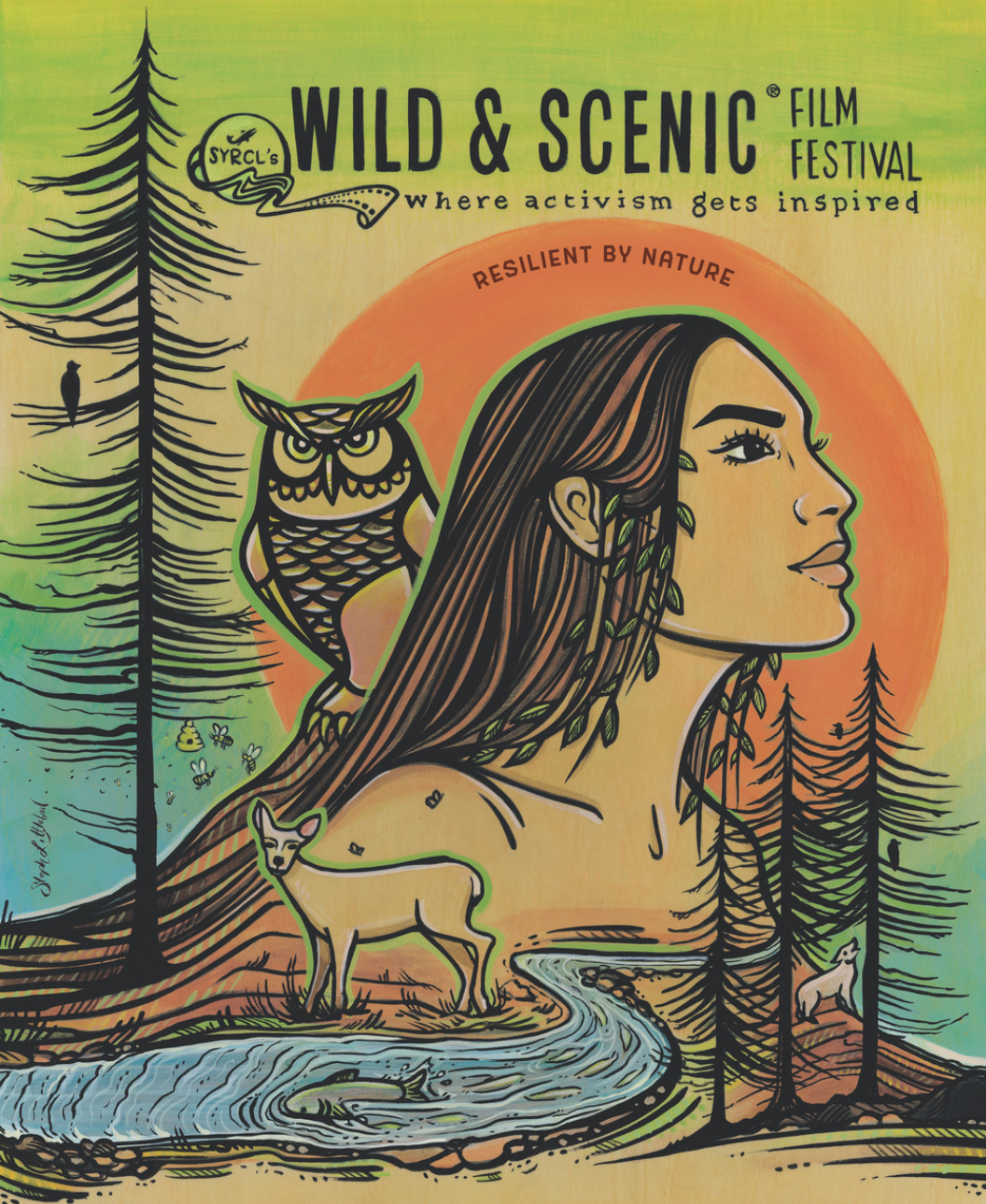




# WILD & SCENIC<sup>®</sup> FILM FESTIVAL

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RESILIENT BY NATURE



## 2021 Wild & Scenic Film Festival On Tour School Program

High School Curriculum





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Dear Educators and Families,

Thank you for participating in the 2021 Wild & Scenic Film Festival On Tour School Program! The mission of our program is to inspire activism, and we hope these lessons empower your students to take an essential role in transforming their local ecosystems and communities for the better.

As we know this past year has been a challenging one for all, but especially for educators, families, and students, the shift towards Distance Learning during the COVID-19 pandemic has been such a huge lift for so many schools.

Our Wild & Scenic Film Festival and River Education Teams applaud all the incredible and resilient efforts of these educators, families, and students. Just as teachers are designing new models of learning, our River Education Team has worked to adapt our Wild & Scenic Film Festival School Program Curriculum to work towards a common vision of sparking a love of learning and nature for all students.

This curriculum brings our mission into virtual classrooms, homes and wild spaces across multiple subject areas for high school students, and is intended to help enrich the Wild and Scenic experience for teachers, students, and families.

This curriculum is designed as a unit, focused on a central theme from our films: young activists fighting for environmental change. It includes:

- Pre-Screening Talking Points: Designed to prep your students and spark your their curiosity before engaging with the films.



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- A Post-Screening Activity: Designed to get your older students thinking critically about environmental justice and how that is represented artistically, encouraging them to take action in their own communities.
- Common Core Standards Outline: This resource highlights grade-level specific Common Core Next Generation Science Standards that align with the corresponding talking points and activities.
- Additional Articles and Resources: Optional related articles and links to expand students' understanding of climate justice and other themes in the films.

Through these films and activities, we hope your students will cultivate a love for exploring the outdoors and feel galvanized to protect those wild places and ecosystems they love most.

If you have any questions about the curriculum, feel free to contact our team. We thank you again for your participation in and support of the 2021 Wild & Scenic Film Festival On Tour School Program. We hope this curriculum helps your students to become the next generation of conservation activists and climate change resiliency leaders!

Sincerely,

Ray Lubitz & Shannon Hedge (SYRCL's River Education Team)

Contact: [theresa@wildandscenicfilmfestival.org](mailto:theresa@wildandscenicfilmfestival.org)



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## PRE-SCREENING TALKING POINTS\*

\*These talking points are designed to support educators in prepping students to watch the films. You may personalize as you see fit, but the hope is to take some of the guesswork out regarding the themes and issues covered in the films.

You'll also notice we left the amount of days blank in which you'll have your student(s) watch the films. This is so you have the option to tailor the screening window timeline to your unique needs. You can give students 1 day, 2 days, 5 days - whatever works for your classroom or household!

### Intro to the Films

"Over the next \_\_\_\_\_ day(s), we have a really cool opportunity to watch films featuring a diverse group of scientists, athletes and leaders - some of whom are around your age - who feel passionate about protecting the environment and making it accessible for all people, present and future. These people from all over the world are going to share their stories about what inspires them, and why they feel it's important to protect our ecosystems and the people who live there.

How do you think protecting our natural world helps people in today's society?"

### Watching the Films: Guiding Questions

"Before we watch these films, I'm going to ask you all some questions that I want you think about, and that I hope you'll have some answers to, as I want to hear what you all are thinking, feeling and are curious about, or inspired by, after we finish the films!"



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There are five short films in this screening and the whole screening lasts for 73 minutes.

As we're watching the films, let's ask ourselves:

- Getting Inspired: What facets of the environment and its intersection with people do you feel passionate about? How do those themes overlap with those of the films?
- Digging Deep: How do you see the issues and themes portrayed in the films reflected in your community?
- Getting Going: Which film or films spoke to you and your passions the most? What are ways you can get involved in your community to put that inspiration in action?

## Enjoy the Films!





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## POST-SCREENING ACTIVITY:

### USING SATIRE TO CONVEY ENVIRONMENTAL ISSUES

Most people are aware of the importance of protecting the environment. However, some people are affected by environmental problems more often than others. Neighborhoods with high poverty rates are often plagued by a slew of environmental hazards, while people with the means to do so have the ability to choose to live elsewhere. Environmental justice exists to rectify these types of inequities.

Because they are shielded from the effects, people that are not regularly subjected to environmental hazards often expect other people to fix them and do not take action themselves. This is called the bystander effect.

Use the space below to define these two terms and give examples of these terms in action in today's society.

Environmental  
Justice

The Bystander  
Effect



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## POST-SCREENING ACTIVITY: USING SATIRE TO CONVEY ENVIRONMENTAL ISSUES

Now that you've explored these terms, take a look at the editorial cartoon below.



Used with permission from Mike Thompson, USA TODAY  
<https://www.usatoday.com/opinion/cartoons/>



## POST-SCREENING ACTIVITY:

### USING SATIRE TO CONVEY ENVIRONMENTAL ISSUES

First, let's take a look at the visual composition, or types of objects and their placement, of the cartoon. Make a list of the major visual elements of the cartoon and answer the following questions:

- How are colors utilized for different objects?
- Where are the people situated in the cartoon?
- How are the people represented differently?
- How is text utilized throughout the cartoon?

Now that you've analyzed the visual composition, what do those elements tell you about the relationships between different people, the bystander effect, and pollution?

In addition to the visual composition, cartoonists use satire to portray their message. Typically this is shown in the form of exaggeration, in which the object or situation being exaggerated looks ridiculous and reveals the point the cartoonist is trying to make.

For example, if you think the ocean is over-polluted by plastic, you might create an editorial cartoon about it. You may show people scuba diving to see fish and other sea creatures made up of plastic, suggesting that wildlife and recreation are impacted by plastic pollution.

How is satire used in this cartoon? What message is cartoonist Mike Thompson trying to emphasize with the satire?





## POST-SCREENING ACTIVITY: USING SATIRE TO CONVEY ENVIRONMENTAL ISSUES

Now that you know how cartoonists use satire to convey important issues, try to create your own. Choose any environmental topic that inspires you and do some research on it. Use that research to develop your cartoon design.

We have included some graphics that you can use in your cartoon on the next page, but feel free to use your own drawings or art and include text to deliver your message.

Keep these things in mind as you create your cartoon:

- What message do you want the audience to receive from your cartoon?
- Are the images and text I'm including impactful, or just taking up space?
- Are there other ways the audience could interpret your cartoon?





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## POST-SCREENING ACTIVITY:

## USING SATIRE TO CONVEY ENVIRONMENTAL ISSUES





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## ADDITIONAL RESOURCES & LINKS

- "Climate justice and the bystander effect"
- "How the bystander effect can explain inaction towards global warming"
- Learn about environmental justice
- "'I Can't Breathe' and the Inextricable Link Between Climate and Racial Justice"



# Common Core Standards

Standard 12.2.5. Principles of American Democracy Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

Standard 12.3.2. Principles of American Democracy Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

We hope you enjoyed the films and feel inspired to take action to protect our beloved ecosystem and its residents!

