EXIT: EDUCATION RESOURCE FOR STUDENTS

CLIMARTE and the Ian Potter Museum of Art at the University of Melbourne are thrilled to present EXIT as part of ART+CLIMATE=CHANGE 2017, a Festival of exhibitions and events harnessing the creative power of the Arts to inform, engage and inspire action on climate change.

www.artclimatechange.org • www.art-museum.unimelb.edu.au

WHAT IS EXIT?

EXIT is an immersive 360° projection of six animated and thematic maps: Population Shifts: Cities; Remittances: Sending Money Home; Political Refugees and Forced Migration; Rising Seas, Sinking Cities; Natural Disasters; Speechless and Deforestation.

EXIT's maps are generated by data* that investigate human migrations and their leading causes, including the impacts of climate change. First created in 2008, its complete 2015 update coincided with the pivotal Paris-based United Nations Climate Change Conference (COP21).

**Data sources:*
https://www.fondationcartier.com/#/en/art-contemporain/26/exhibitions/2416/exit/2446/the-maps/

Using a wide array of sources ranging from international organizations to NGOs and research centers, EXIT provides the rare opportunity to visually understand the complex relationships between the various factors underpinning contemporary human migrations.

EXIT was commissioned by the Fondation Cartier pour l'art contemporain for its 2008 exhibition, Native Land, Stop Eject, and is now part of the Fondation Cartier collection. Based on an idea by French philosopher and urbanist Paul Virilio, created by Diller Scofidio + Renfro, with Laura Kurgan, Mark Hansen, Ben Rubin, in collaboration with Robert Gerard Pietrusko and Stewart Smith.

SCHOOLS INVITED TO TAKE2

Victoria's climate change pledge

The state government is supporting all Victorians to take action on climate change through its pledge initiative, TAKE2. Delivered by Sustainability Victoria, TAKE2 provides free, tailored advice and support to Victorian individuals and organisations, including schools, on how they can reduce climate change. It will help Victoria achieve net zero emissions by 2050. Schools, including the hundreds already part of SV's Resource Smart Schools program, can join TAKE2 and make a further contribution to the fight against global warming. Together we can fight climate change, but we must act now.

www.take2.vic.gov.au • www.resourcesmartschools.vic.gov.au

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The ART+CLIMATE=CHANGE 2017 logo was designed by Cordial Creative using data from the Australian Bureau of Meteorology. It represents Melbourne's weather for the year to October 2016, the Earth's hottest year on record.

We acknowledge the Traditional Owners of the land on which ART+CLIMATE=CHANGE 2017 takes place and pay our respects to their Elders, past, present, and future.

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We thank all our Partners for their generous and enthusiastic support of this festival and their commitment to action on climate change.

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GENERAL
QUESTIONS

1. How does/did the work make you feel?

2. What is the purpose of this exhibition?

3. Was there any aspect of the exhibit which you found surprising and why?

4. When was the data for EXIT collected? Why was it necessary to update the data?
   What changes were noted when the data was updated in 2015?

5. Why do you think it is called EXIT? What name would you give to the exhibit?

6. Where did the data for the exhibit come from? How reliable is the data?

7. What facts shown in the work did you know already?

8. What issues were reflected in the exhibit? Were you aware of any of these issues?
   E.g. have you heard about climate change and how did this come to your attention?

9. How does the use of technology and processes used contribute to the meaning of the work?

10. Consider the presentation of the work and the impact it has on the viewer. Is the 360 degree panorama more successful than a flat screen?

11. Why do you think this work is in an Art gallery? Is it art or is it information or is it both? Give reasons for your opinions.

12. What did you notice about the sound in the exhibition? What was the relationship between the sound and the data shown? How did the sounds make you feel?

13. How does the format and lighting contribute to the meaning and messages conveyed by EXIT?

1 POPULATION SHIFTS: CITIES

There are now as many people living in urban areas as in rural areas. This first map shows this shift of population: each pixel of the map represents one thousand people, and the pixels are distributed equally between urban and rural areas. Cities are the key battlefield in the fight against climate change, emitting roughly 70% of the world's greenhouse gas emissions. On the EXIT screen 1 pixel = 1,000 people.

1. What factors have contributed to the migration of people?

2. How many people inhabit the earth?

3. What threshold was crossed/reached in 2007?

4. Why do you think people tend to move towards the city?

5. How many of the 50 fastest grown cities can you identify?

6. Were any Australian cities documented in the data? What are some of the consequences of increased population growth in urban areas?

2 REMITTANCES SENDING MONEY HOME

Remittances from immigrants represent the main source of foreign investment in developing countries. The animation shows the five top remitting countries, represented by their flag, as well as the large number of countries receiving remittances. In 2014, migrants sent more than 389 billion euros to developing countries. In these countries, remittances exceed foreign aid by 3 to 1.

1. Can you find Australia on the map? What other countries do you recognise represented by their flags?

2. 60 developing countries in the world receive 50% of remittance from 12 host countries. What are remittances and where are the most remittances sent too?

3. How many euros were sent in increments? ($389 billion)

4. What is foreign aid? Who receives it?

5. Watch the Australian flag as the $ symbol drops. Where does Australia sends most money to (e.g. China, India and Vietnam) and what do these countries have in common?

6. Which countries did not receive remittances from Australia? Can you think of reasons for this?

3 POLITICAL REFUGEES AND FORCED MIGRATION

This map shows the continuous movement of people forced to migrate away from their homes because of war, persecution and violence. Refugees are displaced outside of their country, while internally displaced people (IDPs) are displaced within their own country. Green pixels represent refugees, while red pixels represent IDPs. There are currently about 19.5 million refugees worldwide, and more than 38 million IDPs. This is the highest number since the end of World War II.

1. What is the definition of a refugee according to the United Nations listed in the 1951 convention?

2. What are some of the common causes of people becoming refugees?

3. In your opinion, which country/countries consistently accepts refugees?
    Research which countries accept/don't accept and why.

4. Which country/countries were most of the refugees from in 2015?

5. How many people are represented by each green pixel?

6. What is the definition of an IDP? How many IDP are represented by one red pixel?

7. Were many people going to Australia as refugees?

8. Were there any people leaving Australia as refugees? What conclusion can be drawn from this?

4 NATURAL DISASTERS

This map shows the disproportionate toll paid by developing countries due to natural disasters, in comparison to industrialised countries. An artificial line divides the world in two hemispheres, and stresses that the victims and damages are much more significant in the South than in the North, for a similar disaster. Since 2008, natural disasters displaced an average of 26 million people per year – that is one person every second.

1. Natural disasters displace an average 26 million people per year.
    What are some of these natural disasters?

2. What is the equator? What is the explanation of the terms Global North and Global South?

3. Why was the equator redrawn for this map and what does it indicate?

4. What are some of the potential solutions to halt global warming?

5 RISING SEAS, SINKING CITIES

The average sea-level rise is expected to be around one metre by the end of the century. This map shows the cities located in coastal regions that will be affected by this sea-level rise. The cities in question, however, are not equally vulnerable, because of different development levels and other factors. The animation highlights the cities that are most vulnerable, and are at risk of sinking.

1. What is one of the key drivers for the displacement of people?

2. According to the data shown how many people were displaced by floods?

3. What is global warming?

4. Describe one of the following impacts of global warming in detail: ocean acidification, temperature rise, sea level rise, health and disease, natural disasters.

5. What cities in Australia will be flooded if the sea rises as predicted?

6. What is the predicted rise of sea level by the year 2100?

7. If global warming threatens to submerge major cities, what are some of the consequences for people in the future? How would people's lives change?

6 SPEECHLESS AND DEFORESTATION

The destruction of tropical forests also represents the destruction of Indigenous people's livelihoods, cultures and languages. The map shows the ongoing process of tropical deforestation in three different regions: Xingu Park in Brazil, South-East Cameroon, and Jambi Province in Sumatra, Indonesia. In each of these regions, Indigenous peoples are at risk, as well as their cultures and languages. More than half of the 6,700 languages that are spoken today are in danger of extinction by the end of the century.

1. What is tropical deforestation? What are the impacts of deforestation on soil, flora and fauna?

2. What is the definition of Indigenous people? What are the impacts on the lifestyles of Indigenous people?

3. What are the two main vectors of destruction of the environment?

4. How are Indigenous people disadvantaged by these vectors?

5. What happened in the Indonesian Province of Sumatra?

6. What is one of the consequences of the loss of Indigenous people's environments?

7. How many languages have become extinct since 1950?

8. How many languages are there in the world today?

SUGGESTED ACTIVITIES
AND RESEARCH

GENERAL

List as many words as you can to describe the work.

Investigate other artists who have made work to raise awareness of climate change.
How does their work compare to EXIT?

1. POPULATION SHIFTS: CITIES

List the three fastest growing cites and find out which countries they are in.

Where is Dhaka, also spelled Daka? What is Dhaka's expected population?

How has your own local environment changed? Interview one of your teachers to see if they are aware of changes in the local environment.

How many people live in Melbourne? What is the largest city in Australia defined by population?

What economic reason may lead to people moving to other cities or countries?

What are some of the environmental issues that have arisen through shifts in population across the globe?

2. REMITTANCES SENDING MONEY HOME

Identify the developing and developed countries on a map, why is money being sent from certain countries and received by others?

What can governments do to solve this situation?

3. POLITICAL REFUGEES AND
FORCED MIGRATION

Write down the calendar months in French. What is the French word for green, red and earth?

Do you know someone who moved to Australia from another country? Find out why they moved.

4. NATURAL DISASTERS

Natural disasters have dire consequences for ecosystems and biological systems.
Research a recent disaster and its social, political and economic impacts.

What are some of the most current issues about climate change?
Look through a recent newspaper and cut out any headlines or articles about climate change.

5. RISING SEAS, SINKING CITIES

Draw a diagram which explains the cycle of water. Research how the melting of the ice caps and rise of sea levels will impact on this cycle.

Does everyone believe in global warming? Do a survey of your class to determine if the majority agree.

Considering economic, environmental, political and social differences, are all cities equally vulnerable to impacts of population shifts and global warming?

"Global warming does not understand political borders". What do you think this statement means?

Research possible solutions to global warming e.g. reduce logging, plant trees, use alternatives energy sources, improve public transport.

6. SPEECHLESS AND DEFORESTATION

Which languages are particularly vulnerable in Australia, and why may have this occurred?

Draw a diagram that explains the carbon cycle. How do carbon emissions affect the environment?

Why do we need to protect the environment? What are some of the ways we can do so?

What are some of the biggest incidences in recent history that have impacted on the environment?
Note where these events have occurred – are they mostly in the Northern or Southern hemisphere?
Are they natural or man made?

What is the difference/relationship between an ecosystem and biodiversity?

SUGGESTED ACTIVITIES
AND RESEARCH CONTINUED

FURTHER RESEARCH

Analyse EXIT and write down the 6 categories and issues raised in the work. What supporting data was revealed? Did you recognise any patterns or relationships through these issues? What conclusions have you come to in relation to these issues?

How reliable do you think the data is? Do you think EXIT is a valid model for recording, processing and presenting data? What might be some of the limitations in presenting data in this format? What improvements would you make to the presentation?

Do you think EXIT has effectively communicated its message to the viewer? What might be some of the positive outcomes from the audiences participation in the work?

Can you measure your own footprint on the world? What resources do you use? What are some of the ways you save energy, or water? What are some of the things you do which help to achieve a more sustainable way of living? How would you raise awareness to convince others of the urgency for a call to action on climate change?

Can you name any people you believe have already made a difference as individuals, and specifically raised awareness of climate change? What was their viewpoint?

What other renewable resources have been identified to combat potential risks from climate change?

What questions do you have? What would you like to investigate further?