

CLASSROOM ACTIVITIES

REVOLUTION

A FILM ABOUT CHANGING THE WORLD

www.TheRevolutionMovie.com

PRE-VIEWING PROMPTS

Several themes in the documentary have broad implications for students and their collective future. Spend some time to set the stage and prepare the class before viewing. You may want to begin by determining how much students already know about the film and its subject matter.

The following discussion starters may be adapted for different grade levels or learning styles.

- 1 Survey the class to find out what students consider as the greatest challenges facing the world right now. (*Poverty, world hunger, racism, war, climate change...*) Ask students to defend their choices. Take a vote to determine the most urgent issue to resolve.
 - 4 *it is believed that life evolved in the oceans; oceans absorb about one-quarter of carbon dioxide emissions...*
- 2 Give the class time to look at the *Revolution* poster or view the Home page of the [website](#). Observe, reflect, question.
 - 4 Have students read the film [synopsis](#).
 - ◆ Highlight the words that grab your attention.
 - ◆ Find examples of persuasive language used to promote interest in the film.
 - ◆ The synopsis refers to “revolutions of the past and how we’ve evolved and changed our course in times of necessity.” Give examples. (*Civil rights, women’s rights, gay rights, anti-apartheid, anti-smoking, Arab Spring...*)
 - ◆ “If people were informed about what was really going on, they would fight for their future...” Do you think people always act on what they know? Explain.
- 3 Screen the movie [trailer](#).
 - ◆ How does the imagery make you feel? Look at the details in the picture. What do you imagine the film is about?
 - ◆ What do you notice about the title? (*The first letter is a different colour from the rest.*)
 - ◆ Why do you think that choice was made? (*Explore the relationship between “evolution” and “revolution” as a lead-in to the subject of the film.*)
 - 5 Read the director’s [bio](#) and/or view this [video](#) short about his previous film, *Sharkwater*.
 - ◆ Rob Stewart turned his childhood passion for animals into a career and a mission. Do you know of others who have done something similar? Can you imagine doing something like this yourself?
 - ◆ Was there a standout moment or image for you in the video? What were your thoughts/feelings about it? Did anything surprise you?
 - ◆ Much of the video takes place underwater. What does the ocean have to do with what happens on land? (*Oceans cover two-thirds of the planet; home to 80% of life on Earth;*

POST-VIEWING ACTIVITIES

These follow-up questions and activities are designed to extend learning and deepen understanding of the film and its themes. They relate to several curriculum expectations, especially in life sciences and citizenship, and provide opportunities for cross-curricular connections in geography, social studies, civics, health, language, the arts, media and environmental studies. Students are called on to use a variety of skills, including: research, critical thinking, problem solving, communication, map and document analysis. Some activities are more appropriate than others for younger students, but may be adapted to suit most grade levels.

Response to the Film

Give students time to process their thoughts and feelings about the documentary by asking questions from the list below as part of a class discussion:

- 1 Choose one word to describe your reaction to the film. (*Determine the most common responses and discuss.*)
- 2 What image will stay with you? Why?
- 3 How would you describe this film to a friend who has not seen it?
- 4 What do you think is the main message of the film? What techniques did the filmmaker use to convey the message? Do you think he achieved his goal?
- 5 Were you surprised by anything in the film? Were there any points you disagreed with?
- 6 Were all voices heard on the issues? Is any perspective missing?
- 7 What did you learn that you did not know before? What would you like to know more about?
- 8 What do you see as the biggest problem to overcome to make positive change? (*Re-visit the responses to Pre-viewing Questions #1 and #6 and compare.*)
- 9 What advantages or disadvantages do you think your generation has over previous ones to tackle global problems?
- 10 Has the film influenced your thinking or your willingness to take action for the environment? What actions, if any, are you ready to commit to?

Ask students to respond to the documentary using one of the following approaches:

- Write or record a review of the film
- Create a piece of artwork. (You may want to use images from the *Revolution* photo [gallery](#).)
- Choose a piece of music that best communicates your feelings. Write a paragraph to explain your choice.
- Develop and implement a social media campaign to spread the word about the film. Come up with an effective “tweet” to get the message across.
- Design a public service announcement (PSA) about *Revolution* and the need to “save the humans.” Students could also post on a social network and study the results.

***It's no longer about saving the oceans,
it's about saving ourselves.***

SUPPLEMENTARY ACTIVITIES

1 Hold a brainstorming session about how we are connected to the oceans using a large mind map on the board to illustrate. Alternatively, divide students into groups to create individual mind maps to be shared with the class in a discussion about why the ocean is important to both the natural world and to humans. (See Pre-viewing Prompt #3.) Make the link between the health of the oceans and the future of all living things.

◆ Access mind map templates [here](#).

2 Working in pairs or small groups, students research one of the key issues from the documentary: ocean acidification, deforestation, climate change, overfishing. Include the current status of the problem and what is being done to address it. List actions that students can take to make a difference. Present findings in a FAQ format, news story or slide show to share with other groups.

3 *Scientists have done their job, now its time for the politicians to do theirs.*

A young boy in the film says, “They know exactly the solutions to all these problems, but they’re not doing anything.” Ask students who “they” are. Discuss what the main reasons for lack of action may be. Consider actions the class might take in response. (*Creating a public awareness campaign, writing letters to political leaders, circulating a petition...*).

If we tell people around the world what is going on with our future I think they will be willing to do something.

4 Watch the [video](#) on the campaign to ban shark finning by the Grade Six class in the film.

The class was motivated by the film *Sharkwater* to begin a campaign to save sharks. Incredibly, this group of young students managed to have a law enacted to officially ban shark finning in their island-community.

Divide the class into groups. Students conduct an internet search to identify other youth initiatives that have made a difference. Each group produces a profile of a student leader or youth-led organization working to change the world. Some examples:

◆ [Plant-for-the-Planet](#), founded in Germany by Felix Finkbeiner, who is featured in *Revolution*. Watch a short [video](#) about how he began a global movement at the age of nine.

◆ [Ryan’s Well](#), founded in Ottawa by Ryan Hreljac, who began raising money to bring fresh water to a village in Uganda at the age of six. The organization has now funded wells in 16 countries.

◆ [Free the Children](#), founded in Toronto by Craig Kielburger, who rallied his school friends to help put an end to child labour when he was 11 years old. His work has led to the international Me to We movement and We Day.

5 Choose one of these quotes from the film as the basis for a class debate.

◆ *If people knew the truth, they’d do something.*

◆ *What I do today can change the course of events and that’s true for everybody.*

If everyone lived like we do in the developed western world, we'd need six Earths to sustain life.

- 6 Use this statement from the film to generate class discussion about the difference between wants and needs. Challenge students to make a record of every item they use in the course of a school day. Ask them to indicate which are needs (required for survival) and which are wants (nice to have) by assigning the letters N or W to each item on the list. Tally the results and share findings with the class. Does the activity result in a shift in attitude or behaviour?
- *The Story of Stuff* [website](#) offers videos and resource materials
 - *Needs versus Wants* [lesson](#) and outdoor activity from the David Suzuki Foundation

We can make the pledge that we can change our lifestyles...

- 7 Students make a list of eco-actions they can take as individuals. Do the same for actions for the class as a whole. Discuss, debate, and decide on the top three (or five or ten) actions to commit to. Divide the class into teams and assign roles for devising an effective communications plan for a school-wide campaign to get all students on side. Remember to make it as “green” as possible.
- Free images from the *Revolution* [photo gallery](#) to create posters/flyers
 - An inspiring [video](#) of students in action at a school in Australia
 - Calculate your carbon [footprint](#)
- 8 Hold a class outdoors in a park or greenspace. Spending time close to nature can lead to a better understanding of the connections among all living things.

Arrange students into groups and assign each a section of the area around the school to explore and report on to the rest of the class. Presentations should include: a hand-drawn map, a list of all life forms within the area, a summary of the ways each interacts with or has an impact on other life forms, including humans. Follow with a discussion on what happens when there is a disturbance in the ecosystem – use of pesticides, introduction of invasive species, lack of water, too much water, extreme weather conditions caused by rapid climate change... How many of these factors are due to human activity? What can be done to minimize impact?

- *What You Can Do*, a [resource](#) on actions to help your ecosystem from the Canadian Wildlife Federation
- 9 The film urges viewers, “Unleash your genius and invent solutions!” Identify an eco-related challenge/problem in the class or school (*recycling boxes used improperly, high energy consumption, idling buses at the curb...*) and come up with creative solutions. Share ideas, vote on the best and make it happen. Some examples to kick-start thinking:
- A bottle recycling [bin](#) you can play like an arcade game
 - A garbage [can](#) with sound effects
- 10 Have students use one or both of the following statements from the film as a starting point for a short story, poem or journal entry about how everyday lives might be different 10, 20, or 30 years from now.
- *Scientists estimate as many as 100 to 1000 species are wiped off the face of the Earth each day.*
 - *To be young and aware today is to know that a bright green future is possible.*

TEACHER RESOURCES

Additional teaching strategies and learning materials

[CBC's One Ocean Teacher Resource Guide](#)

Learning activities on the history and sustainability of the oceans, Grades 8-12

[DeforestACTION](#)

Multi-media materials, lesson starters and how-tos for teaching about deforestation, K-12

[David Suzuki Foundation](#)

Sign up for updates on the Foundation's youth-related activities, K-12

[Ecology Global Network](#)

Articles, backgrounders, videos plus a site for kids

[Green Teacher](#)

Monthly magazine and books on teaching green, K-12

[National Geographic Ocean Education](#)

Lessons, activities, games and resources, K-12

[Natural Curiosity](#)

A free resource on environmental inquiry teaching strategies, K-12

[Natural Resources Defense Council Ocean Acidification Lab Kit](#)

Hands-on learning experiences, Grades 5-12

[Resources for Rethinking](#)

Classroom resources reviewed by teachers for teachers, Learning for a Sustainable Future, K-12

[WWF Canada's Schools for a Living Planet](#)

Lessons, activities, classroom kit and more, K-8