

CLIMATE CHANGE AND RELIGION TEACHING MODULE

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LESSON PLAN FOR DAY 2

CONTEXT: This lesson plan builds on the debate from Day 1 by critically interrogating what counts as “environmentalism” in debates about religion and climate change/the environment. While students might think that climate action and environmentalism must involve *explicit* efforts to protect the environment, the concept of *embedded environmentalism* can help students identify environmental actors in unexpected places.

Reading + writing assignment to complete before class:

1. Before beginning the reading assignments, students should first write a short reflection in response to the following questions: **“What types of actions, behaviors, and values to you associate with environmentalism/climate action? Why do you consider some of the ideal environmentalists/climate activists?”** Instructors should emphasize that there are no right or wrong answers. The goal is simply to identify how students currently think about these concepts.
2. Next, students read Baugh, Amanda J. 2019. "Explicit and Embedded Environmentalism: Challenging Normativities in the Greening of Religion." *Worldviews: Global Religions, Culture & Ecology* 23 (2).

In class

Instructor leads students in discussion based on the following questions. Depending on class size and dynamics, the instructor might choose to have students discuss some of the questions in small groups before engaging in a conversation with the whole class.

1. Define explicit environmentalism. Define embedded environmentalism. To what extent are these categories helpful for understanding orientations to environmentalism/climate action? Explain.
2. In your own experience, what are some examples of ecofriendly actions and behaviors that are not often identified as “environmental”? Are those examples explicit? Embedded? Both/neither?
3. Compare and contrast orientations to environmentalism among the white Unitarian Universalists with orientations to environmentalism among the Latinx Catholics. What might account for the similarities among the groups? And the differences?

4. How does religion shape the environmentalism of each group, if at all?
5. Return to the reflective writing assignment you completed for homework. How, if at all, have your ideas about environmentalism changed since you wrote that?