**Title:** **Case study lesson environment 2: The Green Belt Movement, Kenya**

**Introduction to Lesson**

This is the second of four environment-themed case studies (the others are the Chipko Movement in India, Right to Roam in UK and Sheffield Street Trees). This lesson uses the story of Wangari Maathai, Nobel Peace Prize Winner and the Green Belt Movement in Kenya to explore the concept of influence – who do we influence and who influences us?

**Curriculum links:** RSHE, Religious Education, Citizenship, Geography, English, History, Science

**English National Curriculum for Citizenship links**: **KS2** Knowledge, skills and understanding: ‘1a talk and write about their opinions, and explain their views, on issues that affect themselves and society’; ‘2a to research, discuss and debate topical issues, problems and events’; ‘2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences’; ‘2h to recognise the role of voluntary, community and pressure groups’

**KS3 ‘**Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action’; ‘Pupils should be taught about…the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities’.

**Learning outcomes:**

* To explore the concept of ‘influence’ through individually reflecting on who I am influenced by and who I influence and then applying this learning to thinking about Wangari Maathai.
* To use a case study to explore the effectiveness of non-violent actions.

**Concepts:**

Influence

Environment

Interdependence

**Key vocabulary:**

Influence

Hope

**Resources:**

Resource Sheet 47: Influence Diagram

PowerPoint

Resource Sheet 48: Wangari Maathai story pictures

**a. Starter activity**

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| **Activity** | **Time** |
| **1. Who influences me? Who do I influence?**As a whole class, using flipchart/whiteboard, ask for some examples of who learners are influenced by (arrows pointing inwards to “me”) and then who learners influence (arrows pointing outwards from “me”). Individually fill in RS47 influence diagram. | 20 mins. |

**b. Main activities**

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| **Activity** | **Time** |
| 1. Introduce Wangari Maathai with quote“When we plant trees, we plant the seeds of peace and the seeds of hope” (PowerPoint).Ask learners – What does this mean to you? | 5 mins. |
| 2. Introduce story of the Green Belt Movement using 7-minute film Planting Hope: <http://www.greenbeltmovement.org/wangari-maathai/taking-root-documentary> | 10 mins. |
| 3. Using Pictures from 1 – 6, in groups, learners put the pictures in order and retell / write the story for younger learners (RS48) | 30 mins. |
| 4. Plenary – who was Maathai influenced by and who did she influence? Summarise story in six words. | 15 mins. |

**c. Reflection / evaluation**

What are the similarities and differences between the Green Belt Movement in Kenya and the Chipko Movement in India?

**d. Suggested follow-up activities**

See follow-up activities in Chipko case study.

Use the lesson plans on the Green Belt Movement site: <https://www.pbs.org/independentlens/takingroot/classroom.html>

**Lesson 1: From Roots to Branches: The Interconnectedness of Environment, Culture and Social Justice Grade Levels: 9 to 12, College**

In this lesson, students will examine how Kenya’s history as a colonized nation has contributed to their challenges with deforestation. Historical footage documents the extensive clearing of the land, and the displacement of the tribes and tribal life, which took place during the period of British colonialism beginning in the 1880s. They will also learn that the clearing of forested land continued when Kenya returned to self-rule beginning in 1963. Students will then identify how this environmental degradation is related to other social, political and economic problems that affect the country’s marginalized citizens. Students will recognize that the core of the Green Belt Movement’s civic action extends beyond environmentalism.

**Lesson 2: The Green Belt Movement: Evaluating Citizen Action and Environmental Change Strategies Grade Levels: 9 to 12, College**

In this lesson, students examine the community organizing/civic action steps that the Green Belt Movement (GBM) took to address Kenya’s deforestation and to tackle the issues closely connected to this environmental issue, including women’s rights, equitable economic development, political governance and the sustainable management of scarce resources. Students can use this investigation to help reach an overall understanding of the strategies that “change makers” and organizations use to address the issues they attempt to impact—leading them to the research of two activist organizations of their choice.

**TAKING ROOT Video Module 1: Kenya and Wangari Maathai**

This module portrays the story of Wangari Maathai, the first environmentalist and first African woman to win the Nobel Peace Prize. Short clips examine her personal philosophy, leadership of Kenya’s Green Belt Movement, and her ability to empower rural women to mobilize around Kenya’s issues of dwindling natural resources, widespread poverty and oppressive government practices.

**TAKING ROOT Video Module 2: The Green Belt Movement**

This module builds on Video Module 1 by showing how Wangari Maathai and the Green Belt movement mobilized citizens to stand up to their government and demand social and environmental justice. Short clips depict the strategies and tactics that rural women, Maathai and other activists used to protect critical public lands, fight for human rights and protest political corruption.