**Title: Case study Environment 1: The Chipko Movement**

**Introduction to Lessons**

This is one of four environment-themed case studies (the others are the Green Belt Movement in Kenya, Right to Roam in UK and Sheffield Street Trees). This case study is the story of how women in India in 1974 successfully resisted the cutting down of their forests by hugging the trees and setting up groups to guard them. The lessons explore the concept of ownership, introduce the idea of ‘impact assessment’ and use P4C discussion in and out of role.

**Curriculum links:** RSHE, Citizenship, Art and Design, Expressive arts, English, History, Geography

**Learning outcomes:**

* To explore the concept of ownership.
* To consider the impact of positive and negative actions.

**Concepts:**

Value

Ownership

Importance

Power

**Key vocabulary:**

Destroy

Own

Impact

Colonisation

**Resources:**

PowerPoint

Objects: living plant, artificial plant, drawing of a plant

Resource Sheet 44: photos of tree, wood, forest, planet

Pens and large sheets of paper

Resource Sheet 45: Impact Assessment Grid

Resource Sheet 46: Role cards

Book: ‘Aani and the Tree Huggers’ (optional)

**a. Starter activity**

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| **Activity** | **Time** |
| **1. Mine to Destroy? \***   * Present (as objects where possible or pictures): My drawing of a plant, my artificial plant, my living plant, my tree, my wood, my forest, my planet (RS44) * Ask question for learners to discuss in large (or small groups) “Is there anything I can’t own?” Mind Map the dialogue (teacher or student). * Tear up the drawing of a plant and ask: “Was it okay for me to destroy my drawing of a plant?” Explore reasons for and against which might include the idea that creating something brings particular freedom and powers. * Then suggest destroying the artificial plant asking:  “Should I destroy my artificial plant?” Explore reasons for and against which might include the idea that buying something brings particular powers. * Then suggest destroying the living plant asking:  “Should I destroy my living plant?” * Explore reasons for and against which might include the idea that buying something brings particular powers but these change when the purchased thing is living. * Repeat the same process for the tree, wood, forest and planet. Now in each case ask: “How is this example different from the last?” * Ask question “If something is mine, can I destroy it?” | 1 hour |

**\***From Grace Lockrobin, Thinking Space <https://thinkingspace.org.uk/about_us/> used with permission

**b. Main activities**

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| **Activity Lesson 1** | **Time** |
| 1. **Impact assessment.** Present a scenario at school level of relevance to learners. E.g. “The school traffic wardens are to be removed because the council is making cuts in spending” (Primary) or “A local bus service which serves the school is going to be reduced from every 15 minutes to once an hour” (Secondary).  Use the Impact Assessment grid (RS45) in groups or as whole class to think about the potential impact on the school, community, local environment and the world.  (This analysis could also be carried out with a positive scenario e.g. “The school has decided to create its own allotment”.) | 15 mins. |
| **2. Introduction to Chipko Movement**  Introduce the story of what happened in 1974 up to the point before the women decide to stop the tree felling.  Debate in role: groups study role cards (RS46) for the different people involved in Chipko, then take turns to present their viewpoints in role on the question “Should the trees be felled?”. Open the discussion up to questions for each group and then a general discussion in role (using P4C skills). | 30 mins. |
| 3. **Present the story** of what actually happened in the 1970s (and info. on 18th century origin) (PowerPoint slides 12-18 or learners’ book ‘Aani and the Tree Huggers’ by Jeannine Atkins.  Or 2 min Indian, film news footage: <https://www.youtube.com/watch?v=Hqwns1tyN0M> | 15 mins. |

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| **Activity Lesson 2** |  |
| 1. Graphically portray the Chipko story using a large tree picture displayed on the wall: Roots - causes, Trunk – what happened, branches – solutions/actions, Fruit/seeds – impact of actions. | 10 mins. |
| 2. Use information gathered/picture of tree to complete Impact Assessment (RS45) | 10 mins. |
| 3. P4C Enquiry based on activities/story of Chipko. Learners generate their own philosophical questions. | 40 mins. |

**c. Reflection / evaluation**

As step 10 of the P4C enquiry ask ‘What are the implications for your own life and our lives in school of our discussion?’

**d.** **Suggested follow-up activities**

1. Meaning of trees: value as symbols

Learners research in pairs a different type of tree that has symbolic meaning from different countries (e.g. Cherry Blossom in Japan, Cedar in Lebanon, Baobab in African countries, Khejri in Rajasthan etc.). Place the trees on a World Map. Present information in the form of art/info graphic/graphic for social media platforms/ event/community celebration. The anthology ‘Spirit of the Forest’ by Helen East, Eric Maddern and Alan Marks, Frances Lincoln Books, 2002 has traditional stories from around the world about significant trees. Also see: ‘The Legend of the African Baobab Tree, Bobbi Dooley Hunter, Africa World Press, Inc. 1995

2. Trees in our area

Do we have an important tree in our community? Take a picture of a tree that means something to you. Add these to the tree display.

3. English extension activity – creative writing from the perspective of a tree – either a specific time in its life or its whole life time (this may link into history topics that learners have already studied e.g. WW2 or Victorian Britain).

4. Western folk and fairy stories often portray forests as dangerous or evil places whereas the traditional perception of forest in tropical countries is as a place of connection between humans and plants and animals. Research some traditional western stories such as ‘Little Red Riding Hood’, ‘Goldilocks and the Three Bears’ or even modern ones such as the ‘Forbidden Forest’ at Hogwarts in Harry Potter and the Philosopher’s Stone. Contrast these with stories of forests from other countries: <https://healingforest.org/2019/10/26/forest-stories/>

**Teachers’ evaluations of lessons**

The P4C activities on ownership at the start went very well. We used the impact grid and role-played the different people involved. Pupils enjoyed researching trees sacred to different cultures especially Eastern European trees (as there are pupils of Eastern European origin in the class).