships and what are the effects.	Consumer; multinational corporations; lobbying; boycotting <i>The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'</i> Matthew 25: 40. <i>With great power comes great responsibility!</i> 	How can shopping habits help (or not) the life and dignity of others? OR What would make people change their shopping habits?	Who holds the power? Relationship grid. Allowing freedom and empowering others (4 categories: food, fashion, travel, energy use) Give examples.	
10) What are some practical ways to achieve radical change?	What are some practical ways to achieve radical change?	MUST explain processes to introduce change and tackle waste; SHOULD critically analyse changes we can make and prioritise them (in terms of urgency and usefulness); COULD assess and reflect on the most impactful and lasting change.	reduce/reuse/recycl e/rewild; carbon offsetting <i>Do I want it? Do I need it? Can I live without it?</i>	Can you think of arguments against reducing, reusing and recycling? [think deeply, to be able to bring counterarguments is an	Think: how can reduce/reuse/recy cle (and rewild) affect my relationship with God, neighbour and nature? Reflect: at which stage of the journey to ecological	

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					essential skill in debates]	conversion are you? Act: What changes will you make in order to love God, Neighbours and our Common Home?
	11) Debate (For and Against) OR P4C: stimulus: the Lampedusa Homily (2013) OR P4C: stimulus: article on population debate.	Students demonstrate an ability to critically discuss and present arguments using key terms and referring to the topics, examples and quotes learnt throughout the course.	A 'Philosophy Lesson' which aims at improving critical and analytical skills by way of constructing valid arguments; it is also known in teaching as P4C, which stands for Philosophy for Children, but older year groups prefer 'Community of Enquiry' to P4C.			
	12) Assessment OR Project Plan	Schools can choose ether to run this lesson as an assessment (essay questions) or as a school project planning lesson.	Project Plan questions: What are the biggest changes needed in my school/local area? How can I apply what I have learnt to influence change? What are our contextual barriers to change and how can we overcome them?			

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