



CHILDREN OF THE WORLD



**A TEACHER-SUPPORTED MULTIMEDIA PROJECT
WITH AND BY THE CHILDREN**

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ABOUT THE CONGRESS

Earth, our common home is the theme for the 5th World Environmental Education Congress taking place at the Palais des Congrès de Montréal (Quebec, Canada) from May 10 to 14, 2009. Drawing some 3,000 participants from around the globe, this event is for all teachers and educators who want to integrate the relationship with the environment into their teachings, be it through schools, museums, parks, community organizations, the media, or other. The Congress is also targeting researchers and program leaders from a wide diversity of organizations and institutions. For more information, we invite you to visit the Congress Website : www.5weec.uqam.ca

Children of the World is one of the featured events of this Congress. It is a cross-cutting activity that seeks to ensure that children—their perspective, sensitivity, concerns, dreams, and so on—occupy centre stage at this event. Their presence, though virtual, promises to be widely pervasive.

This project is coordinated by Nathalie Robitaille and Louis Aubin, in collaboration with Lucie Sauvé, Holder of the Canada Research Chair in Environmental Education at the Université du Québec à Montréal.

ENVIRONMENTAL EDUCATION

“Environmental education (EE) is an integral part of human and social development and one which has to do with our relationship to the environment. Beyond merely transmitting knowledge, EE fosters the building of collective knowledge from a critical perspective. It aims to develop useful know-how in connection with real opportunities for action. It facilitates the development of an environmental code of ethics and the adoption of attitudes, values and practices steeped in these ethics. It fosters cooperative learning on, by and for environmental action.”

*- Lucie Sauvé, Ph. D., Professor, Department of Education and Teaching, Université du Québec à Montréal
Holder of the Canada Research Chair in Environmental Education
Co-chair, 5th World Environmental Education Congress*

If you have any technical, logistical or other questions, feel free to contact us!

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WHY PARTICIPATE?

1. To be engage in a stimulating and educational experience with your students;
2. To be part of a active citizenship project;
3. To be a virtual participant in a world-scale congress;
4. To contribute to a project of international scope;
5. To enable the children of the world to show us and interpret their environment;
6. To obtain, in the end, a DVD featuring children from all over the world!

As we know, children are more than mere “receivers” of environmental education; they are “transmitters” of critical thought and sensitivity, capable of playing an active part in solving problems and finding ways to reinvent and rebuild their world. Children have much to teach us!

Congress organizers want to open the doors of this event to children from all corners of the world by giving them a virtual space through which they can express what matters to them most and share their environmental concerns with us via a multimedia presentation.

Through the local aspects chosen by these children, we want to celebrate the world’s biological and cultural diversity. Through their voices, we want to hear the diversity of the world’s languages. There will therefore be no translation: the children’s own images and voices shall say it all.

SCREENINGS DURING THE CONGRESS

The Children of the World videos will be projected on a giant screen at key moments throughout the Congress. The children’s images and voices will echo through the halls of the Palais des congrès de Montréal, reminding us all of their presence at the very heart of this world event.

PARTICIPANTS

To carry out this project, we are hoping to elicit the participation of about 20 preschool and grade school classes from different geographical regions and diverse cultures around the world.



THE PEDAGOGICAL PROCESS

Exploring our living environment is often the logical starting point of any environmental education process: Where are we? What is this place in which we live? Who are we? Where do we come from? How are we connected to this environment? What do we do here? Do we like living here, in this neighbourhood, this village, this region? What do we want to preserve? What do we want to improve or change? What do we want to do here as a community? What can we do here as a community?

Discovering or rediscovering our local environment also means discovering ourselves, both individually and collectively, in relation to that environment.

Introducing our environment to visitors gives us a great opportunity to learn more about it ourselves. By producing a short video on our living environment for “visitors” from around the world, we can rediscover our neighbourhood or our village, see it from a fresh perspective as we reflect upon what it is about it that we like and share our dreams, our projects, our concerns.

SETTING THE STAGE

SUGGESTED STEPS

There are many ways to explore or re-explore a local environment. As an educator, you are already familiar with various strategies for achieving this. We suggest the following steps to guide you in this process:

STEP 1: THE TRIGGER

Organize a group trip through the neighbourhood, village or region to give the children an overall picture of the local environment. Along the way, urge them to discuss and share their observations.

STEP 2: EXPLORATION

As a group or in teams, narrow the journey to a particular area or location in order to focus more specifically on certain aspects.

STEP 3: QUESTIONING

In the classroom, encourage the children to investigate and ask themselves questions about the different aspects identified. Parents and other adults from the community can be called upon to contribute.

STEP 4: CHOICES

At the end of this exercise in discovery and questioning, hold a discussion to (democratically) select the aspects to be presented in the video production: four (4) things they particularly like about the environment and two (2) they would wish to improve or change.

STEP 5: PREPARATION

With the help of this document, determine how the children will present the aspects they have selected. **What scenes will be shot? What photos will be taken? What drawings will be produced?** We propose that a storyboard be developed (see example on page 6) to facilitate the filming process.

STEP 6: PRODUCTION

Divide up the roles for video production, photography and drawing. The first scene should include the entire group, with one student naming the school, teacher, city or town and country. The children should share the task of presenting the subsequent scenes featuring the various local aspects that have been identified.

In order to achieve the broadest representation and widest diversity possible, we would like to see and hear from many different children. We therefore suggest that each selected aspect be presented by a different child.

PRODUCTION



4 Four aspects of the environment that the students like

+ 2

Two aspects they would like to change or improve

VIDEOS + PHOTOGRAPHS + DRAWINGS!

Six (6) video scenes presenting the students' living environment

- ▣ 4 videos, each 2 minutes in length, highlighting the aspects of the environment that the students like;
- ▣ 2 videos, each 2 minutes in length, featuring the aspects they would like to change or improve (the children are asked to propose solutions for changing or improving these aspects)

Twenty (20) photos

- ▣ 8 photos of the children, their teacher, their living environment;
- ▣ 8 photos depicting the aspects the students like about their environment;
- ▣ 4 photos depicting the aspects they would like to change or improve.

Approximately ten (10) drawings illustrating the children's environment

- ▣ Drawing depicting the aspects they like;
- ▣ Drawings depicting the aspects they would like to change or improve.

CONTENT

The children explain the aspects they have chosen to present, in their own words and in their own language. The camera shows the object or aspect in question as well as the student(s) commenting on it. Each short video production or photo therefore enables us to "visit" the children's neighbourhood or village through these images; *we want to hear them tell us about their environment in their own words, in their mother tongue.*

ESSENTIAL ELEMENTS

1. The children introduce themselves and tell us the name of their teacher, school, city or town and country;
2. The children present on camera the four aspects they like about their environment;
3. Illustrations (video, photographic, drawing) of the aspects they like;
4. The children present on camera the two aspects they would like to change or improve;
5. Illustrations (video, photographic, drawing) of the aspects they want to change or improve;
6. Video segments and general images of the living environment.

EXAMPLES OF ASPECTS THEY MIGHT LIKE:

A person, plant or animal, a body of water, well, particular section of the city, street, park, landscape, favourite public area, market, meaningful building, and so on.

EXAMPLES OF ASPECTS THEY MIGHT LIKE TO CHANGE OR IMPROVE:

Things that may be affecting their lives or living environment, such as pollution, safety concerns, lack of green space, threatened habitats, housing shortages, inadequate access to education or clean water, and so on.

There is no need to edit and assemble your video. Simply send us the video segments, photographs and drawings and we will take care of putting together the final layout.

FILMING SUPPORT

GETTING STARTED: DEVELOPING A STORYBOARD

A storyboard is a technical document used in the preproduction of a film or video to outline the sequence of the illustrations or images to be used. It details all of the various elements with the utmost precision for the purpose of previewing and planning the film shoot. The storyboard therefore serves as an important reference tool during the production of a film.



Draw what you see or envisage

Image of the children's class for the general presentation.



Draw what you see or envisage

A child introduces himself, names his school and country and presents something about his environment that he likes. "My name is Traoré Ayoub and I go to District 5 School in Tougan, Burkina Faso. I like tending cattle with my friends."



Draw what you see or envisage

Show the aspect he likes about his environment. Show him tending cattle with a friend.

Use the same process to present all of the elements in the production.

TECHNICAL SPECIFICATIONS



VIDEOS

All video segments must be sent to us by December 15, 2008.

These videos must be produced using equipment available to amateur filmmakers and be free from copyright restrictions.

Accepted formats: .avi, .dv, .mpeg or .mov. Please contact us regarding any other formats.

Please identify your video (preferably in English or French) as follows: country/screenwriter/title

PHOTOGRAPHS

Photographs must have a minimum resolution of 300 dpi (dot per inch) and be sent in JPEG or TIFF format.

Please be sure to identify each photo (country/screenwriter/title).

DRAWINGS

Drawings may be scanned and transmitted by e-mail or sent by regular mail.

By regular mail / formats accepted: DVD, CD or paper (in the case of drawings)

CHILDREN OF THE WORLD

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By e-mail / (files smaller than 10 Megs):

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By upload (FTP)

username: enfants

password: monde

To add a photo or video, click ADD DOCUMENT

Select the file where the photo or video is to be stored (Les ENFANTS DU MONDE)

Click Use Upload (IMPORTANT)

Select the photo, video OR Zip file containing the documents

Name as follows: (country, screenwriter, video or photo #)

Click SAVE

Do not fill in field "Number of downloads"

USEFUL LINKS

The 5th World Environmental Education Congress
<http://www.5weec.uqam.ca/> (in French, English and Spanish)

Canada Research Chair in Environmental Education
<http://www.unites.uqam.ca/ERE-UQAM/>

Adéquations
<http://www.adequations.org/> (French only)

International Association of Investigators for Environmental Education (NEREA)
<http://www.nerea-investiga.org> (French, English)

Association québécoise pour la promotion de l'éducation relative à l'environnement
<http://www.aqpere.qc.ca> (French only)

Canadian Network for Environmental Education and Communication
<http://www.eecom.org> (French, English)

Environmental blog
<http://robitaillenathalie.blogspot.com> (French only)

Filming tips and advice
<http://www.exposure.co.uk/eejit/tips/index.html>
<http://www.bbc.co.uk/blast/film/tipsandtools/videoshootingguide/>
<http://www.homemovieediting.co.uk/filmingtips.html>

Please feel free to contact us with any technical, logistical or other questions you may have!

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Coordination, screenplay and direction: Nathalie Robitaille et Louis Aubin

Film Editing and direction: orangetango

Original idea and collaboration: Lucie Sauvé, Chair holder, Canada Research Chair in Environmental Education
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UQÀM
Faculté des sciences de l'éducation
Université du Québec à Montréal

