

Lesson 7: ACTION!

– What young people can DO!

PURPOSE

Our purpose in this lesson is to point out and explain all the many things that young people – and your audience! – can do to address the global issues that are raised in this musical. It is the last lesson because, now they know so much about the issues, the things that they can do should have become clear – both to your cast, and your crew. This is the lesson where they can write them all down and make commitments. Make every member of your cast, crew and audience a Peace Child!

BACKGROUND READING

It is our impression that, if your cast and crew have done a considerable amount of background reading, they will not gain much from additional reading at this point. However, there are some books and websites that are worth looking at to get some ideas of what young people can do / have done:

Personal Action:

- <http://www.savetheworld.350.com/>
- <http://cotap.org/stop-climate-change/?gclid=CO7f3Kn1z7sCFRLMtAodVHkA9A>
- <http://climatechange4families.com/tag/350-org/>
- <http://www.ecotricity.co.uk/>
- <http://www.dosomething.org/actnow/actionguide/27-things-you-can-do-stop-global-warming>
- <http://www.stopglobalwarming.org/take-action/action-items/>
- http://transitionus.org/sites/default/files/10things_0.pdf
- http://www.jjay.cuny.edu/50_things.docx

- notice that these lists are all getting a bit similar?! Sorry: there haven't been too many new ideas on all this for a number of years. Perhaps your group can come up with new ideas?!

Local Action:

- <http://www.imatteryouth.org/>
- http://knowledge.allianz.com/environment/climate_change/?mccg=8306524372_25423222012&kwg=8306524372_what%20is%20a%20global%20warming&gclid=CI2jxbmC0LsCFabLtAod_CkAZA
- <http://www.nwf.org/Eco-Schools-USA/Become-an-Eco-School/Pathways/Climate-Change/Facts.aspx>

Check out the UK's Government Community Green Deal Support scheme: _

- <https://www.gov.uk/government/news/green-deal-communities>

National Action:

Check out the thousands of National and Local NGOs supporting the UN's Framework Convention on Climate Change (UNFCCC) process: <http://maindb.unfccc.int/public/ngo.pl>

Support the European Carbon Emissions Trading Scheme: http://www.iiea.com/blogosphere/rescuing-the-eu-carbon-market--eu-ets-video?gclid=CJq72-v5z7sCFabLtAod_CkAZA

USA Environmental Protection Agency: <http://www.epa.gov/climatestudents/>

Global Action:

Check out: <http://unfccc.int> - the main site of the UN process on climate change. (Note that it doesn't mention anything about the mass NGO walk-out from the Warsaw COP walk-out in Dec. 2013)

Join: www.350.org - the world's major campaign on Climate Change

<http://www.desertec.org/en/concept/benefits/?gclid=CLmk9Jz5z7sCFWITwwodM0MAcA>

http://www.wwf.org.uk/what_we_do/tackling_climate_change/?pc=ANC004002&ds_medium=cpc&gclid=CKvW66_5z7sCFQgOwwodsjsA1w&gclsrc=aw.ds

http://www.chevron.com/globalissues/climatechange/?utm_campaign=Europe_-_Energy_Sources&utm_medium=cpc&utm_source=google&utm_term=environment_climate_change&utm_content=sntQJO80a_dc|pcrid|19965493849|pkw|environment%20climate%20change|pmt|b

- and many, many more sources. You can spend a lifetime researching what can be done. And you should because you can never have too much knowledge about this, the central challenge of our time – our generation. But – in relation to this musical, we propose the following further discussion points:

DISCUSSION POINTS

1. **How to get from today** (consumption and climate change as usual) **to tomorrow** (no more global warming, sustainability, renewable energy and a green economy)? Put aside the question of

whether or not young people can have any role in this journey: assume that youth can. Indeed, assume that no other sector of the population has either the appetite or the ability to make that journey. So – how are you going to do it. Boycotts, strikes, mass marches, social media Consider the whole armoury of tactics and strategies for achieving change that are at the disposal of young people: and then figure out how to deploy them. Feel your power! Recognise the strength that – collectively – you have as a generation! In you, is invested all the treasure earned by your elders: the education, the healthcare, the research, the poverty-eradication programmes.... All invested and deployed on your behalf with almost no consultation with you – the youth – to see whether or not the investments are going where you want them. Is that fair? If governments, and the older generation, are making all these investments in your future, at what point should young people have a say where that investment is targeted? Discuss!

2. **What did happen when the Elder Diplomats and the Youth started Talking?** How many times do you think that the youth had to threaten to go back on strike before the governments agreed to do what they wanted? What were the key actions that the youth themselves agreed to do to bring about the Green, Sustainable Economy powered by renewable energy? How much action was taken at the International Level – and how much was delegated to the national, local and personal levels? What was the role of schools and Universities in the follow-up? What was the role of doctors, lawyers, businessmen, politicians, scientists, farmers, women – all the major sectors of society, including – of course – young people themselves? And what was the role of younger children – the under-13s?

IMPROVISATIONS

The Great Debate: Can Do! vs. Can't Do! – we start this lesson with an improvisation, as we want to get down on paper all the things that your cast and crew think they can do vs. all the things that make them think there is nothing they can do. Both sides of the debate are important: it is all too easy to be ‘polly-anna-ish’ – and think that everything is possible. Equally, it is all too easy to look at the obstacles confronting people who want to take action and think, “No! – this is impossible. The wise course would be to give up right now....”

So divide your cast and crew up into two groups – the positives vs. the negatives. And start the debate: What can you do? Why can't you do anything? Appoint a scribe for each side – to write down each, clearly articulated idea. You might want to divide the ideas into “Personally” / “Locally” / “Nationally” / “Globally.” Here are some ideas to get you started:

Can Do!

- Become a vegetarian; eat no meat
- Sell your car. Use only Bicycles & Buses;
- Turn down the heating; wear a jumper!
- Lobby, Advocate, Arrange meetings;
- Write letters to MPs / Politicians;
- Join a local environmental group
- Take local holidays; don't go abroad;
- Live simply that others may simply live!
- Save the Rainforest, biodiversity: all want that;

Can't Do!

- only governments can impose taxes on unsustainable behaviours; youth cannot;
- You cannot do without a car in our society;
- You still need heat & Light; renewables can't do it
- Protest doesn't do any good. We've learned that!
- Economically, green doesn't work for politicians;
- None of the groups are having any impact on government!
- Greens have no fun!
- Without consumption, our economies will grind to a halt;
- Rainforests and biodiversity won't stop climate change;

Change sides at least once, if not twice, during the debate – and get the scribes to stay where they are, writing up the other side's ideas. Go for about 20-minutes – if you can! At that point, the side that has the most clearly articulated ideas wins. Let's hope it's the “Can Dos!” – but, if it is the “Can't Dos!”, that tells you something about the size of the mountain you have to climb in this play!

DROP-IN FIVE

Re-write the final Scene 18 – starting on Page 60 in the Geneva Script – to include some ideas from your discussions and improvisations above. This final scene has to convince the younger children around the Story-teller – and the audience! – that the World that we Want by 2050 was created. There must be not a shadow of a doubt – so you can expand the scene a little and include new, compelling detail that resonates with your cast – that makes them feel: “*Yes! That could have happened! YES! That really DID HAPPEN!*”

DROP-IN IDEA for the Playbill/Programme: Write a “Take ACTION!” section in the Playbill suggesting –

- What governments (Local and National) can – *and should* – do?
- What business and industry can – *and should* – do?
- What schools and Colleges can – *and should* – do?
- What we (young people and families) can – *and should* – do?
- What am I going to do? Write a list here of the promises I will make, sign and keep!