



ROLE REVERSAL

*A Climate Collective Legacy Activity,
Contributed by Rachael Jacobs,
Gadigal land, Eora Nation (Sydney,
Australia)*



ABOUT

The ITAC Climate Collective is a group of Teaching Artists from all over the world who have gathered monthly online to exchange ideas, practice and advocacy opportunities in the Arts and Climate space. The group was developed after an unprecedented response to our ITAC IMPACT: Climate open call - we received more than 100 applications in just 2 weeks. It became clear that there was a hunger within our network for a platform dedicated to Arts and Climate where Teaching Artists can connect and share. The group seeks to connect and amplify the visibility and impact of Teaching Artists' powerful responses to the climate crisis.

PURPOSE

The Climate Collective fosters connectedness, visibility, and impact for Teaching Artists' contributions to the climate crisis response. That distinctive contribution is the capacity to creatively engage directly in communities, schools and institutions to change beliefs and behaviors about the climate, and to document the impact of the work.

VISION

The Climate Collective envisions a vigorous, positive global response to the climate crisis in which the skills of creative engagement are widely recognized and tapped.

MISSION

The Mission of the Climate Collective is to use international demonstration projects, model projects, an online curriculum, and an activist group of Teaching Artist leaders to advocate, educate, and activate the impact that teaching artists can bring to climate crisis response, and to leverage the effectiveness and impact of member projects into increased funding and engagement opportunities as member projects.

Each month the group alternates between Professional Development meetings with guest speakers and knowledge exchange and Climate Cafes which are primarily art making and practice sharing focused.

The Climate Collective came to an end in December 2023 and, as a legacy project, the group shared their favourite arts and climate activities. We have the pleasure of outlining the following and hope it will inspire other Teaching Artists to engage in similar work in their own communities.

ACTIVITY OVERVIEW

Teaching Artists: Rachael Jacobs

Country: Gadigal land, Eora Nation (Sydney, Australia)

Climate Collective Session you were inspired by?: Abner Delina | 28.04.23 | Youth and climate justice

Length: 30 minutes

Participants: Primary and lower secondary aged children

Environmental Focus:

Art Forms: Drama

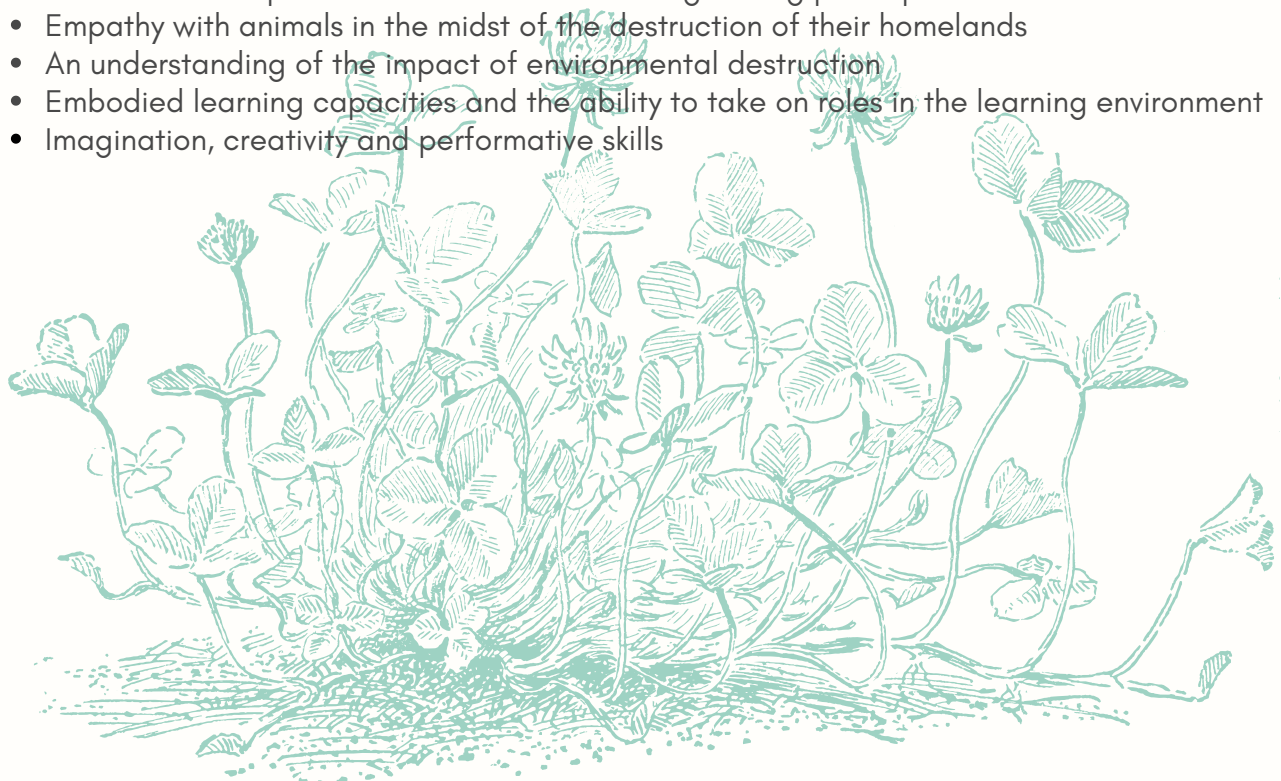
Materials Needed: The book "The Lorax" by Dr Seuss

Guiding Question(s): How is climate change and environmental degradation experienced from animal's point of view?

This activity activates participants' empathy asking them to imagine the scenarios of pollution depicted in The Lorax. Participants, in role, experience the animal's plight, verbally expressing aspects of the destruction which humans have caused.

Goals: This workshop aims to activate the following among participants:

- Empathy with animals in the midst of the destruction of their homelands
- An understanding of the impact of environmental destruction
- Embodied learning capacities and the ability to take on roles in the learning environment
- Imagination, creativity and performative skills



THE ACTIVITY

Step 1

- As part of a process drama, the facilitator reads "The Lorax"
<https://dep.wv.gov/WWE/Programs/nonpntsource/Documents/TheLorax.pdf>
- Read until "*You're glumping the pond where the Humming-Fish hummed! No more can they hum, for their gills are all gummed. So I'm sending them off. Oh, their future is dreary. They'll walk on their fins and get woefully weary in search of some water that isn't so smeary.*"

Step 2

- Show participants the pictures of the animals leaving

Step 3

- Divide the participants into three groups. Each group is going to be a creature and they are to show a role reversal scene. They show the factory getting bigger and their creature being forced to leave. In this scene only the animals can talk, the humans cannot talk.

Step 4, Culminating presentation

- Each group performs to the class.
- At the end of the performances, brainstorm words that depict how the animals feel at this point in the story.

Reflection

- Re-do the scenes, but with people who intervene to make sure the animals don't need to leave. Show what they do to change the course of history to protect nature.

How will you measure impact?

- Ask students about their views before and after

Give it a try!

ABOUT THE TEACHING ARTIST

RACHAEL JACOBS



Rachael Jacobs lectures in creativity and the arts at Western Sydney University. She is researcher in anti-racism, as well as a community activist, aerial artist, South Asian choreographer and she runs an intercultural dance company. As a community artist, Rachael facilitates projects in community settings, mostly working with migrant and refugee communities.