

the shore line

Activities for elementary students



Getting to Zero Trash - Panama -

Katie, a youth organizer from Carti Sugdup joins efforts to educate her community and address the trash that is lapping onto the island's shores.

ACTIVITY 1: THE ART OF NOTICING

- Watch the video. Observe and note down the kinds of garbage that have gathered on the island of Carti Sugdup.
- Choose three to five kinds of trash and imagine alternative ways to dispose or reuse these objects.



ACTIVITY 2: RE-THINKING GARBAGE

- Find out where garbage goes once it leaves your home and your community.
- Keep a garbage log and consider ways you can reduce the garbage in your community.
- As a class, make an inventory of all the plastic that you've thrown out in a week and gather it together. Using the plastic create a sculpture to raise awareness about unnecessary waste.



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Dreaming of Trees

- India -

After a devastating cyclone, Sefali a youth organizer in the Sunderbans, initiates a massive tree planting campaign to protect her community from the next big storm

ACTIVITY 1: CRITICAL LITERACY

Review the following questions together to assess comprehension of video.

Q1: What is Sefali's project?

A1: To plant 15 000 trees and to get her community involved in preparing for a future disaster.

Q2: When the people of the Sunderbans can't find work, where do they go, and what do they do?

A2: Migrate to the city and often end up working as maids and servants.

Q3: In what way did the students at Sefali's school come together to help her realise her project?

A3: They each contributed 2 rupees so they could buy seeds and they helped with planting.

Q4: Why is the land unusable after a flood?

A4: During big storms salty ocean water floods agricultural lands, and most crops can not tolerate a high amount of salt.

Q5: In the video, Diti Mookherji mentions that "nobody really thinks that [young women]'s dreams mean anything", what can this attitude be called? Can you think of a time you were discouraged from following a goal ?

A5: Sexism is a form of discrimination based on a person's sex or gender and may include the belief that one sex is superior to another.

ACTIVITY 2: COMMUNITY ENGAGEMENT

"If a student is allowed to think well and is shown the roadmap of how they can get there, then I think they can make a very big difference" - Diti Mookherji

- As a class, brainstorm the problems you notice around you. (Broken swings in the recess area, a lack of books on climate change in the library, people not knowing how to compost, unhealthy lunches, people misusing social media... anything at all!).
- Split up into groups of 3 to 5 around one of the problems and write up ways in which you might address this. Write down the different steps you would take to accomplish a goal.
- What kind of help might you need from adults? From other students ? How long might it take? Would it be an ongoing project or would it have a fixed goal?

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The Shore Line Soundscape

- Canada -

Each Shore Line chapter has a unique sound design that incorporates natural sounds, instruments, and manufactured sounds such as airplanes, ship horns, or cranes (often considered sound pollution).

ACTIVITY 1: LISTENING CRITICALLY

Part of getting in touch with our environment and the needs of our community is through active listening.

- Choose one of the chapter soundscapes. Each soundscape (or sound collage) was created by a sound artist. Note down all of the sounds you hear, as well as how loud you hear them: soft, medium, or loud.
- Discuss in small groups different ways in which sound creates a mood or environment.

Repertoire of sounds:

Underwater sounds	Seagulls	Ship Horns	Heron	Crickets	Thunder	Waves
Music (Ondes Martenot)	Airplane	Harbour Traffic	Whale Calls	Cranes	Old wood	

ACTIVITY 2: VISUALIZING YOUR OWN SOUND

- Find somewhere quiet and make yourself comfortable. For three minutes, listen to the sounds around you. Then, list each sound you hear.
- Next to each sound, describe the sound itself. Is it loud or quiet? High or low? Calming or distracting? What are other adjectives to describe the sounds?
- On a big piece of paper, draw the sounds you heard. What does each look like as an image? A collection of small dots? A wave? A line interrupted by another?
- Give your list of sounds and their visual representation to a friend and see if this friend can identify them.

ACTIVITY 3: CREATING A RAIN STORM

This exercise allows you to create a constructed soundscape using only your body.

- Choose one person to lead the movements of a small group. Be sure to move slowly from one movement to the next in order to create the impression of a rain storm.

Commands:

1. Rub your hands together
2. Tap two fingers from one hand onto the palm of your other hand
3. Clap your hands
4. Stomp your feet

Then reverse the commands to create the impression that the storm is slowing down.