



The Regenerators

Student worksheet

Your task is to create a performance of your choice on the theme of climate change, the environment or being more sustainable.

You will be working in a group. There is an added challenge of trying to create your own props from recycled materials!

What kind of performance should I make?

Your performance can be in ANY form you like. It could be a speech, a play, a rap or any other style. Remember:

- Use your imagination and follow your interests.
- Think about how your performance can include the climate change and environmental theme.
- Watch our Green Scene films for inspiration.
- Discuss ideas with your group and agree on something you all like.
- Make sure your ideas can be done in a classroom.

Below are some suggested performance types and advice on how to do them.

Rap and poetry

Performing a rap or poem could be a fun and memorable way to get across your climate change theme. [Click or tap this link](#) to watch a Green Scene video for inspiration.

Think about the purpose of your poem or rap – do you want to encourage people to take action? Do you want to explore the effects of climate change? [Click or tap here](#) to see a Bitesize guide with more information about how to rap.

Try to use a range of different poetic techniques. How many poetic techniques can you name? List as many as you can then look at this Bitesize guide to see any others you missed.



Adapting and performing an existing text

You might want to perform a scene from a play or novel, or to put your own spin on one of your favourite stories.

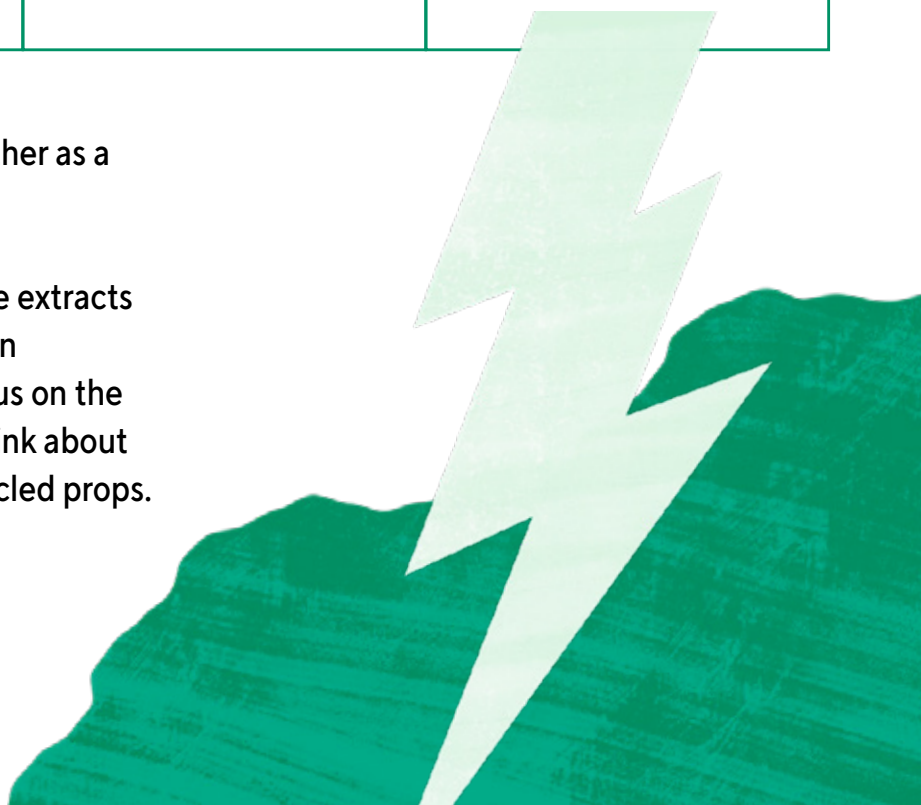
[Click or tap this link](#) to watch a Green Scene video for inspiration.

Now look at these extracts from different Shakespearean plays. What do you notice is similar about them? What links can you make? HINT Think about how nature is described.

Quotes	Put the wild waters in this roar, allay them. The sky, it seems, would pour down stinking pitch, But that the sea, mounting to the welkin's cheek, Dashes the fire out. Miranda, The Tempest, Act I Scene 2	The spring, the summer, The chiding autumn, angry winter, change Their wonted liveries, and the mazèd world By their increase now knows not which is which. Titania, A Midsummer Night's Dream, Act II Scene 1	Blow, winds, and crack your cheeks! rage! blow! You cataracts and hurricanoes, spout Till you have drench'd our steeples, drown'd the cocks! King Lear, Act III Scene 2
Glossary	'Welkin's cheek' - the sky's face	'Wonted liveries' - uniform or special clothing	'Cocks' - the cockerels found on church steeples

Shakespeare often used extreme weather as a symbol of a conflict or problem.

In your group, choose one of the above extracts from a Shakespearean play, or your own example, to perform. Keep a close focus on the impact of the extreme weather and think about how you can show this using your recycled props.



Writing your own play

You could create a short play or improvisation. [Click or tap here](#) to watch a Green Scene video for advice on how to create a play.

[Watch this video](#) for tips on how to improvise.

In many plays, extreme weather is used as a symbol of conflict or a problem. We can also think of extreme weather as a problem in itself, caused by climate change.

Your short play or improvisation could be set in extreme conditions, like the storms and hurricanes of the Shakespeare plays above. You could set your play in the melting glaciers or the scorching deserts. Consider:

- How do your characters arrive there?
- What problems does the extreme weather cause for them?
- What can your characters do to help improve or solve these issues?
- Could you use personification to make nature into one of the characters? e.g. a speech from the island about rising seas.

REMEMBER Good stories have a strong narrative structure. They set the scene and introduce characters; bring in a conflict or a problem which the characters must overcome; the problem reaches a climax and is finally resolved, happily or sadly.

[Click or tap here](#) to see a BBC Bitesize guide for more information.

Debates and discussion

Your performance could be in the form of a debate. Split your group into two. You are taking part in a formal debate on a sustainability topic, for example, 'All plastic packaging and bags should be banned.' One side will take 'for' and the other 'against'.

Each side will have five minutes to present their arguments, as well as a chance to respond to the arguments from each side. The strongest argument will be decided by class vote.

[Click or tap here](#) to see a BBC Bitesize guide for more advice on how to debate.



Persuasive speeches

What persuasive techniques are used in speeches? List as many as you can then look at the box at the bottom of the page to see any you missed.

Try one of the following scenarios. Consider the different audiences – how would you change your language and tone to match each one? Remember to use a range of persuasive techniques.

Scenario 1

Imagine your school has been reviewing how to be more sustainable, looking at policies such as recycling, paper waste and use of plastic.

Write a speech to present to your head-teacher, suggesting a policy you could introduce to help them become more sustainable. Try to include at least three reasons why they should introduce it.

Scenario 2

Your local newspaper has reported that the amount of litter and waste has increased in the local area.

Write a speech to present to your family and friends encouraging them to help tackle this issue. Try to give at least three different actions you can all take.

Scenario 3

Imagine you are in the youth parliament and have the chance to present at the next climate change summit.

Write a speech persuading world leaders to take more action over human-made climate change. Try to give at least three reasons why you feel they should do more.

Things to consider:

- Have I used a range of persuasive techniques?
- Have I used different sentence structures?
- Have I supported my policy with at least three arguments and examples?
- Have I included a range of punctuation?

Persuasive techniques

Direct address
Alliteration
Anecdotes

Facts
Opinions
Repetition

Rhetorical questions
Hyperbole
Imperatives

Emotional language
Statistics
List of three

Creating props for your performance

An important part of this challenge is to model your message – show you are being sustainable by using everyday materials as your props.

What objects in the classroom can you find? Collect as many different things as you can. Try also to save waste objects which would normally be thrown away, like empty bottles, cans and packets.

Once you've collected your objects, think about what they could represent or if they can be used for a different purpose? You could use them as costumes; to create an environment around you; to show extreme weather – let your imagination run wild!

[Watch the Green Scene videos](#) to see the improv group use recycled objects as their props.



Self-assessment checklist

- Have I checked that my vocabulary will suit my audience?
- Does my performance have a message?
- Have I checked any facts used in the performance?
- Are my props all made from reused or recycled materials?
- Does everyone in my group have a part to play?

Performance reflection

- What were some of the strengths in your performance?
- What areas do you think could be improved?
- How well did your group get your message across to the rest of the class?

