



Heart for the Earth

Tutor Group Sessions

These sessions will be exploring potentially distressing themes around climate change. We encourage teachers to read our eco-anxiety guidance before starting.

Starting off the series you will be acknowledging the emotions that can often come up in relation to a big, and sometimes overwhelming topic. While session 2 is more 'academic' in that its focus is highlighting the difference between 'climate change' and 'climate justice', the rest of the series aims to create positive spaces to empower, reassure, and equip pupils to understand the role they can play in effecting positive change.

The sessions are brief and designed to fit into a registration period. Each session has some key reflections that you should, while facilitating, highlight to the pupils. Courageous Advocacy is a key element of pupil learning and personal development.

As well as utilising these reflective registration sessions, and the Heart for the Earth Assembly, we invite you to consider taking part in [Creative for Climate Justice](#), a courageous advocacy project run by Christian Aid in collaboration with Oxfam, CAFOD, Send My Friend, and the Royal Society of Literature.

For each session follow the tutor groups routine for tutor-based worship, closing with an opportunity for prayer or spiritual reflection.

Session 1: Climate Feelings (understanding our emotions and sharing them together)

Big Q – How do you feel when you think about climate change

Key reflection: we are not alone, we are not powerless.

Eco-anxiety can feel very isolating, with many young people reporting that they feel alone in their worries. The goal of this session is to highlight that many of their peers care, share similar concerns, and that we are not alone and powerless. As you facilitate this session highlight:



- *You are not alone – people all over the world care and are working on the problem together.*
- *While we all have different emotional responses – it is natural and normal that we feel emotions around climate.*
- *Sharing our concerns, worries, and our hopes with others can be really useful for our shared well-being.*

To start your session ask the pupils to find a space in the room that is as far away from the others as they can be. Inform your class that over the next 5 mornings you will be reflecting on Climate Justice; but that this morning they will be thinking and reflecting on their emotions and feelings about climate.

Project the Blob tree image provided (Appendix A) onto the whiteboard and ask your pupils to spend a moment looking at the different blob people and to consider what they can see on the image.

After a moment ask pupils to move to one of the people closest to them in the room and to talk about what they think the different blob people are feeling/represent. Then ask your pupils to quietly think about which blob they resonate with most about how they feel about climate change.

Ask the pairs to pair up with a pair close to them, in their fours they should each take a moment to share which blob most closely reflects how they feel.

Then invite your pupils as close together as possible. Invite them to put their hand up if they found something that resonates with how they feel. Invite them to put their hand up if they shared how they felt with others in the class. Invite them to put their hand up if they heard something that someone else said about how they feel. Put their hand up if they found similarities. Ask them what do they notice about what they have done? And take the opportunity to reflect back to the pupils the key reflections above.

[the act of starting spaced out and moving closer and closer together into bigger groups is intended to reflect the sense of isolation that many young people feel when reflecting on climate change, as they move closer together, the hope is that they feel like they are not alone, and their thoughts and feelings matter and are cared about].

Session 2: Climate Change vs Climate Justice

Key Q – why is climate change unfair?

Key reflection: climate change is having the biggest impact on communities that have done the least to cause the problem, and also have the least resources (money and material) to adapt to the problem.



Table maps – set out tables in the room – roughly resembling a world map setting sheets on the tables that name each continent. Invite pupils to gather at tables in response to these questions:

- Which countries, or regions, do you think are most responsible for causing climate change?
- Which countries, or regions, do you think are least responsible for causing climate change?
- Which countries, or regions, do you think are most affected by climate change?
- Which countries, or regions, do you think are most able to adapt to climate change?

Once you have finished project the provided (Appendix B) Map onto the whiteboard: ask the pupils if the map reflects what they thought? Are there any surprises? Do they notice a pattern that might highlight the inequality and injustice that sits at the heart of climate change?

Facilitator note: *You may get questions about China as a lot of climate narrative points at the emissions in China as the biggest problem: a few considerations are often overlooked – that the population size is important, if you look at CO2 emissions per capita you start to see a different story, and that China is a global leader in investing in sustainable infrastructure.*

You may also get questions about the UK – the UK on the surface is not the biggest offender when it comes to CO2 emissions, however, it is important to take into consideration that historically the UK, Europe, and the USA are by far and away the biggest contributors to climate change.

Session 3: letters for hope

Big Q – How can we learn from and listen to the experiences of others when thinking about climate change?

Key Reflection – people’s experiences of climate change will vary depending on where they are in the world, but we can learn from others experiences and are stronger when we join in with our shared global community.

Invite pupils to physically adopt a position that symbolizes humility and listening. They may want to sit on the floor etc. Display the photos Appendix C on the whiteboard. Pupils should pick a photo and take a moment to look at the photo – what do they think is happening? What can they see?

Invite pupils to pretend they are writing a letter to a pen pal from one of the photos; they should then consider what would they want to know about that person’s life, what questions would they ask? What would they want to share about themselves? What might they have in common and in what ways would they be different? Whilst they don’t need to write a full letter, it may be helpful to make notes of their reflections. They do not need to share their thoughts with others. The goal is to consider the issue of climate change from someone else’s perspective.

Session 4: Images of Hope – (what does a fairer and sustainable future look like to you?)

Big Q – How could the world look if it was a fairer and more sustainable place for people and the planet?

Key Reflection: Hope is powerful; hope is the foundation for change. Hope provides a vision for what the world could be like.

[Print and set out the images provided](#) (you can add some of your own or print some multiples); clear a space on the floor and lay images out in the shape of the cross. Before the pupils come in try to make the room a bit darker if possible (they should still be able to see well enough). Invite the pupils to look at the images in silence, they are looking for an image that represents hope to them – there are no wrong answers. Once you have given them a few minutes to look at the images, invite the pupils to pick up an image that represents hope, then at the front of the class 1 by 1 each pupil can hold up their image (in the interest of time you may want to ask for volunteers rather than expecting every pupil to share), you should shine a torch on the image and given them no more than 20 seconds to say very briefly why the image represents hope to them.

After you have given some time for pupils to share, invite the pupils in small groups to discuss one of the following questions:

- How does it feel to look for hope?
- What does it feel like when we don't have hope?
- How can looking for hope transform us, and the world around us?
- How/in what ways can hope be a useful tool to hold on to?

Session 5: Solidarity (taking action together for a fairer future)

Big Q – what is my/our relationship to the wider world?

Key reflection: we are, whether we like it or not, part of a connected global community; we can take action with and on behalf of others around the world affected by climate change.

Place the images of hope on to the tables, one per chair. When the pupils arrive, invite them to find the image that they selected from the previous session (if they can't find their image, tell them to pick a new one, or to select one from any spares you have).

Remind them that in the previous session you reflected on things that give us hope for a better future and that this morning you will be reflecting on how hope can fuel action.

Hope helps us to see a better future for ourselves, and for other. Hope tells us that a fairer and more sustainable future for people and planet is possible. Hope underpins our action to help bring forth our visions for a better future for everyone.

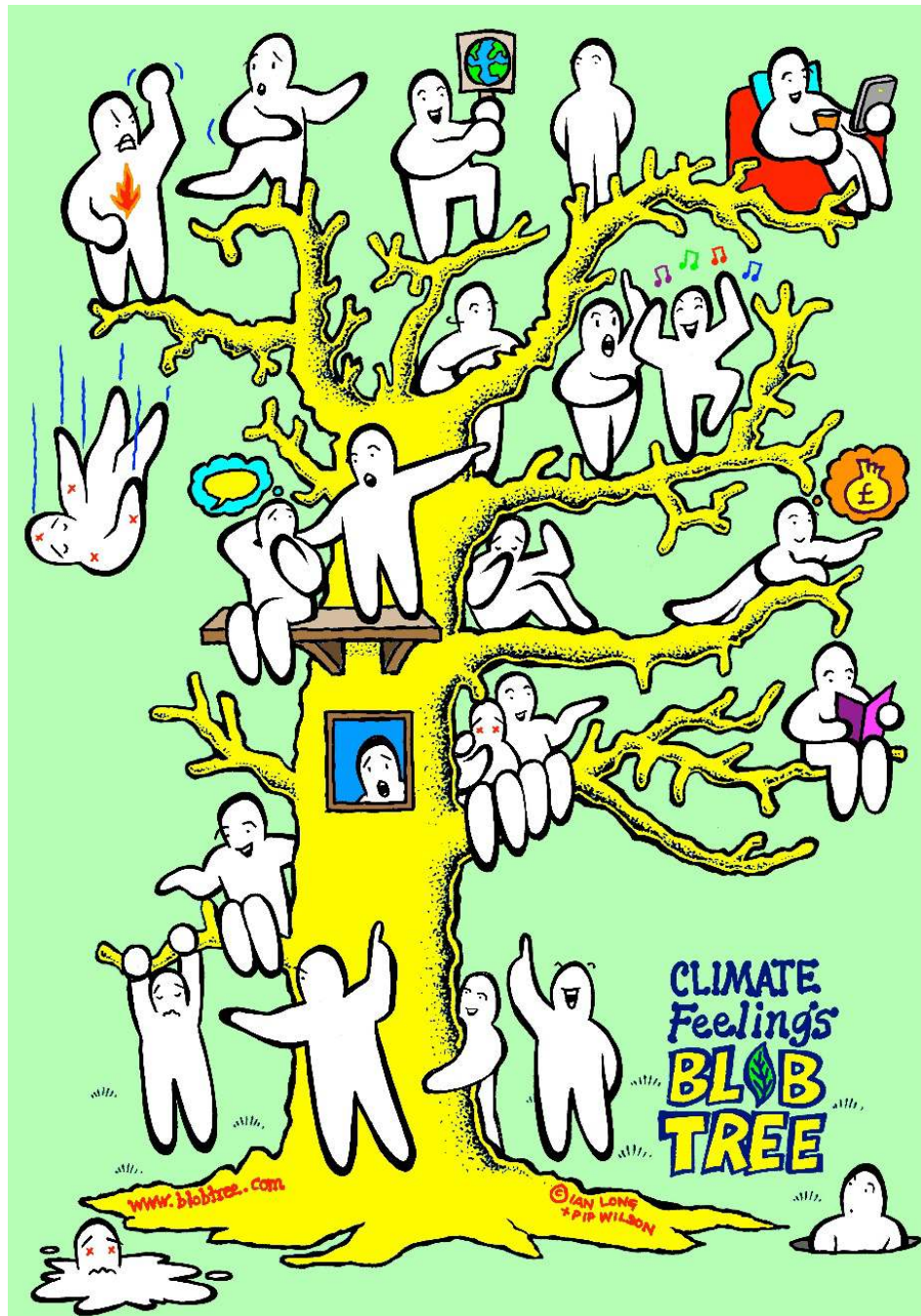
When we hope, we refuse to believe that the world can't change, when we hope we can join with others all around the world to unveil a different future. There are lots of different ways our hope can shape our actions.

Display the image from Appendix C

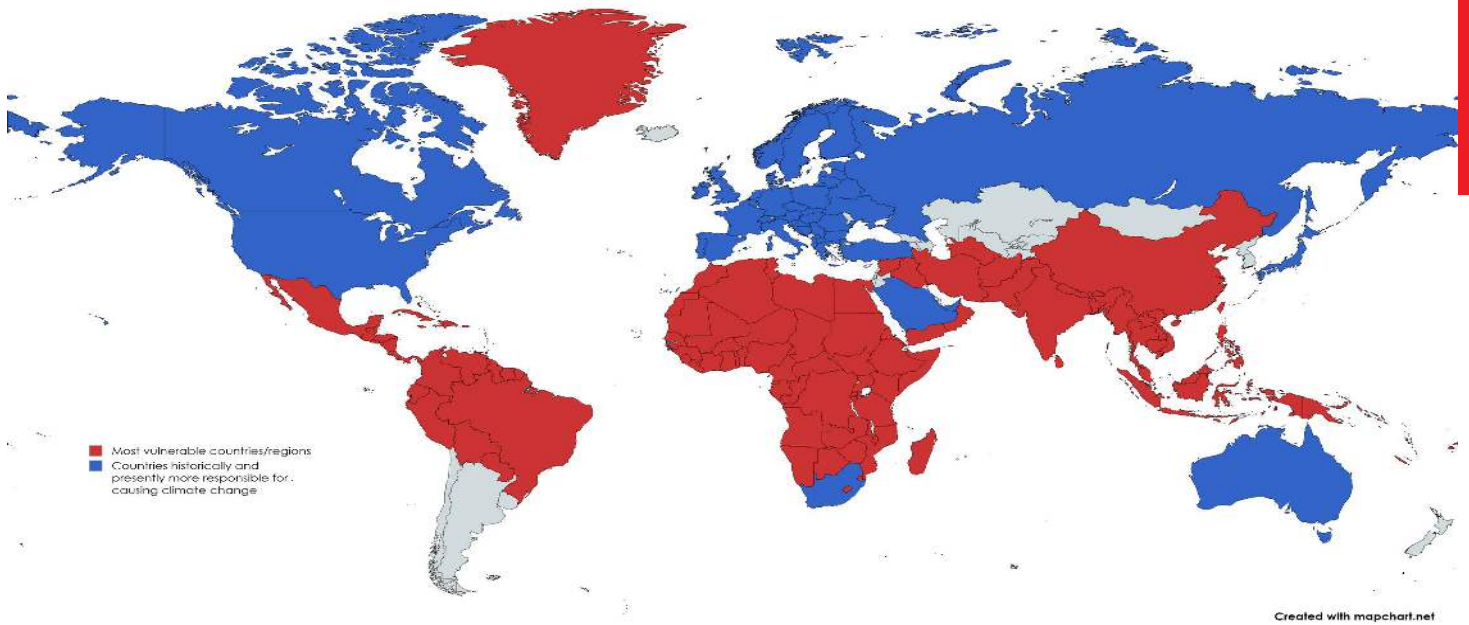
Below are some different suggested questions to prompt conversations between pupils in pairs they should pick one question from each of the headings (if you have more time then they can discuss more of the questions):

Opening Questions	Opinion Questions	Personal Questions	'What Next' questions?
Which Blobs are interesting to you? What kinds of things are the Blobs doing? How do you think they might be related to climate action?	Which kinds of action have you seen people around you get involved in? What do you think about it? Which activities are possible for children and young people to do? Which activities are the responsibility of adults? What sort of changes are the Blobs wanting to make? Which actions are working for climate justice?	Have you tried any of these actions? How did you feel about doing these activities? Which Blobs have you felt like? If you could do anything to address climate change, what would you do? What makes it difficult to take action in the face of climate change and climate injustice?	How would you like to join in with all those who are responding to climate change? What interests, skills and abilities do you have that you could contribute? What ideas do you have about what we could do as a group to respond to climate change?

Appendix A



Appendix B



Appendix C



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