

LESSON 2: DISSONANCE



**NAOD LEMMA
DAREGOT**

OVERVIEW

Daregot, a short film by Naod Lemma, follows a family in Awabel, Ethiopia that has lived their entire lives without electricity. The film captures their reactions as they watch footage of world leaders discussing climate change. Through dialogue and an activity, this lesson explores the dissonance between decision makers and the vulnerable communities who are most significantly impacted by their decisions.

Objectives:

1. Students will consider the daily life of a family living in a community without electricity.
2. Students will analyze the words of world leaders to understand issues of climate change and energy poverty in Ethiopia.
3. Students will reflect on the relationship between decision makers and communities.
4. Students will consider the perspectives presented in the film and offer their own insights.

Lesson Plan:

1. Introduction: 5 minutes
2. Screen Film: 5 minutes
3. Group Discussion: 15 minutes
4. Partner Talk: 10 minutes
5. Activity: 20 minutes
6. Conclusion: 5 minutes

Key Terms & Vocabulary:

Community, Climate Change, Dam, Disconnect, Dissonance, Energy, Energy Poverty, Political Leader, Power Dynamics, Regenerative

Key Figures: Greta Thunberg, Ban Ki-Moon, Sahle-Work Zewde, Donald Trump

Materials:

1. Provided activity sheets (to be printed)
2. Writing tools (pens, (colored) pencils, markers)

1 INTRODUCTION (5 MINUTES)

Welcome students,

Today, we will watch a short film about the daily life of an Ethiopian family living in Awabel. This film explores the family's relationship to energy and the disconnect between the family and world leaders who make decisions about their daily lives.

Q: Is anyone familiar with the term energy poverty?

Q: What does it mean or refer to?

A: Lack of access to modern energy systems, like electricity, and services which prevent communities from getting enough energy to meet their daily needs.

Like more than half of Ethiopia's population, this family lives in a community without electricity. After we watch the film, we will work together on activities to explore conversations, both global and local, around energy poverty. Through these conversations we will also work to understand the dissonance between Ethiopians and world leaders that impact everyday life in Ethiopia.

2 SCREEN FILM (5 MINUTES)

We will now watch the film, which is titled *Daregot* and by an artist named Naod Lemma, who is based in Addis Ababa.



ACTION: As we watch the film together, please consider:

1. What do you notice about the daily life of this family?
2. What different perspectives does the film present?

3 GROUP DISCUSSION (15 MINUTES)

Take a moment to recall what we just saw in the film.

Q: What tasks did you notice the family doing in the film by hand?

A: Preparing ingredients, cooking, creating instruments, cleaning, etc.

Q: What relationship do the family members have with their surroundings?

A: Awareness of natural resources, use what they need, live with the elements

From building a fire, to cooking, to constructing instruments, every task is completed by hand with skilled techniques and no electricity. Everyone contributes to the tasks, and even the younger members learn as they watch on and help. The family has a keen awareness of the materials and natural resources available to them.

- Q: When the family sits down to watch television together, what are they watching?
- Q: Who is speaking on the television?
- Q: How would you describe their reactions to this new experience?
- Q: How is their response to television different from their previous behavior?

That's right, we are seeing world leaders in the climate change conversation speaking from around the world. We notice a dissonance between the leaders and the family members.

- Q: How would you define the word dissonance?
- A: Dissonance means a tension or clash resulting from the combination of two disharmonious or unsuitable elements.
- Q: Why might the family be feeling this dissonance?

4 **PARTNER TALK** (10 MINUTES)

Use the map provided in the addendum to understand the location of the Grand Ethiopian Renaissance Dam (GERD). Talk to a partner next to you and work together to consider these questions:

- Q: Can you locate Ethiopia on the map?
- Q: What is a dam and how can it be used to harvest energy?
- Q: What might the energy from the dam be used for?
- Q: Where does the Nile River start and end? Who will be most impacted by the dam?

Reconvene the group.

- Q: How might Ethiopian communities living without electricity, like the family in the film, access information about the dam?
- Q: From the film, who appears to be involved in the decision making process?
- Q: In what ways, if any, are Ethiopians able to be involved in the decision making around the dam or any climate related issues?

5 **ACTIVITY: PERSPECTIVE DIPTYCHS** (20 MINUTES)

This activity involves using text-based examples from the film to understand the dissonant perspectives presented.

Naod Lemma uses two screens, called a diptych, in order to capture multiple views simultaneously. As we can tell from the film, there are various perspectives for us to consider.

- Step 1** Prepare the materials. Students will need the attached activity sheet or a blank piece of paper where they can draw the template. Students will also need a writing tool (pencil, pen, marker, etc.).
- Step 2** Students will be asked to read the quotes provided in the addendum, taken directly from the speeches presented in the film. Ask students to select two quotes that represent opposing perspectives.
- Step 3** Instruct students to respond to the two quotes they selected.
Q: What would each leader say to the family watching at home?
Q: What would the family say back?
- Step 4** Invite two to three participants to briefly share their work with the class.
- Step 5** Wrap-up discussion. We have explored five perspectives presented in the film, all with different opinions and nuances to consider.
Q: Based on the quotes we explored, why might the family be feeling the dissonance that we spoke of earlier or the other feelings you mentioned – confusion, alienation, mistrust, uninformed, and frustration?

That's correct. The leaders that we heard speak are people who hold positions of power, have access to the world stage where decision making happens, and are speaking about issues that impact Ethiopians without including them.

6 CONCLUSION (5 MINUTES)

Today we have explored multiple topics based on the film *Daregot*. We have discussed the impact of energy poverty and considered the disconnect between decision makers and the people their decisions affect.

Concluding Questions:

- Q:** What part of the film or lesson today did you find most interesting? Why?
- Q:** How did the artist express such challenging topics through the use of a diptych?
- Q:** What, if anything, did you learn about Ethiopia, its citizens and environment?
- Q:** How has our lesson informed your understanding of energy poverty?
- Q:** Are there any other questions or comments before we end our lesson for the day?

GLOSSARY:

Community (noun): A group of people living in the same place or having a characteristic in common.

Climate Change (noun): A change in global or regional climate patterns, in particular a change beginning in the 20th century and attributed largely to the increased levels of atmospheric carbon dioxide produced by humans using fossil fuels.

Dam (noun): A barrier constructed to hold back water and raise its level, forming a reservoir used to generate electricity and/or a water supply.

Disconnect (verb): A break the connection of or between two things.

Dissonance (noun): A tension or clash resulting from the combination of two disharmonious or unsuitable elements.

KEY FIGURES:

Greta Thunberg: A Swedish environmental activist who is internationally known for challenging world leaders to take immediate action on climate change. Thunberg has been active on the global stage since she was 15 years-old.

Ban Ki-moon: A South Korean politician and diplomat who served as the eighth Secretary-General of the United Nations, from January 2007 to December 2016.

Energy (noun): Power derived from the utilization of physical or chemical resources, especially to provide light, heat or electricity.

Energy Poverty (noun): The lack of access to modern energy services.

Political Leader (noun): A person active in party politics.

Power Dynamics (noun): The way different people or different groups of people interact with each other and where one of these sides is more powerful than the other one(s).

Regenerative (transient verb): To regrow or be renewed or restored, with the intention to improve upon what has been damaged or lost. stage since she was 15 years-old.

Sahle-Work Zewde: An Ethiopian politician and the current president of Ethiopia, being the first woman to hold the office.

Donald Trump: An American media personality and businessman who served as the 45th president of the United States of America.

ADDENDUM: MAP



ADDENDUM: QUOTES (IN ORDER OF APPEARANCE)

“ My message is that we will be watching you. You all come to us young people for hope. How dare you. You have stolen my dreams and my childhood with your empty words.

- **Greta Thunberg**, 16, addressing the United Nation's Climate Action Summit in New York City on September 23, 2019

“ As a young boy of Korea, I grew up during a time when we didn't have energy. Until I became a freshman in college in 1963, I had to study, and I had to live, under a dim, smoky, kerosene lamp.

- **Ban Ki-moon**, Secretary-General of the United Nations, delivering the keynote address at the Center for Global Development on April 20, 2012

“ Mr. President, we are facing unprecedented challenges. Climate change is real, posing a real threat to progress, even survival, forcing us to shift resources away from development. And the construction of the Grand Ethiopian Resistance Dam on the Blue Nile is merely to generate hydroelectric power too offer our people an opportunity to at least supper with a light on.

- **Sahle-Work Zewde**, President of Ethiopia, addressing the General Debate of the 74th session of the UN General Assembly at the UN headquarters in New York, on September 26, 2019

“ So, the deal was done, and it's a very dangerous situation because Egypt is not going to be able to live that way, and they'll end up blowing up that dam, and I've said, and I say it loud and clear, they'll blow up that dam. And they have too do something. So whatever you can do to get them, Ethiopia too do that, they're going too have to, okay.

- **Donald Trump**, Former President of the U.S., making a statement during a telephone conversation with Sudanese Prime Minister Abdella Hamdok, on October 23, 2020

PERSPECTIVE DIPTYCHS (ACTIVITY)

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DAREGOT

1. Select two of the following perspectives that you believe are **opposed** or **different**.
Identify them in spots #1 and #2 below.
2. Respond to the quotes provided by your educator.

Perspectives	#1	#2
Greta Thunberg		
Ban Ki-moon		
Sahle-Work Zewde		
Donald Trump		