

the planet

in

3

50 years



Introduction to the activity

In this activity, students explore their vision of the future in the context of climate change, imagining the Earth in 50 years' time and discussing hope and despair.

Time required

The activity lasts a total of 1 hour.

- 30 minutes to present the instructions and make the creation.
- 30 minutes to share the drawing and discuss the themes of hope and despair.

Materials required

-  Recycled white paper of any size.
-  Colored pencils (markers, crayons, etc.)

Group organization

-  The drawing activity is done individually, with each student in his or her place.
-  Group discussion takes place in a large circle, with everyone seated on the floor, so that everyone can see each other and feel included.

Sequence and instructions

Introduction

- Do you know our planet?
- What's its name?
- How does it look right now?

Drawing instructions

- Let's imagine the Earth in 50 years' time, when you'll be adults (how old will you be?).
 - What would it look like?
 - What might change?
- Today, we're going to draw planet Earth, but let's imagine it in 50 years' time!
 - Think about what it will look like, its colors, what's on it.
 - You can take any angle you like, either closer, from a specific location, or seen from far away in space, it's up to you.

Discussion

Sit in a circle on the floor. Be careful, the children may be playing with their sheets, so you can ask them to put them down in front of them.

Sharing drawings

- Those who want share their drawing may do so.
- Can you see any similarities with the others?
- Where do these ideas come from? Where did you learn all this?

Now we're going to transition into our philosophical discussion, so we're all going to discuss a theme. I'm going to ask you questions so that the discussion can move forward, but I'm also challenging you to ask questions and help move the discussion in a direction that interests you. The idea is to listen to others, to build on what has been said, to share our opinion, which may be different from others', and to do so respectfully.

Since we're going to have a group discussion, what are some rules we could put in place to make it run smoothly?

[Children usually name all the rules, but you can write them on the board if necessary].

Philosophical discussion on the theme of hope and despair

- What is hope? What is despair?
- Do you have hope in the context of climate change?
 - How do you experience hope and despair?
 - What gives you hope/less hope?
- Is it possible to have hope and despair at the same time, to have both emotions coexist?
- Can we create hope in others?
- Can hope fluctuate from one day to the next?
 - Why? What influences hope?
 - How about despair? Can it fluctuate as well?
- What do you do when you feel hopeless or despair?
 - How do you deal with despair?

Conclusion

Rather than trying to ignore or make our despair go away, and always telling ourselves that we must have hope, we can recognize it, share it with others, draw it, and get to know this emotion: what does it communicate to me?

During the week we will be taking pictures of elements in our environment that make us think of the beauty of nature.

Examples of artwork

