



*THE BUTTERFLY EFFECT:  
TAKING ACTION ON A  
HUMAN SCALE, FROM  
ONE COUNTRY TO  
ANOTHER*

*A Climate Collective Legacy Activity,  
Contributed by Frédérick Moreau,  
Canada*



## 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:** Frédérick Moreau

**Country:** Montreal (Laval), Quebec, Canada

**Climate Collective Session you were inspired by?:** Patricia Cruz | 31.03.23 | Climate education and youth

**Length:** More than 2 hours

**Participants:** 12-17-year-old immigrants in a welcoming class

**Environmental Focus:** A small act can help change habits on a human scale, which can change a world, little by little. This artistic activity advocates the repetition of small actions on a human scale for the environment (in the form of small, simple but effective actions) and encourages their propagation, firstly by creating a commitment on the part of the student to find solutions to environmental problems and apply them, then on the school scale as individuals commit to making diverse gestures for the ecology. Finally, on the community scale, as young people encourage peers and parents to make these gestures. The idea is for these environmental gestures to become sustainable over time, and to become part of the idea of creating better habits of consumption and behavior. Moreover, the environment is also the source of artistic inspiration for the project, creating a knowledge for everyone about the state of the planet around the world.

**Art Forms:** Theater/Improvisation/Visual art/Multimedia

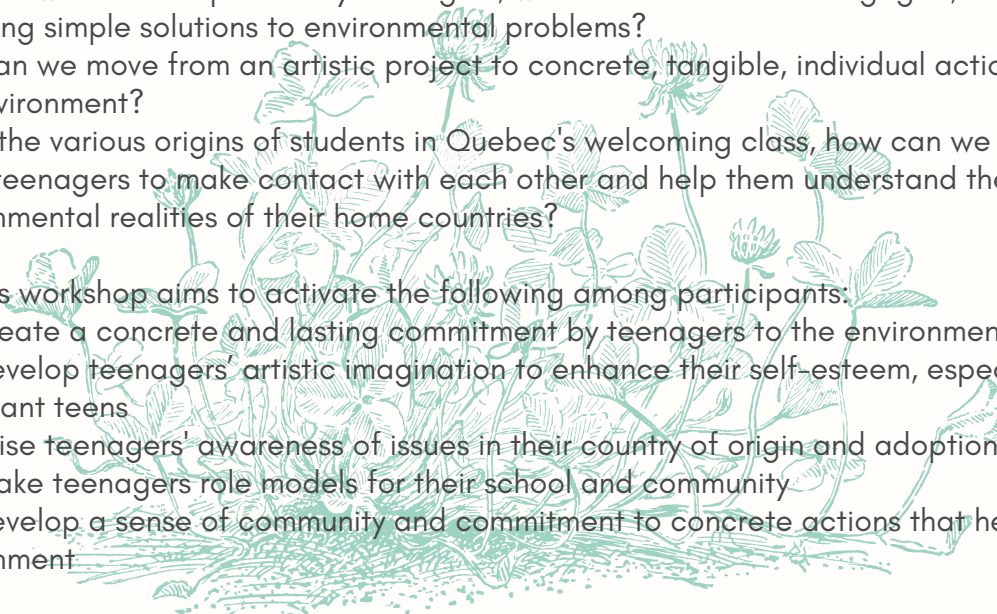
**Materials Needed:** Drawing boards, coloring pencils, student's phones, class projector (and, for the video footage, imovie and a computer)

## Guiding Question(s):

- How can we interest specifically teenagers, who are sometimes disengaged, to invest time in finding simple solutions to environmental problems?
- How can we move from an artistic project to concrete, tangible, individual action to help the environment?
- Given the various origins of students in Quebec's welcoming class, how can we encourage those teenagers to make contact with each other and help them understand the diverse environmental realities of their home countries?

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

- - To create a concrete and lasting commitment by teenagers to the environment
- - To develop teenagers' artistic imagination to enhance their self-esteem, especially with immigrant teens
- - To raise teenagers' awareness of issues in their country of origin and adoption
- - To make teenagers role models for their school and community
- - To develop a sense of community and commitment to concrete actions that help the environment



# THE ACTIVITY

The activity will be led in a welcoming class in Laval, Quebec, Canada. This class includes around 20 young people aged 12 to 17 from all over the world, who are immigrating and learning about Quebec culture and the French language. (It could be any other language for the purpose of this activity.) These young people do not speak much in their first language in French class, and this project will allow them to do so, enabling them to develop their self-esteem. It will also be the occasion for them to talk about the environmental reality of their country and to value their first culture.

## Step 1

- In two workshop periods of one hour fifteen each (2.5 hours in total), they will first identify an environmental problem of each of their countries and briefly explain it to their classmates - it could be an event linked to the environment (earthquakes, rising waters, flood, forest fires, etc.) or problems linked more to human life (mountains of garbage, pollution, etc.).

## Step 2

- In teams of four, they will choose a concrete, tangible action to solve each problem (for example, for the water supply, it would be to take a shorter shower).

## Step 3

- Then, they will improvise and brainstorm to create humorous slogans to promote their action. Afterward, they will write them on posters, both in their first language and in French. All the students from each team will be involved in the posters: one young member of the team will be in charge of coming up with more ideas for the humorous slogans and will be the "imagination machine", one young person will be in charge of writing the slogan in French, and two young people will be in charge of drawing the poster. To encourage the whole school to take action daily or weekly, a section on the poster will be reserved so that, once installed, school staff and the young people themselves can indicate the number of times they have made the action proposed on the poster.

## Step 4

- Once all the posters are up and running, when the teenagers will talk about the posters and the gestures in their daily lives, the young people will be raising awareness among the people around them of a reality other than that of their new country, and taking concrete action to bring about positive change in their country's environmental situation, on a human scale.

## Step 5

- Finally, they will encourage a classmate to do one of the gestures found by the class (on one of the posters) and they will take a photo of themselves with their classmate so that the photos can be assembled and edited quickly to create the final video.

# THE ACTIVITY CONCLUDES

## Step 6, Culminating presentation

- As a final presentation, the posters will be put up on the walls of the school and, to highlight their presence, a slogan per day – for a week – will be announced on student radio; encouraging the other students of the school to take action. The whole school will thus be called on to do as much as possible.
- Once edited, the video and the posters will be launched via YouTube and will be available free of cost so that members of the teenager's families can access it in their home countries.

## Reflection

- After the activity and the final presentation, two weeks later, I will ask the teacher of the class if the teenagers are still committed to the gestures they encouraged, and if they talk about them daily. In other words, if their gesture will have a perpetuity.
- One month later (a quite long duration after the activity), I will also discuss with the students about the project and what they kept from it. I will ask them to remember collectively the slogans wrote by the class and if they can chose other actions for the problems related to the slogans.

## How will you measure impact?

- Number of people (students, school staff, student's entourage) who took the proposed environmental action (documented by students and staff, who will indicate on the posters each time they took the action).
- Effectiveness of environmental actions over time (if repeated after the workshop)
- Number of people who watched the project videos
- Quality of learning about the environmental realities of each country by each student
- Quality of the slogans and concrete actions developed by young people

*Give it a try!*



# ABOUT THE TEACHING ARTIST

## *FRÉDÉRIK MOREAU*



Frédéric Moreau is a director and teaching artist and graduated from the National Theatre School of Canada. Between 2018 to 2020, he won an ESSOR-award for his codirecting of the play Ulysse and received two grants from the Canada Council for the Arts to create projects that build bridges between professional artists and teenagers. In 2022, he facilitated a workshop at ITAC 6 in Oslo, giving the first inspiration for the project Teenagers' wind of change. This project has been presented by more than 200 teenagers as of now, allowing more than 50 performances about them and their reality to be seen by peers and parents. He also facilitated a workshop to create an interactive book about the environment for the EDEN project, led by ITAC and Joyce DiDonato. Moreover, in the last 7 years, he has created and led all the artistic programs for newcomers at Rencontre Théâtre Ados.