

# Climate change

## Curriculum links

**RE:** Students make links between moral messages in religious and other texts and life experiences.

**HSIE/SOSE:** Students develop understanding of the effects of people's interactions with their environment and the ways in which these affect their lives.

## 1. Starting from your children's experience

**Ask:** What do you own that is precious – or treasured – by you? Share some responses.

**Ask:** How do you take care of your “treasures”?

Show a photograph of Earth from space. Ask children to describe it. Help them to see the beauty of the earth and how precious it is. Discuss how we can take care of it.



Gosto Gulpal, Bangladesh.  
Photo credit: Richard Wainwright

## 2. The greenhouse effect and climate change

Look at this [PowerPoint](#) and ensure the children understand how greenhouse gases make the earth warmer and that this may disrupt weather patterns.

As a class, make a mind-map of ideas to save energy and decrease the amount of greenhouse gases we are producing. Encourage practical and achievable as well as big and imaginative ideas.

## 3. People are affected by climate change

**Discuss** any hot weather experienced by the children. What did it feel like? Did you have to water your plants to keep them alive? Have the children experienced heavy rain, or even floods?

**Explain** that because the earth is getting warmer, scientists think there will be more droughts and storms and floods. The people who will be most affected live in poor communities in majority countries. This is because their weather is already extreme and they don't have the money or systems in place to help them when there is a flood or a drought.

**Ask:** Is it fair that the poorest suffer most? What does the Church say we should do?

## 4. Caritas Australia is helping people adapt to climate change.

### Solomon Islands— Nursery Rhyme Project

Ask students if they know the rhyme, “Get down low and go, go, go” that teaches us what to do in a fire. Explain that children learn many lessons from songs and rhymes. Caritas works in the Solomon Islands, where Martina is a teacher. She uses clapping and singing to teach the children what to do if there is a natural disaster, like a flood or an earthquake. Often the storms happen during school time.

The project is a big success. When another big storm came more children stayed safe because they knew what to do. To learn more and listen to the rhymes, [watch this video](#).



Martina, a teacher in Solomon Islands  
Photo credit: Richard Wainwright

### Uganda— Sustainable Agriculture

Watch the first [film on Uganda](#) from 2:30 – 3:35 to see how Caritas Australia’s partners are helping people affected by changes in their environment. Talk about the different ways that our partners are able to help.



Teopista, Uganda  
Photo credit: Sean Sprague

## 4. Reflect and pray

You could use The Prayer and Reflection resource [“Our Common Home”](#), based on the Encyclical Laudato Si’, or the following reflection.

Allow children to collect objects that remind them of creation.

Make the sign of the cross then share with each other the beautiful things God has made. Let each child say, “Thank you God for \_\_\_\_” and place their object in the centre as a focus for prayer.

Read the creation story from a children’s Bible. Explain how the story tells us that “God took the man and settled him in the Garden of Eden to cultivate and take care of it” (Genesis 2:15) and that this is a way of saying that God wants us to care for the earth.

Finish by praying together:

*Dear God, thank you for the beautiful world you have given to everyone to share. We pray for people who are living where there are floods or droughts. Help us to take care of the world’s resources so that it can be a place where everyone can live life to the full. Amen*

## 5. Act!

Make a classroom chart using the simplest ideas from your mind-map (see above). Each day read out one idea and put it into action.