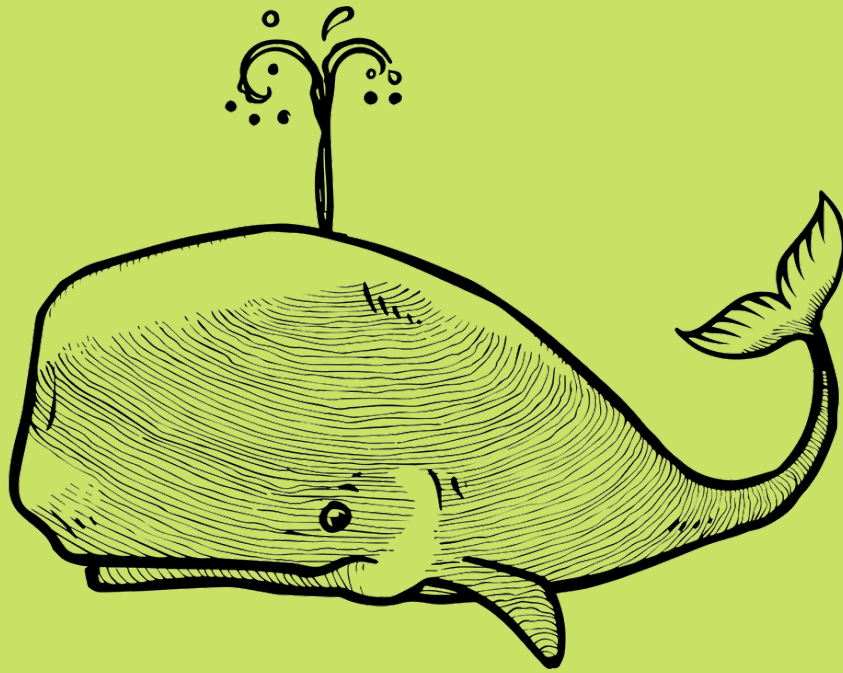


Maya and the Whale

TEACHERS PACK





CONTENTS

- 03 Dynamic Class Discussion starter
- 04 Image Analysis Activity
- 05-07 Youth Activism Research Project
- 08 Creative Response Idea
- 09 Emotional Literacy exploration
- 10 Further Reading on Climate
- 11 What can the school do?

Dynamic Class Discussion Starter

In a clear space, make
one end of the room
YES!

and the other end
NO WAY!

Stand wherever you feel
on the scale for each
statement. If you're
neutral about the issue
you stand in the centre.

YES!

Why?

**NO
WAY!**

I think the whale should save Maya.
Maya was right to run away and join the Lost Ones.

I talk about climate change with my friends.
I talk about climate change with my family.

I find the multi layered problems related to climate change overwhelming.
Individuals are powerless to make global change happen.

Communities can make a difference to the climate emergency.
Governments will act in the best interests of our generation.

I can make a difference.
I want to know more about how people across the world are affected
by climate change. (follow up: does anyone know about this already?)
This school needs to make changes to be more eco-conscious. (follow
up: what would make the biggest difference?)

Countries like Scotland who have been among the main perpetrators
causing global warming have a responsibility to make amends with
those that have been least responsible but are feeling the devastating
effects already? (follow up: what form would that take?)

Use suggestions from the class on this theme
or add your own ideas!

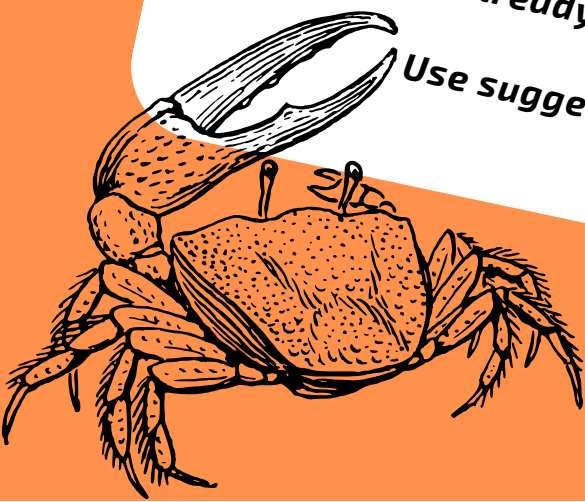


Image Analysis Activity

What do you think this poster image for the play is trying to say?

How does the image make you feel?

Is there hope in this image?

Can you create an image that expresses how you feel about Climate Change?



Youth Activism Research Project

Most people know about Greta Thunberg but there are many other youth Climate Activists out there who are making a huge difference. Could you create a presentation for your class based on one of these suggestions (or do your own research to find out about someone else who isn't on the list?)

What is the youth climate movement like where you are?

Where are the nearest school strikes?

Could you ask someone from the Fridays for Future Movement to come and speak with your class?



Vanessa Nakate



Young Ugandan activist and the author of 'A Bigger Picture.' Vanessa raises money for putting solar panels and clean cooking facilities in local schools. What inspired this practical, targeted action?

Xiuhtezcatl Martinezs

@xiuhtezcatl is a campaigner and hip-hop artist who advocates for indigenous and marginalised communities.





Licypriya Kangujam

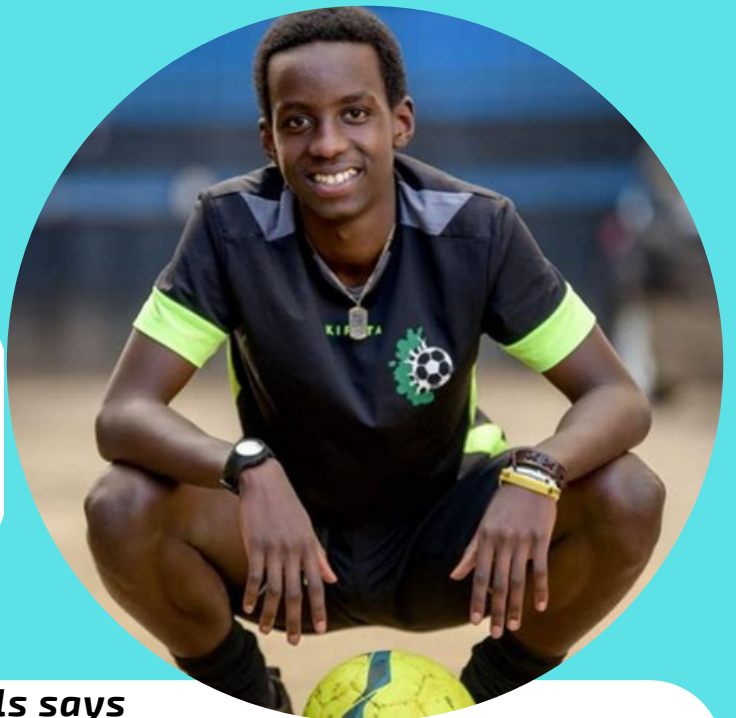


Xiye Bastida



www.licypriyakangujam.com
She is one of the youngest campaigners and first protested outside the Indian Parliament at the age of 6. Check out her TED talks and 'the Child Movement' that she founded. How young should children be learning about Climate Change?

Lesein Mutunkei



www.xiyebeara.com
Xiya is from Mexico and experiences many of the effects of Climate Change first hand.

#trees4goals says
"Football has the Power to connect, engage and inspire my generation to take action to conserve our environment" This young Kenyan plants 11 trees every time he scores a goal. But what is the real environmental impact of enormous football tournaments? Could it be done better?

Autumn Peltier



@autumn.peltier

**"we can't eat money or drink oil"
Autumn is an Indigenous first Nation
Canadian activist, fighting for the
right to clean water for everyone.**

Holly Gillibrand



**@HollyWildChild 16 year old
activist from the Highlands of
Scotland. Holly is a rewilding
enthusiast and animal welfare
campaigner.**

Ilyess El Kortbi



**@IlyessElKortbi is a Ukranian
refugee in Germany. Ilyess was a
climate activist before becoming a
refugee and is now raising
awareness about the situation in
Ukraine and the Climate Crisis.**

**-Writing task: why
don't you write a letter
to one of these
activists? Do you have
questions you'd like to
ask them? What would
you say to them if you
had the chance?**

Creative Response Idea

What happens next in the story? Maya is running away to make herself missing with a group of Youth Activists called 'the Lost Ones' in order to get press attention. Let's assume Maya escapes the flood and manages to get to where she is being picked up.

Writing activity:
create a diary entry from the day Maya arrives with the Lost Ones. Continue the diary if you like as the story unfolds.

Maya mentions a 'list of demands' that the youth activists want. What do you think that might include?

What would it be like to live hidden from the world with others who have run away? Will everyone get on well? Will they struggle to be cut off from the rest of society? How do they keep hidden?

What would the reaction be from the media? From Maya's family? From her friends at school?

DAILY NEWS

Word • Business • Finance • Lifestyle • Travel • Sport • Weather

Writing activity: Write a newspaper article about the missing teenagers.

Create a scene when Maya arrives in the place that 'the Lost Ones' are hiding. Is she made welcome or are they suspicious?

Create a scene where Maya's family and friends talk to a television show about what happened and how it's affected their lives.

LOVE OUR MOTHER



OUR EARTH MATTERS

08



Emotional Literacy Exploration

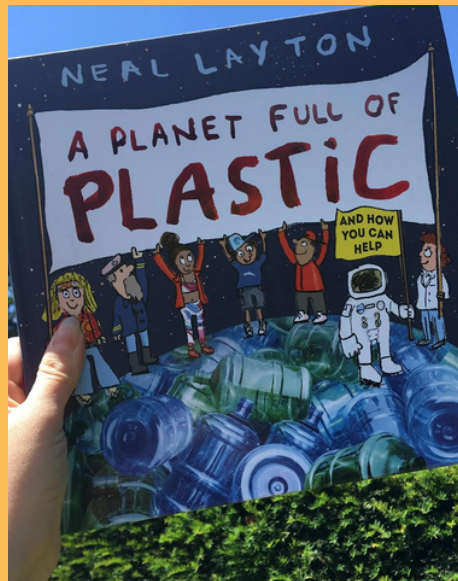
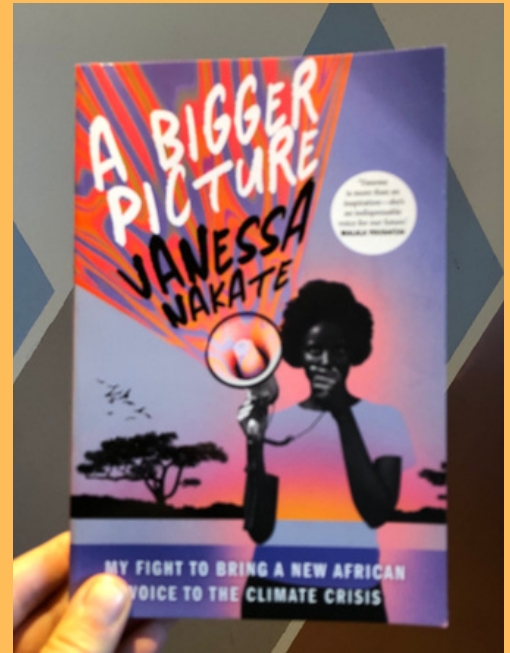
Here are some statements about Climate change. Read them out and then ask the class to create a still picture of the emotion that it makes you feel. As if you are captured in a photograph. You can be as expressive as you like, the important thing is to feel the emotion and describe it. You may use your whole body or we might just see it in your eyes. Give some of the class the opportunity to observe the others and describe what they see. Discuss the responses, and if there are strong emotional reactions then discuss the best way to process those feelings. E.g. can you talk about them with someone? Can you write them down? Will taking action, no matter how small, help you feel better?

20th September 2019 saw the largest Climate Strikes in history: millions of school children were joined by adults in 4,500 locations in 150 countries across the globe.

For every 100 blue whales living in our oceans 400 years ago, only one remains today. This is a direct result of human actions.

Globally governments subsidise fossil fuels by £10 million a minute.

Further Reading about Climate



For Primary age pupils:
A Planet Full of Plastic by Neal Layton
The Biggest Footprint by Rob and Tom Sears

For Secondary age pupils:
The Summer We Turned Green by William Sutcliffe
World Burn Down and Trashland by Steve Cole
A Bigger Picture by Vanessa Nakate

What can the School do?



Let's go Zero 2030

This is a good tool to help your school come up with a tailored Action Plan to move towards being Net Zero. You can put yourself on the map and read other case studies.

www.letsgozero.org

Here is an excellent one-stop link for lots of resources including free lesson and project plans, worksheets and power points for teaching about Climate.

www.transform-our-world.org/resources/climate

Thinking about travel?

Sustrans have a programme to help you tackle the carbon created on the school run.

www.sustrans.org.uk/for-professionals/education

Have you got a pupil led Eco Committee?

**FREE
UNIFORM
SWAP**

**NO
ELECTRICITY
DAYS**

**NO BEEF AND
LAMB IN THE
CANTEEN**

**IMPROVE
OUR
INSULATION**

**PLASTIC
FREE
FRIDAYS**