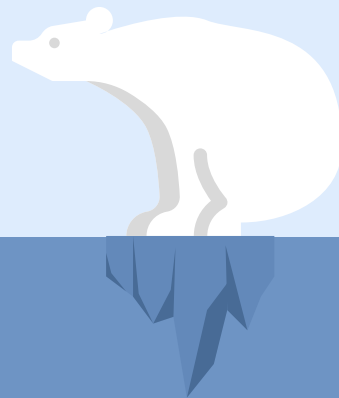




GENERATION GRETA

CURRICULUM RESOURCE



PRESENTED BY:



SPONSORED BY:



Nova Scotia
Teachers Union



CURRICULUM BY:

MRS KRISTA LEBLANC

IB BIOLOGY HL
BIOLOGY 11/12
FOOD SCIENCE 12

GENERATION GRETA



A DOCUMENTARY BY JOHAN BOULANGER & SIMON KESSLER | AVAILABLE TO STREAM ON [KANOPY](#)
2020 | FRANCE | 53 MINUTES | [TRAILER](#) (<https://www.facebook.com/galaxiepresse/videos/206770844011414/>)

TEACHER'S GUIDE

This curriculum resource will guide teachers and students to enrich their viewing experience of the 2020 documentary *Generation Greta*. This resource is designed to help teachers frame discussions with their class, with viewing and post-viewing activities for the film as well as an assignment relating to the themes of the film that can be completed after viewing.

ABOUT THE FILM

They are aged between 12 and 24. They have grown up in a world with increasing droughts, floods, fires. And they share a common fight: the climate emergency.

In spite of their cultural and geographical differences, nine young female activists are united under the same struggle: raising awareness about the climate emergency, fighting against the inaction of politicians, and promoting radical societal change, so that nature and social justice become our top priority.

In the wake of Greta Thunberg, the most famous of them all, these young women already possess the charisma and assurance of some of the history's greatest political personalities. Who are these activists, set on changing the world? How can we understand their anger? What hopes do they carry?

Generation Greta recounts the story of these nine incredible young women, combining moving eyewitness accounts and breathtaking archive footage.

Source: <https://javafilms.fr/film/generation-greta/>

ABOUT THE FILMMAKERS

Simon Kessler is a French documentary filmmaker based between Montreal, Canada and Paris, France. He has directed and developed a number of documentaries for network television, including the National Geographic.

Source: www.simonkessler.fr

Johan Boulanger is a French filmmaker and editor based in Paris, France. He has worked on a number of French-language short films and documentaries.

Source: <https://www.imdb.com/name/nm2195350/>



CURRICULUM OUTCOMES



CITIZENSHIP 9 - LEARNING OUTCOMES ATTACHED TO THE FILM *GENERATION GRETA*

UNIT	OUTCOME STATEMENT	INDICATORS
Engaged Citizenship Learners	Construct a collaboratively-designed service learning project which addresses a need in the school or larger community.	<ul style="list-style-type: none"> Evaluate personal skills, strengths and interests in relation to the service learning project (PCD/CT) Plan a service learning project to achieve the goal (CZ/COM/CI/CT/TF) Implement a service learning plan (COM/PCD/CI/TF) Evaluate the development of citizenship skills in relation to the service learning project (CZ/COM/CT)
Who Am I as a Citizen?	Learners will evaluate evolving concepts and attributes of citizenship as members of different kinds of communities.	<ul style="list-style-type: none"> Compare rights and responsibilities as current and future citizens (CZ/CT) Investigate how worldview impacts understanding of citizenship (CZ/CT) Predict how a citizen's role may change over time (CZ/PCD/CT)
	Learners will evaluate evolving concepts and attributes of citizenship as members of different kinds of communities.	<ul style="list-style-type: none"> Compare rights and responsibilities as current and future citizens (CZ/CT) Investigate how worldview impacts understanding of citizenship (CZ/CT) Predict how a citizen's role may change over time (CZ/PCD/CT)
	Learners will evaluate key changes in the citizenship rights of Mi'kmaw and other traditionally disempowered people.	<ul style="list-style-type: none"> Investigate how and why citizenship rights have changed for various people in Canada (CZ/PCD/CT) Evaluate the importance of treaties as integral to citizenship rights and responsibilities (CZ/PCD/CT) Analyse the role of all citizens in reconciliation (COM/CT)
	Digital Citizenship Learners will evaluate how perceptions of current issues are influenced by various media, and how this shapes actions, choices, and reactions.	<ul style="list-style-type: none"> Evaluate how various groups are represented or omitted in media and the influence this has on people's perspectives (CZ/COM/CT/TF) Analyse how social and mass media impact the awareness of certain issues (CZ/COM/CT/TF) Investigate how citizens' and governments' choices can be affected by different media (CZ/COM/CT/TF)
	Learners will evaluate risks, rights, and responsibilities of digital citizens.	<ul style="list-style-type: none"> Evaluate the opportunities and risks of being digitally engaged or connected (COM/PCD/CT/TF) Investigate how a digital footprint influences others' perceptions (CZ/PCD/TF) Investigate the role of anonymity in both the production and consumption of media (COM/PCD/CT/TF)
Governance	Learners will analyze how issues become valued within and across all areas of government and society.	<ul style="list-style-type: none"> Analyze the role that worldview plays in personal and societal values & decision-making (CZ/PCD/CT) Reflect on reasons a personally-chosen issue could be valued by society (CZ/COM/PCD/CI/CT)
	Learners will investigate the structure, operation, and selection of government in Canada, including federal, provincial, territorial, indigenous, and municipal government models.	<ul style="list-style-type: none"> Investigate how various types of governments in Canada are formed (CZ/COM/TF) Investigate interactions and decision-making in indigenous and non-indigenous governance models (CZ/COM/CT)
	Learners will evaluate strategies to meaningfully engage as citizens within a democratic process.	<ul style="list-style-type: none"> Evaluate ways to work within and outside of government structures to affect change (CZ/COM/PCD/CI/CT) Investigate ways that citizens can advocate for change, awareness, or action (CZ/COM/PCD/CI/CT/TF) Investigate the impact of resistance and protest as political and social actions (CZ/COM/CT) Analyse how unequal access to democracy makes some groups' voices more powerful than others (CZ/COM/CT)

CURRICULUM OUTCOMES



SCIENCE 10 - LEARNING OUTCOMES ATTACHED TO THE FILM *GENERATION GRETA*

OUTCOME #	OUTCOME STATEMENT
118-2, 117-6, 114-6	<ul style="list-style-type: none">Identify and report the impact of accurate weather forecasting from the personal to the global point of view
118-7, 214-11, 116-1	<ul style="list-style-type: none">Analyze and report on the risks, benefits, and limitations of society's responses to weather forecasting

BIOLOGY 11 - LEARNING OUTCOMES ATTACHED TO THE FILM *GENERATION GRETA*

UNIT	OUTCOME STATEMENT
Interactions Among Living Things	Biomes: <ul style="list-style-type: none">Compare and interpret patterns of North America's biomes with another continent in terms of climate, vegetation, physical geography, and location (214-5, 318-7)
	Population Dynamics: <ul style="list-style-type: none">Synthesize information from multiple sources to describe and explain factors that influence population growth and interactions within and between populations (215-3, 318-8, 319-9)Propose courses of action on social, economic, and cultural issues related to Earth's carrying capacity and demands on natural resources, referencing the energy pyramid (116-7, 118-10, 318-10, 318-11)

GLOBAL GEOGRAPHY 12 - LEARNING OUTCOMES ATTACHED TO THE FILM *GENERATION GRETA*

UNIT	OUTCOME STATEMENT	RELEVANT THEMES
Our Fragile Planet: A Geographical Perspective	1.1 Earth in Space: A Fragile Miracle Objective: <ul style="list-style-type: none"> To familiarize students with the characteristics that make Earth unique. To nurture in students an appreciation for the fact that Earth has an environment that is unique in the solar system, one whose whole is far greater than the sum of its parts. 	1.1.2 Earth as a Closed System Primary Theme: Human/environment interaction (implied) <ul style="list-style-type: none"> a) Closed and open systems b) Incoming/outgoing energy c) Carbon, nitrogen, oxygen, and water cycles
	1.3 The Critical Stage: A Planet in Peril Objective: <ul style="list-style-type: none"> To have students appreciate the potential of critical situations facing the planet. 	1.1.4 Humankind as Part of the Miracle Primary Theme: Human/environment interaction <ul style="list-style-type: none"> a) Relatively recent arrival b) The dominating species c) Capacity to care and the role of variables: knowledge and reasoning, socio-economic factors, culture, female/male perspective, etc.
		1.3.2 Warning Signs Primary Theme: Human/environment interaction <ul style="list-style-type: none"> a) Signs of crisis in the atmosphere b) Signs of crisis in the ocean c) Signs of crisis on the land
Perilous Processes: Our Planet at Risk	2.2 Peril and Threat: Natural Processes Objective: <ul style="list-style-type: none"> To search for the relationships between human settlement and response, and natural perils and their occurrence. 	2.2.1 Global Distribution of Natural Perils Primary Themes: Location, region, pattern <ul style="list-style-type: none"> a) Geological perils: earthquakes, volcanoes, mudslides b) Atmospheric perils: droughts, tornadoes, hurricanes, rain, and melt-induced floods c) Biotic perils: locusts, diseases
		2.2.2 Human Settlement and Natural Perils: The Relationships Primary Themes: Human/environment interaction, location, region, pattern, culture <ul style="list-style-type: none"> a) Natural perils and high density population regions b) Natural perils and developing countries c) Human responses: prediction and preparation
		2.2.3 Selected Case Studies Primary Themes: Potentially all, with human/environment and culture predominant
	2.3 Peril and Threat: Human Processes Objective: <ul style="list-style-type: none"> To have students recognize human-made perils and that these create problems that threaten the capability of our planet to sustain life. 	

VIEWING & POST-VIEWING ACTIVITIES

Name: _____

While watching the film, please complete the following activities.

VIEWING ACTIVITY 1: One of the overarching themes of the film is that we are all global citizens and must not just take care of our country: we must think global but act local. Students today are living in a climate emergency with natural disasters like droughts, floods, fires, cyclones and locust plagues. As you watch the film, please annotate the map below with the natural disasters that are happening worldwide. You can put little notes about the event that has occurred, be it a flood, fire, landslide etc.



POST-VIEWING ACTIVITY 1: Reflect & Connect (if you like, you can write your answers on a separate piece of paper or on the back of this worksheet).

- The film Generation Greta connects us with 9 different perspectives on climate change. When you look at the map above and review your notes, what common themes do you see?

VIEWING ACTIVITY 2: During the film, 9 young female activists are featured. As you watch the film, select 4 of the activists to focus on and take short bullet point notes about who they are, where they live, and their climate crusade. We will need these notes as we discuss the film.

ACTIVIST	NOTES
Marinel Ubaldo (Philippines)	
Elizabeth Wathuti (Kenya)	
Helena Gualinga (Ecuador)	
Ridhima Pandey (India)	
Nicole Becker (Argentina)	
Melati Wijsen (Indonesia)	
Lilly Platt (Netherlands)	
Sixtine Dano (France)	
Jamie Margolin (United States)	

VIEWING & POST-VIEWING ACTIVITIES



POST-VIEWING ACTIVITY 2: In the film we meet Elizabeth Wathuti from Kenya. Elizabeth is an activist against deforestation. She mentions that although African regions produce very little carbon emissions, they are already feeling the effects of climate change. The changing African climate has contributed to incredible breeding conditions for the locust. Currently, a plague of 1 billion insects are swarming East Africa. The largest swarm measures 60km x 40km and eats the food source for the animals in the region. Answer the following questions.

Helpful website: <https://www.nationalgeographic.com/animals/2020/05/gigantic-locust-swarms-hit-east-africa/>

1) What is a locust?

2) Draw a sketch of a locust and label its body segments.

3) What do locusts eat?

4) Draw a food web that includes a locust. Don't forget to show the energy transfer of sunlight using arrows.

5) Why are locust plagues a threat to citizens of the world?

6) What can be done to combat the locust invasion?

A CANADIAN CONNECTION

7) How has your world view shifted after viewing the film?

8) Why should a student in a Nova Scotia classroom care about these issues that are happening around the world?

9) The film *Generation Greta* lacks a Canadian perspective, but there are many incredible young activists that live here too! Autumn Peltier is 15 years old and is from Wikwemikong First Nation on Manitoulin Island, Ontario. She has spoken at the World Economic Forum about the importance of clean drinking water for all world citizens.

Visit this link:

<https://www.cbc.ca/news/indigenous/autumn-peltier-thunberg-davos-1.5435091>

and listen to Autumn Peltier speak in the embedded video clip.

"I personally don't feel heard from politicians... When it comes to the federal government it is really hard to get their attention and be heard by them. [...] I just feel being a youth we are not as heard as we can be." - Autumn Peltier

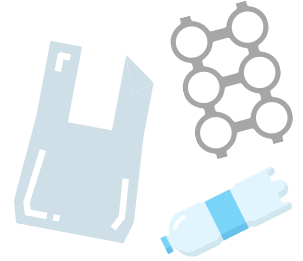
In the film, we hear the importance of changing the political system, and not the climate. What can the youth of today do to shift this paradigm? What rights, responsibilities and privileges do we have as Canadians students and how can we use that power to all become activists and not just climate change spectators?

10) How can we become "digital citizens"? Is there a specific project that you would like to see happen at your school? What is the project? What do you need for this service learning to occur?

ASSIGNMENT: THE PROBLEM WITH PLASTIC!

INTRODUCTION

During the film Generation Greta, we are introduced to Lilly Platt from the Netherlands and Melati Wijzen from Indonesia who are both activists against plastic use. Both of these activists have created an awareness in their country about single use plastics. Most of the items we use and purchase daily involve plastics (packaging, straws, water bottles). We understand that single use plastics take a long time to break down, cause needless pollution on both land and water and that they can get trapped in animal body systems. It is estimated that 4 million tonnes of plastic is dumped into the ocean each year and that by 2025, there will be 250 million tonnes of plastic in the ocean.



PART 1: A SCHOOL YARD/HOME YARD CLEAN-UP

For this activity, you are asked to do like Lilly and look around your community for plastic waste. Be safe, and collect a few pieces of plastic that you will bring into school. If you are able, you can clean up your local school yard outside and keep the plastic straws, bags, bottle caps and food wrappers to bring back into your classroom.

PART 2: RESEARCH THE LIFE CYCLE OF ONE PIECE OF COLLECTED PLASTIC

Examine some of the collected plastic garbage pieces you have found and investigate the life cycle of the product. You can make a brainstorm, bullet journal, Google Slides or small poster about the following information:



- 1) THE HISTORY OF PLASTIC:** When was it created? What is the reason for this plastic piece to be made? How has the product changed over time?
- 2) MATERIALS:** What are the chemicals/materials used to create this single use plastic piece? How are the materials obtained?
- 3) PRODUCTION:** How are the raw materials assembled to create the final product?
- 4) PACKAGING & DISTRIBUTION:** What is involved in the packaging process of this product? Where is the product manufactured? How does it ship to Nova Scotia?
- 5) DISPOSAL:** What strategies exist to dispose of this plastic product? Are these strategies effective?
- 6) ENVIRONMENTAL IMPACT:** How is this product impacting the environment? Be specific!

ASSIGNMENT: THE PROBLEM WITH PLASTIC!

PART 3: UPCYCLED PLASTIC WITH AN IMPACT

A culture of zero plastic in the world is a big undertaking, but by thinking global but acting local we can be local agents of change. Use your collected pieces of school yard trash and discarded plastics to create a small piece of “upcycled” art. An example of this could be making a turtle shape using plastic bags for the body, a plastic spoon for its head and making limbs from bottle caps or plastic straws. Once your creature is complete, make a message that you would want others to learn about the importance of decreasing single plastic use. For some serious inspiration, consider the incredible trash sculptures on this incredible website: <https://washedashore.org/>



PART 4: GET SOCIAL! BE A DIGITAL CITIZEN!

Take a photo of your art and upload it to your school/classroom twitter account. Create a meaningful hashtag that you brainstorm with your classmates. Don't forget to address the tweets to your centre for education or other community activist groups!

PART 5: SERVICE LEARNING ACTION PLAN - WHAT CAN YOU DO?

- Describe the problem of ocean plastic pollution.
- Explain why ocean plastic is detrimental, not only to the ocean, but to us as humans.
- Include facts about plastics in the ocean and why this issue is so critical.
- A call to action! Whether this is a video of yourself asking people to stop using straws or a message on a piece of artwork, this is a key component of the project.



Podcast: Create an informative podcast that explain the perils of ocean plastic as well as identifying actionable items that individuals can do.



Video: Go to a beach and film some actual ocean plastic! Or create a video using existing footage (make sure you cite your pictures and videos!).



Write an Editorial Blog: Write an editorial for students in your school to read on a blog, persuading the school to ban one of the following items: straws, plastic bags, or plastic take-out containers.