

Roseneath Theatre

“Like We Used To”

Study Guide

This study guide includes a ‘getting started’ section (including a glossary and pre-show questions), ideas for warm-up activities, two pre-show activities (with possible extensions for flexibility), one lesson expansion activity, two post-show activities (with possible extensions for flexibility), and a compilation of additional related resources. Direct curriculum connections (Ontario) are included at the end of each activity.



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“Like We Used To” Cast and Crew

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GETTING STARTED

Synopsis: (to be filled in by Roseneath)

Class Waiver:

The following activities deal with climate change, the COVID-19 pandemic, friendships, and personal feelings.

Use the following suggested guidelines to frame your lesson:

- Everyone may pass or sit out from an activity
- Create a safe learning environment, where respectful beliefs are freely expressed
- What happens in this class, stays in this class
- Respect for privacy and opinions expressed
- Openness and willingness to discuss

Glossary:

Climate Change - a long-term change in average weather patterns that have come to define Earth's local, regional, and global climates. These changes have a broad range of observed effects that impact various geographic locations differently.

Climate Strike - a form of protest in which people absent themselves from education or work as a form of resistance to join demonstrations demanding action to counter climate change.

Earth Day - is celebrated on April 22nd every year and it reminds us to continue to do the little things that help our environment, including turning off the lights, conserving energy, planting trees, recycling, reducing, and reusing.

Feminist - a person who advocates for women's rights, based on the belief that everyone should have equal rights and opportunities regardless of their gender.

International Children's Peace Prize - annually awarded to a child who has made a special effort to advocate for children's rights and improve the situations of vulnerable children.

Greta Thunberg - a Swedish environmental activist who worked to address the problem of climate change, founding (2018) a movement known as Fridays for Future (also called School Strike for Climate).

Sexism - prejudice or discrimination based on sex or gender, especially against women and girls.

Vegan - a person who does not eat any food derived from animals and who typically does not use other animal products.

DM - A direct message (DM) is a private form of communication between social media users.

Pre-Show Questions:

Q. What do you know about climate change? What are some things you are doing to reduce the effects of global warming?

Q. What does friendship mean to you? How has the COVID-19 pandemic affected relationships with friends and family?

Q. What role does social media and technology play in friendships?

Warm-Up Activities

School Subject:

Science (Elementary)

Health and Physical Education - Grade 3-8 (Elementary)

Activities:

Helping Our Environment - Encourage students to brainstorm ideas as a class about what they can do to help their environment. Then, challenge the class to put one or more of the ideas into action. This challenge can be extended for as long as the teacher would like. For example, the teacher could choose to have the class try one challenge every day of the week. Challenges can include:

- A garbage-free lunch
- Cleaning up the schoolyard or park
- Making something new from recycled materials
- Growing a plant in class (you can even use a yogurt cup, or cut a plastic water bottle in half to use as the container)
- Making your own paper

Science (Elementary)

UNDERSTANDING LIFE SYSTEMS: NEEDS AND CHARACTERISTICS OF LIVING THINGS

1. Assess the role of humans in maintaining a healthy environment;
2. Investigate needs and characteristics of plants and animals, including humans;
3. Demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.

UNDERSTANDING STRUCTURES AND MECHANISMS: MATERIALS, OBJECTS, AND EVERYDAY STRUCTURES

1. Humans make choices related to their use of objects and materials that have a direct effect on the environment.

UNDERSTANDING LIFE SYSTEMS: GROWTH AND CHANGES IN ANIMALS

1. Assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live.

UNDERSTANDING EARTH AND SCIENCE SYSTEMS: AIR AND WATER IN THE ENVIRONMENT

1. Assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things.

UNDERSTANDING LIFE SYSTEMS: GROWTH AND CHANGE IN PLANTS

1. Assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats.

UNDERSTANDING LIFE SYSTEMS: HABITAT AND COMMUNITIES

1. Analyze the effects of human activities on habitats and communities.

UNDERSTANDING LIFE SYSTEMS: BIODIVERSITY

1. Assess human impacts on biodiversity, and identify ways of preserving biodiversity.
2. Demonstrate an understanding of biodiversity its contributions to the stability of natural systems, and its benefits to humans.

UNDERSTANDING LIFE SYSTEMS: INTERACTIONS OF THE ENVIRONMENT

1. Assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts.
2. Investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem.

UNDERSTANDING EARTH AND SPACE SYSTEMS: WATER SYSTEMS

1. Assess the impact of human activities and technologies on the sustainability of water resources.
2. Investigate factors that affect local water quality.
3. Demonstrate an understanding of the characteristics of the earth's water systems and the influence of water systems on a specific region.

Health and Physical Education (Elementary)

SOCIAL AND EMOTIONAL LEARNING SKILLS

- A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, to support healthy relationships, a sense of belonging, and respect for diversity.
-

Pre-Show Activity - Healthy Relationship Building

Big Idea:

During their pre-teen years, students may find themselves branching off into different interests than their friends and beginning to have different opinions. In this lesson, students will learn about the characteristics of healthy friendships and what it means to be a good friend. They will also examine conflict resolution, communication skills, empathy, and relationship-building skills.

At the end of this lesson, students will be able to:

- Define what the term 'good friend' means to them
- Identify the characteristics and qualities of a healthy relationship
- Learn how to handle situations of conflict or disagreement

Materials:

- Construction paper
- Tape/staples
- A writing utensil

School Subject:

Health and Physical Education - Grades 3-8 (Elementary)

Activities:

Option 1- The Friendship Chain (20 minutes)

- Give each student a piece of paper. Ask them to write down what they think the most important quality is in a friend.
- Collect the papers.
- Tape or staple them together to create a chain to hang in the classroom.

Extension: (+1 hour)

- Put students into small groups to discuss their answers.

- Students will then create two comic strips or two short scenes with different endings. The first comic strip/scene will illustrate a situation where someone is being a bad friend. The second will show what a good friend would do in the same situation, based on their friendship chain answers

If students are older, you can change the topic to a healthy relationship instead of friendship.

Option 2- Examining Conflicts (30 minutes)

- Ask students to think about a situation where they and a friend disagreed or had different opinions.
- Have students write a short journal entry about how they could have worked the situation out or come to a compromise.
- Have students first write about the situation, then have them focus on what happened in the end. If the result of the disagreement did not end well, have students reflect on what they could have done to create a better outcome. If the outcome was favourable, have students write about how they worked together with their friend to compromise.

If students feel uncomfortable with describing their personal situation, they can use one of the following examples:

- A fight over cheating at sports or a game.
- Liking different music.
- Finding a time or place to hang out together.
- An issue with sharing.
- Confronting someone who said something mean about them or someone else.

Curriculum Connections:

SOCIAL AND EMOTIONAL LEARNING SKILLS

- A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, to support healthy relationships, a sense of belonging, and respect for diversity.

Pre-Show Activity - Climate Change and You

Big Idea:

Students may know that climate change and global warming are concerns of what will occur in the future. Do they understand, however, that the Earth's atmosphere is already shifting rapidly? Do they understand that these developments are already affecting individuals and local communities?

In this lesson, students will learn about climate change and how it is affecting people and communities around them. In groups, they will create working definitions of important terms and find alternative ways to combat climate change and global warming.

At the end of this lesson students will be able to:

- Define climate change, global warming, and climate justice.
- Identify factors contributing to climate change and design achievable local solutions.
- Learn about the ways that climate change is affecting certain communities and establish a personal connection to climate change and/or global warming.

Materials:

- Powerpoint slides and access to computer/laptop and projector
- Chart paper or a chalkboard
- Markers or chalk
- Devices with access to the internet for student research

School Subject:

Science & Technology - Grade 5 (Elementary)

Social Studies - Grade 6 (Elementary)

Science - Grade 10 (Secondary)

Biology - Grade 11 (Secondary)

Activity:

Minds On (15 minutes)

- Introduce the subject of climate change to the class and invite students to react to the word "climate change" with a three-minute free write or sketch. This activity will be

done individually. Students can write about what they know, what they believe they know, what they've learned, what they're confused about, and/or what they want to know.

- After students are done writing/sketching, ask them to share their work with a partner.
- After they have shared, ask them to work together to write a collaborative summary of what they discussed, in which they combine their ideas.
- Discuss what students noticed when they went through this process as a class. What did they know about it? What did they take away from their peers' experiences? What was it like to be a part of this? What are their concerns? Were there any disagreements?

Action (30 minutes)

- Divide students into small groups and let them choose a text from a list of articles about current climate change issues. Articles can focus on rising sea levels, forest fires, water contamination, melting glaciers, etc.
- Students will discuss the articles in groups and report back to the class with a brief class presentation. They should take notes on and address the following questions:
 - *What effect has global climate change had on the climate and geography of the area you analyzed in your article?*
 - *What effect have these developments had on the people who live there?*
 - *How have people tried to respond to the consequences of climate change?*
 - *These articles feature pictures that were chosen to leave an impression on the viewer. What are the contents of these images? Which picture has the most impact? Describe it and explain why it's such a powerful picture.*
 - *Why is this story important for the world to know?*
 - *What can you do to help, and how would you do that?*

Connect/Consolidate/Discuss (15 minutes):

- Regroup as a class after students have shared what they learned from their articles and make room for any outstanding thoughts or questions.
- Summarize key understandings and encourage students to continue their research outside of the classroom.
- In *Like We Used To* by Mina James, students will learn about climate change and its relation to social activism. The proposed solutions created to combat local climate change will directly relate to climate justice and social activism.

Resources for Pre-Show Activity :

- <https://www.cbc.ca/news/canada/newfoundland-labrador/labrador-nunatsiavut-sea-ice-1.5951551>

- <https://www.ctvnews.ca/climate-and-environment/crisis-ecoregions-climate-change-is-t-htreatening-these-nine-places-in-canada-1.5341887>
- <https://www.cbc.ca/radio/quirks/federal-report-reveals-complex-changes-taking-place-in-our-oceans-1.5956653>
- <https://www.cbc.ca/news/canada/manitoba/dry-winter-manitoba-drought-concerns-1.5965785>
- <https://www.cbc.ca/news/technology/california-wildfires-climate-change-1.5659909>
- <https://www.ctvnews.ca/climate-and-environment/summers-in-northern-hemisphere-may-last-half-the-year-by-2100-study-1.5340396>
- <https://globalnews.ca/news/7610723/climate-change-canada-prairies/>
- <https://www.thetimes.co.uk/article/warming-of-the-arctic-leaves-inuit-community-in-canada-on-thin-ice-psd6mjnz5>

Curriculum Connections:

Science & Technology (Elementary)

UNDERSTANDING EARTH AND SPACE SYSTEMS CONSERVATION OF ENERGY AND RESOURCES

1. Analyse the immediate and long-term effects of energy and resource uses on society and the environment, and evaluate options for conserving energy and resources;

Social Sciences (Elementary)

B. PEOPLE AND ENVIRONMENTS: CANADA’S INTERACTIONS WITH THE GLOBAL COMMUNITY

B1. Application: explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena (FOCUS ON: Interrelationships; Perspective).

B2. Inquiry: use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues (FOCUS ON: Cause and Consequence).

B3. Understanding Context: describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement (FOCUS ON: Significance; Patterns and Trends).

Science (Secondary)

D. Earth and Space Science: Earth’s Dynamic Climate

D1. Analyze effects of human activity on climate change, and effects of climate change on living things and natural systems;

D2. Investigate various natural and human factors that have an impact on climate change and global warming;

D3. Demonstrate an understanding of various natural and human factors that contribute to climate change and global warming.

Biology (Secondary)

B. Diversity of Living Things

B1. Analyze the effects of various human activities on the diversity of living things;

Expansion Activity: Explaining Climate Change

Big Idea:

How should students communicate their knowledge about climate change? How do they talk about global warming when it's such a contentious political debate, with governments denying climate change and companies polluting our environment?

Activity:

Minds On (10-15 minutes)

As a class, or in small groups, review an online resource by David Suzuki that focuses on the importance of how and why we should have climate change conversations.

<https://davidsuzuki.org/what-you-can-do/how-and-why-to-have-climate-change-conversations/>

Action (30 minutes)

- Students will take on the role of a climate scientist or an activist trying to address misconceptions about climate change.
- The class can identify misconceptions on their own, or choose from the list below:
 - *Winter was so cold this year. How is global warming a possible reason?*
 - *Isn't this just a normal fluctuation in the earth's temperature?*
 - *There's nothing we can do about it anyway so why care at all?*
 - *Our economy cannot handle green energy, it would take such a blow.*
 - *It won't affect our generation, so why worry now?*
 - *I don't mind warmer temperatures, I'm dying to get to the beach!*
 - *The hole in the ozone layer causes climate change, nothing we can do about that.*
 - *Scientists still disagree about whether climate change is happening.*
 - *It's not our fault!*
- Request that students choose one or more misconceptions and write a counterargument (1 paragraph). Instead of writing a whole paper, students should examine the

misconception—why do certain people believe it? What proof or logic do they have? Then, to contradict that, use scientific facts (such as those discussed in classroom resources, or through library-based research).

- Students should remember the lessons learned from David Suzuki’s resource and think about who their audience is and what tone they should use in their writing.

Connect/Consolidate/Discuss (15 minutes):

Students can plan to host a teach-in for the school or local community after the class has addressed numerous myths to educate their friends and neighbours about climate change and how it is already impacting the world.

Post-Show Activity - Creating Action Online When There Are Issues on the Line

Big Idea:

Students will consider how young people engage in offline and online activism. Students will also explore the use of different communication mediums to convey information and engage in online activism.

At the end of this lesson, students will be able to:

- Use research skills to identify and present a current issue.
- Utilize a variety of media texts to convey information to a particular audience.
- Learn about how different digital mediums can be used to achieve different communication goals.

Materials:

Materials needed for the activity:

- Devices with internet access for research
- Paper and a writing utensil or access to a digital word document

Materials needed to extend the activity:

- Access to a graphic design program
 - <https://www.canva.com/education/> Educators can sign up for free access for their class
 - <https://sketch.io/sketchpad/> Also has a Google Classroom extension

OR

- Any art supplies available in the classroom

School Subjects:

Art – Grades 7 & 8 (Elementary)

Language – Grades 7 & 8 (Elementary)

Social Studies - Grade 5 & 6 (Elementary)

Geography - Grade 7 (Elementary)

Activity:

Minds On (10-15 minutes)

Lead students in a class discussion about youth-led activism using the following prompts:

- What is activism? What does it mean to be an activist?
- What youth-led activism movements are you familiar with?
- What strategies did young people in these movements use to spread their message? (i.e., social media, marches, protests, etc.)
- What are the similarities between physical activism and online activism? What are the differences? Why might someone choose to engage in one form or the other?

Action (30 minutes)

In small groups, have students create a social media campaign for an issue or cause of their choice.

Examples of issues to address:

- Climate change
- Gender equity
- Racial justice
- Voting Rights
- Gun violence
- Water rights

Have each group brainstorm three social media posts for their campaign that addresses key information about the issue and includes a call to action.

Examples of social media posts:

- Tweet on Twitter – Construct a message that is 280 characters or less.
- Instagram post – Roughly sketch out an infographic or photo you would post and write an accompanying caption.

- YouTube video – Create a storyboard of how you would film a public service announcement by sketching what is shown in each video clip and writing notes of any dialogue or audio associated with each clip.

Information to include:

- What the issue is and who/what is affected.
- What the cause of the issue is.
- What changes need to be made/how the issue can be addressed.
- How people can get involved.

Have students present their drafted campaigns with the class.

Extending the Activity:

Have students use their drafts to create the social media posts using a graphic design program (i.e Canva or Sketch.io) or art supplies. Once complete, have students present their campaigns to the class.

Connect/Consolidate/Discuss (15 minutes):

Use the following prompts to lead a class discussion to debrief the activity:

- Why did you choose the social media platform(s) that you did? Do different platforms offer different opportunities or capabilities?
- Why did you include the information that you did?
- What are the strengths of using social media for activism? What barriers might you face?
- Who do you think would be the target audience for your social media campaign? Why might your campaign be targeted to that audience and not others?
- In what other ways can you engage in activism?

Curriculum Connections:

The Arts (Elementary)

D. VISUAL ARTS

- D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce artworks in a variety of traditional two- and three-dimensional forms, as well as multimedia artworks, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.
- D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

Language (Elementary)

ORAL COMMUNICATION

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

WRITING

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

MEDIA LITERACY

1. Demonstrate an understanding of a variety of media texts.
2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.
4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Social Studies (Elementary)

B. PEOPLE AND ENVIRONMENTS: THE ROLE OF GOVERNMENT AND RESPONSIBLE CITIZENSHIP

B1. Application: assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues.

B1.2. Create a plan of action to address a social issue of local, provincial/territorial, and/or national significance, specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens.

Social Studies (Elementary - Grade 6)

B. PEOPLE AND ENVIRONMENTS: CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY

B2. Inquiry: use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues.

B2.2. Gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies.

Geography (Elementary)

B. NATURAL RESOURCES AROUND THE WORLD: USE AND SUSTAINABILITY

B1. Application: analyze aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources.

B1.3. Assess the efforts of some groups, agencies, and/or organizations in helping to preserve natural resources.

Post-Show Activity- How does it make you feel?

Big Idea:

Students will analyze their experiences throughout the COVID-19 pandemic and learn about the experiences of their classmates through an interviewing process. As a class, students will engage in a conversation about personal feelings and their relationship with resilience throughout the COVID-19 pandemic.

At the end of this lesson, students will be able to:

- Define resilience and different feelings associated with student mental health.
- Identify characteristics of wellness and coping strategies.
- Learn how to ask effective questions, interview peers, and summarize findings.

Materials:

- Powerpoint slides and access to computer/laptop and projector
- Chart paper or chalkboard
- Markers or chalk
- Props

School Subjects:

Language - Grades 6-8 (Elementary)

Drama - Grades 6-8 (Elementary)

Activity:

Minds On (15 minutes)

At the beginning of the play, Lara feels conflicted about her current situation within the COVID-19 pandemic. She experiences feelings of enjoyment because of her new freedom, but she also finds herself feeling guilty because so many people are struggling. Engage students in a discussion about their experiences during the pandemic using the following prompts:

- *What feelings have you experienced?*
- *How have your routines been adjusted? (ex. adjusting to online learning or different school practices)*

The characters in the play experience and describe different feelings associated with the pandemic. This activity will help students explore these feelings, compare how the characters experienced them, discuss feelings that students experience, and uncover how students can practice resilience and mindfulness.

Examples of feelings within the play:

- Ambivalence
 - Lara: “I mean it feels weird to say I love this time, when everyone else I know is struggling... I just don’t know how to feel. Sometimes I do love it, but then I immediately feel like this wave of guilt after” (p.3)
- Desensitized
 - Lara: “My mom used it the other day to describe how she felt about the pandemic” (p. 16)
- Resilience
 - Lara channels her energy into activism - “Just cause we have masks on doesn’t mean our voices won’t be heard” (p. 11)

Additional wellness resources from the TDSB:

<https://www.tdsb.on.ca/In-Person-Learning/Resources-During-Covid-19/Classroom-Educator-Resources/TDSBwellness>

Action (30-40 minutes)

Resilience Interview Activity for Option A

https://drive.google.com/file/d/1VADp_jY6TZ35MguHeOlx-LOO9PwkRSKZ/view

Option A

- Introduce the activity (linked above) to the class and explain the value of interviews and how they serve to inform us about society and our changing environments.
- Set guidelines regarding classroom etiquette and inform students about the ethics of interviewing classmates. Remind students that they only must share things that they are comfortable sharing with the class, and they are welcome to skip questions that they are not comfortable answering.
- Allow students to choose a partner. Students will take on the role of interviewers and interviewees to complete the ‘Resiliency Interview Activity.’ Ensure there is enough time for both students to share their experiences and feelings.

Option B

- Introduce the activity to class and explain the value of interviews and how they serve to inform us about society and our changing environments.
- Show students an example of the survey and make space for clarification questions.
- Set guidelines and rules regarding classroom etiquette and inform students about the ethics of interviewing classmates. Remind students that they only must share things that they are comfortable sharing with the class, and they are welcome to skip questions that they are not comfortable answering.
- Students will work together to create questions that they will ask each other in the interview. Questions should focus on wellness, resiliency, and student coping strategies throughout the COVID-19 pandemic.
- Once questions have been created, students will take on the role of interviewers and interviewees to complete the activity. Ensure there is enough time for both students to share their experiences and feelings.

Connect/Consolidate/Discuss (15 minutes):

- Summarize common themes and findings from the classroom interviews.
- As a class, discuss various wellness and coping strategies for students during the COVID-19 pandemic.
- Refer students to school resources and any other applicable material.

Notes:

- Students in a drama class can focus on recreating the roles of an interviewer and interviewee. This activity can also be adapted to become a scripted scene and this can serve as a way for students to share experiences with the class. Students can also impersonate famous talk show hosts or journalists.
- This activity can be converted into a two-day activity if students would rather interview parents/guardians or friends outside of school. This can further be extended through having students create presentations based on their findings to share with the class.

Curriculum Connections:

Language (Elementary)

ORAL COMMUNICATION

1. Listen to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

WRITING

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

Drama (Elementary)

DRAMA

B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

ADDITIONAL RESOURCES

Books

- *Environmental books for kids:*
<https://www.common sense media.org/lists/environmental-books-for-kids>
- *Books about activism:*
<https://www.common sense media.org/lists/books-to-inspire-young-activists>

Podcasts

- *Collection of short podcasts with youth activists:*
<https://app.kidslisten.org/pod/Activist-You>
- *Good Night Stories for Rebel Girls - Greta Thunberg read by Jameela Jamil:*
<https://app.kidslisten.org/ep/Good-Night-Stories-for-Rebel-Girls-Greta-Thunberg-read-by-Jameela-Jamil>

News articles

- <https://www.thenation.com/article/archive/greta-thunberg-climate-change-strike/>
- <https://www.cbc.ca/news/technology/environmental-racism-data-1.5963248>

Films

- *I Am Greta* directed by Nathan Grossman
- *The Water Walker* directed by James Burns
- *Hannah's Story* by Juanita Peters
- *For Angela* by Nancy Trites and Daniel Prouty
- *Mela's Lunch* by Sugith Varughese
- *It's a Girl's World* by Lynn Glazier
- *The Sacred Relationship* by Greg Miller

Other Online Sources

- <https://biofriendlyplanet.com/nature/environment/environmentally-friendly-actions-youur-kids-can-take/>
- <https://www.naturespath.com/en-ca/blog/20-activities-kids-learn-sustainability/>
- <https://kidsforsavingearth.org/programs/eco/>
- <https://www.cheerios.ca/bringbackthebees/>
- <https://www.unicef.org/globalinsight/stories/pandemic-participation-youth-activism-online-covid-19-crisis>
- “The Greta Generation: Youth Activism Around the World”:
<https://youtu.be/6NaqdvSphaU>
- “How teen activists are mobilizing using social media”:
<https://www.youtube.com/watch?v=OPBozWS6I7A>
- TEDx talk - “From social media to social impact”:
<https://www.youtube.com/watch?v=4G3OqmGhLgc>
- “Want to be a youth activist? Here are some tips”:
<https://www.youtube.com/watch?v=l1Fx3m2oPC4>