

How do Greta, Malala and Marcus view the **HOW ID**

BACKGROUND KNOWLEDGE FOR THE TEACHER

FOR YOUR EYES ONLY

- A person's worldview is a way of describing how they encounter the world. It is shaped by, and also shapes, their experiences, beliefs and attitudes.
- It can include intellectual responses (how they think about something or someone they encounter).
- It also includes emotional responses (how they feel about things or people).

It is usually thought of as being individual, in that everyone's worldview is unique. However, many people's worldviews overlap – they share common stories or ideas of how to live. For example, people may belong to a community, whether religious or otherwise, which shapes the way they think. The Amish community in the USA would be an example of a community that deliberately withdraws from wider society in order to live a simple life. Being brought up within that kind of community would have an impact on a person's outlook and affect how they respond to the world (to modern consumerism and waste, for example).

This unit is encouraging pupils to see how someone's upbringing and experiences can influence their worldview, and how their worldview can influence how they react to situations in which they find themselves. Using three examples of young people who have made a real impact on the world (Greta Thunberg, Malala Yousafzai and Marcus Rashford), pupils are encouraged to reflect on their own worldview and to consider how it might influence their actions in the future.

The learning in this unit links to RE Today units of work L2.9 What can we learn from religions about deciding what is right and wrong? and U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?

ESSENTIAL KNOWLEDGE FOR THE PUPIL

By the end of this unit pupils should know:

- everyone has a worldview, whether they realise it or not
- our worldview is shaped by our experience, but also shapes how we see and respond to the world
- aspects of some people's worldviews are very clear from their actions
- Greta Thunberg's concern for the future of our world affects how she lives every day
- Malala Yousafzai stood up fearlessly for girls' rights to education, in the face of great danger
- Marcus Rashford helps fight child food poverty as he remembers his own childhood

Key vocabulary:

worldview, justice, equality, education, climate activism, protest

PRIOR KNOWLEDGE

In order to access the learning in this unit, pupils should have learnt about:

- teachings from religious traditions about justice
- similarities across religious and non-religious traditions about matters of justice and care for people and the environment

ASSESSMENT FOR 7-11s

The statements below suggest expected outcomes from this unit for 10-year-olds. Adapt them for the age of pupils you are teaching. These link to the outcomes for this series of books shown on the webpages. You may need to adapt them slightly for the syllabus or guidelines you follow.

Expected

- Identify and explain beliefs about how to treat others and the world, using examples from at least three traditions.
- Make a clear connection between how someone acts, things they believe and influences from their background, giving examples from at least two people with different worldviews.
- Consider and weigh up how pupils' own worldviews affect what they think, feel, say and do, giving examples.

This unit helps pupils in Scotland to achieve RME 1-09a and 2-09b.



ERESOURCES

Go to www.natre.org.uk/bqic-big-questions-big-answers to access the resources below:

- links to a news piece on Greta Thunberg, and a link to her passionate speech at the UN Climate Action summit 2019
- links to a news piece on Malala Yousafzai, and a link to her inspiring speech at the Youth UN
- religious statements on caring for the earth

Members are able to download extra resources to support this unit:

- a PowerPoint presentation
- a copy of this unit to download
- Resource 1.1: worldviews glasses



world? O YOU?

ACTIVITY 1

Growing a worldview

In groups, give pupils one of the stories of our heroes in this unit: Greta, Malala and Marcus (see Resource 4.1 on pp. 16–17).

- Ask them to read the stories carefully.
- Ask them to find out what is most important to each of the heroes of the story.
- See if they can list at least three things that have influenced these heroes and have led them to feel this way.

Report back to the class. How have the individual life stories of these three young people influenced their actions?

Talk about how all three have their own personality and upbringing, and their own experiences that make them who they are. These all affect their worldview, so that they respond to their experiences in their distinctive and courageous ways.



Resource 4.1

ACTIVITY 3

What difference does a worldview make?

Show pupils the pictures on the right side of Resource 4.1 (p. 17).

- From what they have learnt about the three heroes, how do they think each will respond to each picture?
- Ask them to write speech bubbles from the different heroes, reacting to each image.

It is easy to start with Greta on the environment, Malala on education and Marcus on food poverty. But can pupils think how the heroes' worldviews will influence their responses to other images?

Ask pupils to respond to the images and talk about their responses. They can list how the pictures make them feel, and whether they make them want to act in any particular way. Talk about why they react like this. Ask them to come up with suggestions for what they could do. Is there anything to stop them doing it?

ACTIVITY 2

Beliefs and action

Sometimes we know a little about what someone believes; for example, Malala is a Muslim. Sometimes we can tell from their actions; for example, Marcus believes in fairness.

- Ask pupils to look through the stories again and work out what each hero believes, and how they can tell this from their actions.
- Ask pupils to think about their own worldviews. What beliefs do they have, and what actions do they take in their lives that show these beliefs?

Discuss: do beliefs always lead to actions? Should they?

ACTIVITY 4

Religious and non-religious worldviews on matters of justice

Greta and Marcus are not reported as having religious beliefs, although reports say Marcus' mum is a Christian; Malala is Muslim. All three share a passion for acting to make the world a better place. Religions have long traditions of encouraging just such action, even if members of religions do not always manage to follow these rules or guidelines.

Resource 4.2 (p. 18) has some key texts from religious and non-religious worldviews. Ask pupils to match the actions of our three heroes to as many of the teachings as possible. Note how their actions are common across traditions.

Ask pupils to choose three texts/statements from different traditions and to think about what impact it would have on someone's worldview if they recited that text most days.



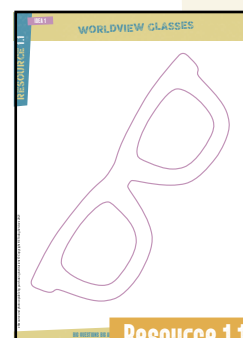
Resource 4.2

ACTIVITY 5

What shapes a worldview?

Talk with pupils about worldviews. A worldview is a way of describing how people encounter the world – a little bit like wearing a pair of glasses. We see everything through the glasses. It means we are not always aware how our worldview affects how we see things, but it is still there. Our worldview emerges from our experiences, our upbringing, the stories we know, the people we admire, the things we learn. Of course, as we do not take off our worldview glasses, it means our worldview also shapes all those experiences too.

Discuss what kinds of stories, lessons, experiences and encounters (with people, for example) have had an impact on pupils' lives. You could draw a glasses outline, or members could use the glasses outline (Resource 1.1 – see p. 2): write the main influences on the lenses, and then write others spreading outwards.



Resource 1.1

How do people's actions



Greta Thunberg

In September 2019, 16-year-old Greta Thunberg spoke to the United Nations General Assembly in New York. After sailing across the Atlantic for 14 days, she spoke to the leaders of 190 countries. She got angry with them for not taking the climate crisis seriously enough. She warned them that there is no time to waste – we need to act now!

Greta was only 8 when she heard about climate change, and could not understand why people were not more worried about it. It upset her. She could not eat. She stopped speaking for months. She decided to fight for the climate, to not eat meat, to never fly and to stop buying things she didn't need. She wanted to make a difference.

In August 2018 she went on strike from school. She sat outside the Swedish parliament with a sign: 'School Strike for Climate'. She tweeted that if adults don't care about her future – because they are doing nothing to repair the climate – then she doesn't care about her future either. This got her on the news!

Inspired by Greta, climate strikes spread across cities in Europe, including in the UK. On 20 September 2019, some pupils did not go to school. Instead, they joined thousands of others on marches, calling for action from big companies and governments to take action to protect the climate.

Greta doesn't want people to listen to *her* – she wants people to take notice of the science. She argues that the IPCC * report *Global Warming of 1.5°C* sets out the steps we all need to take.

*IPCC Intergovernmental Panel on Climate Change

Diagnosed with Asperger's, a form of autism, Greta sees this as her superpower. She certainly makes powerful people sit up and take notice. But she sticks to her values: for her 18th birthday in January 2021, she asked for new bicycle lights.



Malala Yousafzai

Nobody expects to be shot in the head on their way home from school, least of all a 15-year-old schoolgirl. But that is what happened to Malala Yousafzai. She survived, and now her voice is heard around the world, calling for girls to be allowed to stay in school to complete their education.

School was a big part of Malala's childhood. Her father was a teacher, and she loved going into his classes when she was just a toddler. But when she was 10, her part of northwest Pakistan was taken over by an extreme group called the Taliban. They did not want girls to go to school, and destroyed hundreds of schools. Encouraged by her father, 11-year-old Malala started writing an anonymous online diary for the BBC. She wrote that she thought education for girls was very important.

Malala and her father began a public campaign for her right to go to school. Her blog and her actions were becoming well known around the world and she was nominated for the International Children's Peace Prize. But in October 2012, Taliban soldiers got onto her school bus and shot her, injuring two of her friends too.

After emergency treatment in Pakistan, she was brought to the UK to an intensive care unit in a hospital in Birmingham. News media told her shocking story, and her message about girls' education had reached much further than she could have hoped – and the Taliban feared it.

Malala stayed here and went to school in Birmingham. She and her father set up the Malala Fund to empower girls and bring equal education around the world. On her 16th birthday she talked at the United Nations, calling for better policies for girls' education and women's rights. She received the Nobel Peace Prize in 2014 for her fight for equal education for all.

show their WORLDVIEW?



Marcus Rashford

Marcus Rashford is a star footballer for Manchester United and England. But he is also famous for campaigning to keep free school meals through the COVID-19 pandemic lockdowns in 2020–2021.

As schools closed with the first lockdown, his first thought was, 'What are the kids going to eat?' He worked with a charity, FareShare, that distributes food to those in most need in the UK. He set up the Child Food Poverty Task Force to keep everyone talking about child hunger in the

UK. He used his star influence via Twitter to get more businesses and people to donate money. When the government thought about stopping free school meals, he helped to change its mind. Millions of meals have been distributed to families to help them cope with the challenges of the Covid pandemic.

What was it that made Marcus Rashford – a superstar, millionaire footballer – act like this? In part, his upbringing had a major impact on his attitude and actions. Growing up as one of five children with his single mum, he knew what it was like to go without food. His mum, Melanie, a Christian, had several jobs earning minimum wage, but it wasn't always enough. Marcus, his brothers and his sisters had to rely on breakfast clubs, free school meals, food banks and soup kitchens. So he knew what it was like to go without.

As well as his family, Marcus was part of a community that looked after him with acts of kindness. As a young footballer he was taught how he was part of a team, and that his academy was part of a community. When he saw that people were struggling in 2020, he knew that he should give something back to the community.

127.7m girls across the world are out of school
63% of adults who can't read (aged 15 and over) are female
UNESCO Institute for Statistics (UIS)



There were times when there wasn't any food there and you would just go to sleep. It should never be normal to feel how I felt. When you get to the position I'm in now, I feel like if they are in need, and they don't have anyone fighting for them, I should be the one that does it really.

BBC 1 *Marcus Rashford: Feeding Britain's Children*

WHAT IMPACT MIGHT THESE TEXTS HAVE ON SOMEONE'S WORLDVIEW?

Here are some texts and sayings from different religious and non-religious traditions. How many of them apply to the beliefs and actions of Greta, Malala and Marcus?

Choose at least three of these texts from different traditions. Imagine a child reads them every day before they go to school. What difference would it make to how they act in the day? What kinds of things might they think, feel, say or do? In other words, how might it affect their worldview?

We affirm that God loves Creation and that the whole world, including all creatures, is 'good' in God's sight.

We resist the claim that anything in creation is just a resource for human exploitation.

We will resist species extinction for human benefit. We will resist harmful mass production, pollution, and all human activities leading to climate change. As members of the living community of creation, we are one species.

World Council of Churches

adapted from World Convocation on Justice, Peace & the Integrity of Creation, Seoul 1990, Affirmation VII

We are here to make a difference, to mend the fractures of the world, a day at a time, an act at a time, for as long as it takes to make it a place of justice and compassion where the lonely are not alone, the poor not without help; where the cry of the vulnerable is heeded and those who are wronged are heard.

Rabbi Jonathan Sacks

To Heal a Fractured World: The Ethics of Responsibility, Bloomsbury 2005

We find that science is the best method for finding out knowledge of the world, and for solving problems and developing beneficial technologies ... We long for and strive toward a world of mutual care and concern, free of cruelty and its consequences ...

It enriches our lives to recognise that we are individuals and also interdependent.

Non-religious

Humanist Manifesto III (adapted)
americanhumanist.org/what-is-humanism/manifesto3/

'He is not a believer who eats while his neighbour remains hungry by his side.'

Islam

Hadith (al-Sunan al-Kubrá 19049)

Treat others as you would wish to be treated.

The Golden Rule

— all religions have a version of this, as do many people who are non-religious

Article 1: We are all born free and equal and should be treated in the same way.

Article 25: We have the right to food and shelter. All people have a right to be cared for.

Article 26: We all have a right to education.

Non-religious

United Nations Universal Declaration of Human Rights

What does the Lord require of you but to do justice, to show kindness and to walk humbly with your God.

Judaism and Christianity

Micah 6:8

No one truly believes until they wish for their brother and sister what they wish for themselves.

Islam

adapted from Hadith of Bukhari

No-one is my enemy and no-one is a stranger. I get along with everyone.

Sikhi

Guru Granth Sahib p. 1299 (trans. Sant Singh Khalsa)

Conquer anger by love. Conquer evil by good. Conquer the stingy by giving. Conquer the liar by truth.

Buddhism

Dhammapada 223
www.accesstosight.org

Ahimsa (nonviolence) is the highest duty.

Hinduism

Padma Purana 1.31.27

Love the Lord your God with all your heart, all your soul and all your strength. Love your neighbour as you love yourself.

Judaism and Christianity

Deuteronomy 6:5 and Leviticus 19:18 (EXB and NCV)