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Environmental Learning and Water Ethics in Christian-Islamic Perspective Religious Cooperating Learning



Idea for religious cooperation via Teamteaching



Strengthening the competence for capacity of dialogue and plurality (Peace Building competences)



Showing our students interfaith differences and commonalities



Encouraging and giving hope for common action of diverse religions for nurturing sustainable development education



Concretizing by the example of water like a bridgebuilding element between daily life, religious dimensions, central environmental problematic and global issues



Sharing didactical and methodological approaches to raise awareness for different theological understandings and ethical attitudes

Schedule

- 28 April 2025 Introductory event (subject orientation)
- 5 May 2024 Christian environmental ethics
- 12 May 2025 Islamic environmental ethics
- 19 May 2025 Opportunities for interreligious cooperation (example of fasting)
- 26 May 2025 Water and water ethics from an Islamic perspective
- 2.6.25 Water and water ethics from a Christian perspective
- 16.6.25 Buddhist environmental ethics (invitation of a Buddhist nun)
- 23.6.25 Preparation of our school project
- 30.6.25 Preparation of our school project
- 7.7.25 **School project at the vocational school**
- 14.7.25 Follow-up discussion on school project/further focus on water ethics
- 21.7.25 Follow-up discussion on school project/further focus on water ethics
- 28.7.25 Final meeting

General information about the course

Teaching unit	Details
Title of the course	Christian-Islamic dialogue about environmental ethics
Title of the session (teaching unit at the university) or thematic focus	Water as a gift, resources and responsibilities-ecological, ethical and interreligious perspectives
Subject / degree program	Theology with a focus on religious education and didactic of religious education
Classification within the module	Part of the module area Interreligious Education/ Environmental Ethics/ Education for Sustainable Development (ESD) within teacher education and religious education studies
Partner organization (internal or external cooperation partner)	Fos/Bos in Augsburg (vocational school context)
Target group	University students of religious education and students of the certificate for interreligious mediation (CIM); indirectly pupils in secondary education
Time frame	Summer semester (12 weeks, one session per week)

Objectives and classification

Aspect	Implementation in context
Content focus (clarification of one's own religious/ethical views)	Explanation of the own religious or confessional background; Examination of water as a vital resource, religious gift and ethical responsibility through theological, ecological, technological, and political case studies (e.g. drinking water treatment, lithium extraction, sustainable agriculture)
Basic didactic idea (How can a connection to one's own life be established?)	Strong connection to students' lifeworlds through everyday experience with water (drinking water, consumption, fasting practices) and current global challenges (Methodology: Group discussion and presentation)

Connection to religious sustainable development	Comparative engagement with Christian and Islamic perspectives on water (creation, purity, avoidance of waste, (global) responsibility, moderation) based on biblical texts, Qur'anic verses, and Hadiths Water as a key issue of global justice, biodiversity and resource protection; critical reflection on technology, economy, and politics in the sense of Education for Sustainable Development (ESD)
Interreligious connectivity (How can an interreligious perspective be opened up?) → Terms, questions	Water scarcity, sustainability, stewardship of creation, purity, avoidance of waste, global responsibility
Outcome of the session (questions for interreligious exchange)	Development of shared ethical questions for interreligious dialogue, e.g.: How much water consumption is justifiable? Who owns water? How can religious traditions motivate sustainable actions?

Competencies and learning objectives

Area of competence	Learning objectives
Technical competence (water & sustainability)	Students explain key aspects of water as a resource (significance, lines of conflict, protection perspectives) and classify these in terms of sustainability issues.
Religious self-clarification	Students identify and explain key interpretations, values, and norms of their own religious/ethical tradition with regard to water (e.g., purity, ritual, responsibility, justice, reference to creation).
Didactic and pedagogical competence	Students outline how the topic of water and water ethics can be addressed in educational settings (school/university) in a competence-oriented and open-minded manner.
Interreligious competence	Students inform themselves about the interpretations of other religions and formulate respectful questions about other perspectives.
Transfer competence	Students apply the results to specific contexts (campus, school, community, everyday life, local waterways, consumption) and develop teaching and learning materials (with reference to educational plans/curricula).

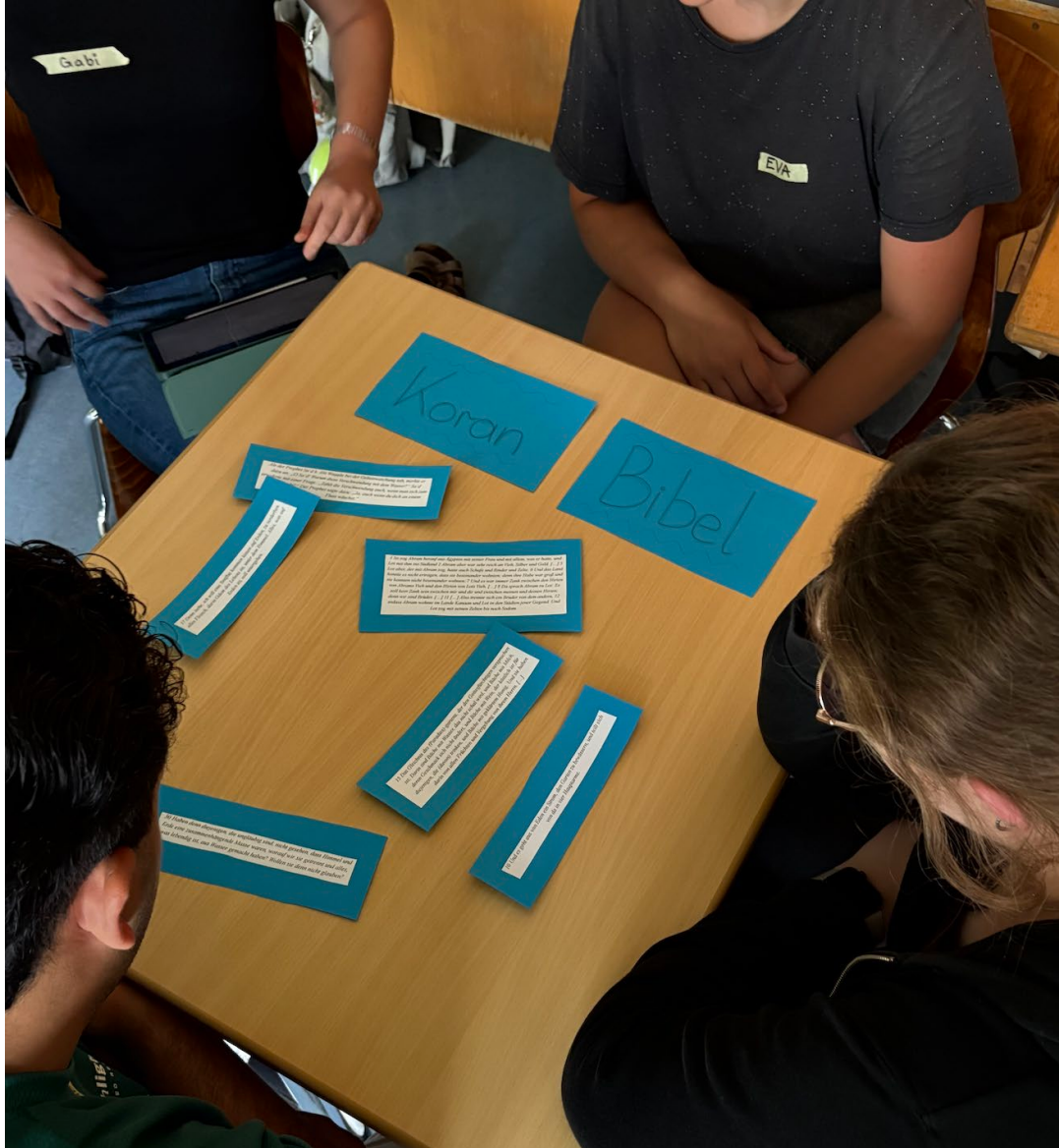
Practice Day – Teaching and Learning Materials



- **Arrival and Introduction**
- Glasses of water (on each per pupil) -> used as sensory introduction
- Seating circle -> supports open discussion and participatory atmosphere
- Images related to water (e.g. baptism, rivers, desert, pollution, sea, everyday use) -> pupils observe images and reflect on emotions and personal associations (pupils select one image and explain its personal relevance)
- Digital reflection
- <https://www.mentimeter.com/> (digital word cloud) -> pupils submit short personal associations via smartphone
- Digital display (projector or shared screen) -> results are collected and reflected on in the plenary

Introduction to the learning stations

- Station 1: Water in the Bible and the Qur'ān
- Selected Bible passages on water -> pupils read and interpret texts related to creation, life, and responsibility
- Selected Qur'anic verses on water ->pupils explore Islamic perspectives on water and stewardship
- Verse strips (printed on coloured paper) ->pupils assign verses to “Bible” or “Qur'ān”
- Comparison worksheet -> similarities and differences are identified and documented
- Instruction card ->guides text work and interreligious discussion in the group





Religious dimension

- Water is a gift of GOD and how can we distribute it fairly among everyone?
- What is justice in my religion?

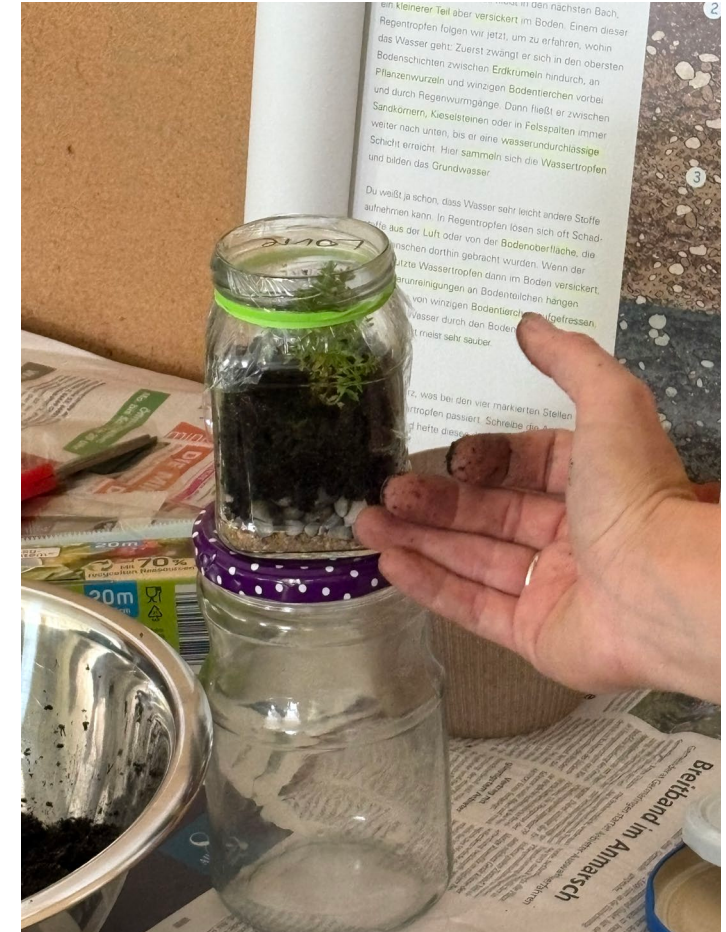
Station 2:

Mini Biotope – Symbol of the Water Cycle

- Glass container ->represents a closed system symbolizing the Earth's water cycle
- Sand, gravel, soil ->layered to model natural soil structures and filtration
- Plants (e.g. lettuce or evergreen plants) -> illustrate vegetation within the water cycle
- Water and watering vessel ->used to start the water circulation process
- Instruction card ->explains step-by-step construction and observation tasks
- Image of the water cycle ->supports conceptual understanding and reflection



Crafting a mini greenhouse on the topic of “maintaining water balance” in miniature and in real life



Station 3: Saving Water in Everyday Life

- Digital resource on water saving (e.g. <https://ctc.ee/quizzes>) -
>pupils explore concrete strategies for reducing water use
- Reflection questions ->pupils discuss personal habits and possible behavioural changes



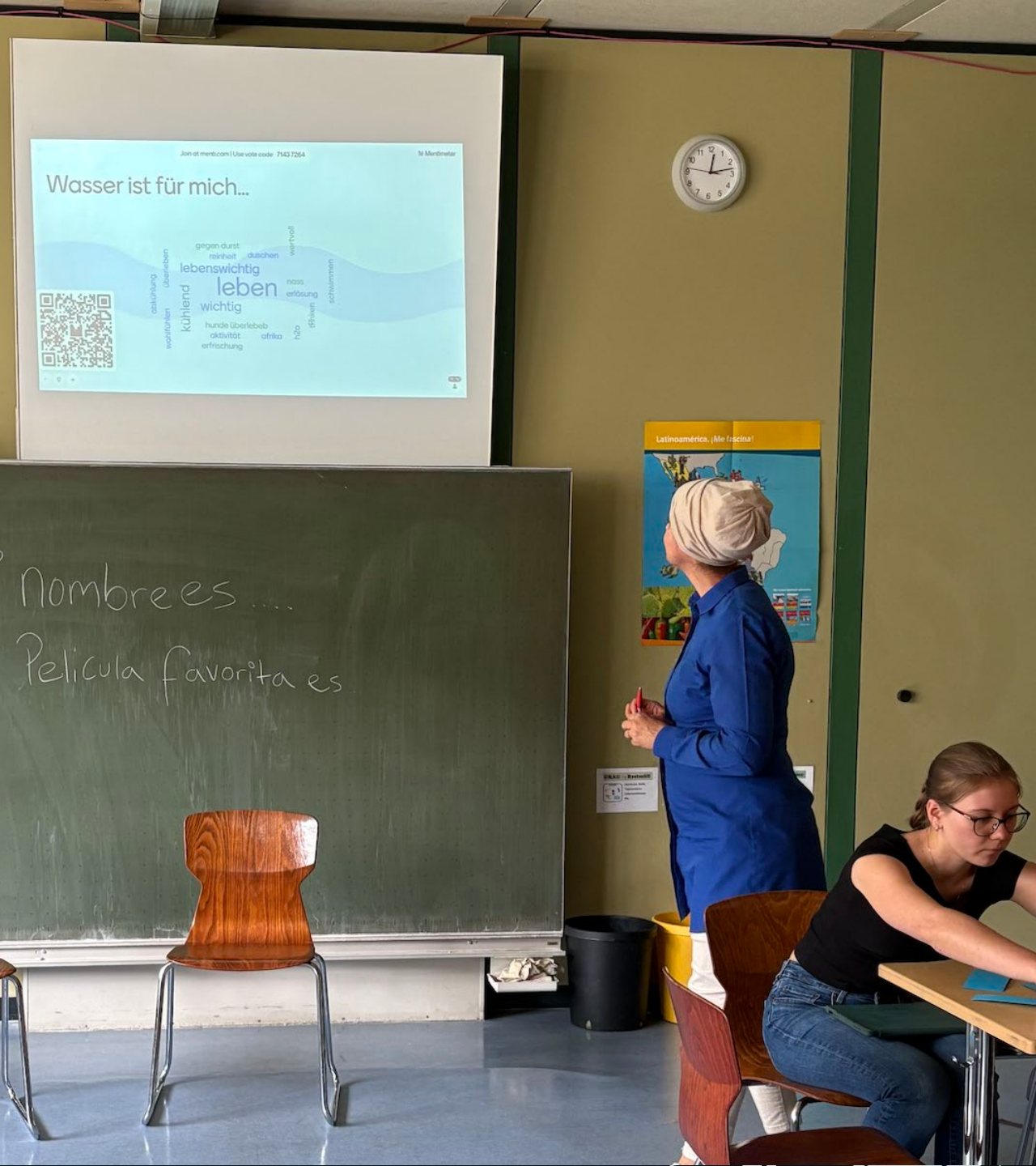
Looking for a
Win-win-situation:

How can I find a
way to act
responsibly
while reducing
my household
expenses?

Station 4:

Hidden Water Consumption and Artificial Intelligence

- Quiz with estimation questions (<https://kahoot.it/>) ->pupils estimate water use related to AI and digital technologies
- Information cards on AI infrastructure (data centres, cooling systems, energy use) -> support factual understanding
- Internet access (Google and alternative search engines) ->pupils research and compare information



Our students

- 10 persons (5 are studying for CIM = Certificate of Interreligious Mediation; 5 are studying for Protestant Theology)
- **Diverse Background:**
- Christian (protestant, catholic and orthodox) but two of them are grown up in a mixed Christian-Islamic family, one of the students is from China, one of the students from Kosovo with high experiences in interfaith problems



Practical day schedule (draft) *Christian-Islamic dialogue on environmental ethics (Naurath/Güzel)*

Materials:

Duration: 90 min.



Min	Building blocks	Content/description	Method	Responsible/ToDo
	Warm-up/Introduction <i>Arrival/creating atmosphere/initial activation</i>	- Welcome - Make water visible as an element - Distribute drinking cups with water	<u>Perception exercise</u>	EN (SG)
	INTRO <i>Arouse curiosity, establish a connection to religion</i>	<u>Water and religion: pictures</u> - Images related to water – scarcity and abundance (baptism, washing in Islam, wells, washing cutlery in Judaism, images of nature, tsunamis, lotus flowers in water...) - Personal connection: "Water is for me..."	- Pictures printed out and laid out on the floor - Positioning in relation to an image - Presentation using a picture (name, what does your picture show in relation to the topic of water?) <u>Mentimeter</u> (EN explains the technology, projector, Emily creates QR code)	EN (SG, <u>everyone</u>): - Search for pictures and send them SG (EN) - Create a Mentimeter (Emily)

	4. Creating a biotope • During the layers: explanation of meaning • Water as a valuable resource		Mirijam, Lena To do: - Glasses - Soil - Small plants - Sand - Gravel
nsfer and solidation	Linking the living environment, religion, and water/environmental ethics: What can I do? My contribution is not insignificant... Many drops make several liters... (Here, refill the drinking cups and pour everything into a large bowl (?))	Here's the question: how do we introduce the topic: Every person can make a difference, every person can change the world Idea: Maybe leave out the water cups here, hand out small pieces of paper and ask people to write down: <i>Why is my contribution important....</i> (EN) Religious reference: by looking back at some of the pictures (SG)	EN SG, all Drinking cups, large bowl (SG brings) –&gt; If we all do something, then there is hope