



The Regenerators

Teacher resource

These classroom resources are suitable for use in English lessons with secondary school children at Key Stage 3 in England, Wales and Northern Ireland, and at 3rd and 4th level in Scotland.

What is the activity?

This activity encourages students to take a creative approach to discussing and expressing their thoughts and feelings about climate change, the environment and sustainability.

Students will work in groups to give a performance on these themes, using a medium of their choice such as a persuasive speech, debate, adaptation of a play, creating their own play or poetry / rap.

They will also use recycled objects as props in their performances.

To support the activity, we have produced:

- A worksheet for students. (Ideally accessed online as it contains hyperlinks to the videos but also suitable for printing if necessary.)
- A series of videos providing inspiration and tips for their performances.
- A collection of useful further resources from BBC Bitesize.

How to carry out the activity

You can start by collecting ideas in the class about their knowledge of climate change and current debates around sustainability. What sort of problems already exist and what changes can be made?

You can then move on to students creating their own performances in smaller groups. There are a range of different activities explained on the student worksheet. You may want to assign a performance type to each group or allow them to choose their own. You may like to start with some warm-up activities, such as the word association game from Green Scenes film about storytelling.

You could remind them of the conventions for each performance type. See 'suggested stimulus' below for more details.

Students should then perform their scenes. This can either be:

- Each group takes a turn to perform to the rest of their class.
- Each student performs to the rest of their group.

Encourage students to use the assessment checklist on their worksheets for either peer or self-assessment. Students can either discuss in their group or write individual responses to the reflective questions on their worksheets, thinking about strengths and areas of development within their performances.

Suggested stimulus

Structured information about all of these performance types are on the student worksheet.

- A persuasive speech or class debate.

Remind students about different persuasive techniques and how to adapt language and tone for different audiences.

The speech could be to their headteacher, local neighbourhood or world leaders. The debate could be, 'All plastic packaging should be banned.' One side arguing for, the other against. Class vote on outcome.

- A scene or monologue from a Shakespeare play, either retaining the original text or an adaptation.

Use [this Green Scene film](#) about William Shakespeare's *The Tempest*.

Students could perform Titania's bad weather speech from *A Midsummer Night's Dream* or create their own based on it. Use examples of extreme weather in Shakespeare e.g. *Twelfth Night*, *The Tempest*, *King Lear*, *As You Like It*.

- Rap or poem

Use [this Green Scene film](#) on creating a rap.

Remind students about different types of poetry. Ask them to create their own poetry or rap. Use these BBC Bitesize guides for writing poetry and how to rap.

- An original short play or improvisation devised by participants.

Use [this Green Scene film](#) about creating a story for inspiration.

Students create their own short play with the backdrop of extreme weather. They could personify nature as one of the characters.

If students decide to improvise, use [this Green Scene film](#) for helpful advice.

- A scene or monologue from a modern drama or novel.

Perhaps look at Charles Dickens' texts and the effect of the Industrial Revolution. How has this contributed to global warming and climate change?

"Smoke lowering down from chimney-pots, making a soft black drizzle, with flakes of soot in it as big as full-grown snowflakes" Bleak House, Charles Dickens.

- Creating upcycled props from recycled objects and classroom items

Use [the Green Scene films](#) to give your students inspiration.



Conclusion

The student worksheet contains a self-assessment checklist and reflection task.

You might want to run the activity as a competition within the class. There could be a class vote for winners or awards could be given to all the groups, for example:

- Best use of recycled materials for props.
- Most imaginative original piece.
- Most persuasive speech.
- Funniest improvised scene.
- Best use of rhyme in poetry or rap.

Curriculum links

- Reading and responding to a wide range of stimuli, including Shakespearean extracts.
- Writing to convey a message using different mediums, producing an effective play script with relevant language and conventions followed.
- Use a wide range of rhetorical and persuasive devices.
- Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning.

Further learning

- Look at images from a rainforest, ask pupils to describe what they see and how it makes them feel.
- Discuss the idea that trees are the 'lungs of the earth'. What does this mean? Are they literally lungs? What is the idea trying to tell us?
- Ask students to pretend they are the lungs of the earth; role play how they would protect themselves.
- Show a clip / image from a film, e.g. The Lorax, Before the Flood, or another film you're happy to show. You could ask:
 - What can they see?
 - What do they think the image will look like in the future?
 - How would they help to make the image better?
- Play a game where you call out a problem and a student proposes a possible solution.
- Ask students to write a postcard to their future self, explaining what they would like their world to look like in terms of nature and the environment.

