

ALL THE TIME IN THE WORLD



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ALL THE TIME IN THE WORLD

Directed by Suzanne Crocker

2015 | Canada | 87 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *All the Time in the World* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film, and some weblinks that provide starting points for further research or discussion.

The Film

"Inside is our storage place, but outside is actually our home," says eight-year-old Kate, reflecting on her family's decision to leave the comforts of modern life for the remote Yukon wilderness. In an effort to reconnect with one another and tune out from a technology-laden world, Kate's mother (and *All the Time in the World* filmmaker) Suzanne Crocker and her husband left their jobs and set forth with three children, two cats and one dog to spend nine months living in a small cabin with no road access, no electricity or running water and not a single clock. By living their lives dictated by the passing of the seasons, their family comes together to rediscover themselves within the natural world. Set in the breathtaking wildness of Canada's Yukon Territory and filmed entirely off the grid without an external crew, *All the Time in the World* crafts an intimate and heartwarming portrait of a family in search of deeper connection. **Michelle Latimer**

Source: <http://www.hotdocs.ca>

The Filmmakers

Suzanne Crocker—Director, Producer, Cinematographer

Crocker, a Yukon filmmaker, switched careers from rural family physician to filmmaker in 2009. Her award-winning short film *Time Lines* (2010) screened at film festivals in Canada, the US and Europe, and was selected for a National Film Board Filmmakers Assistance Grant. *All the Time in the World* represents Crocker's feature film directing debut.

Source: <http://allthetimeintheworld.ca>

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VIEWING THE FILM WITH STUDENTS

The following three sub-sections are intended to provide you with a range of Pre-Viewing, Viewing and Post-Viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes and a page of weblinks for further investigation.

Pre-Viewing Activities

Show students the trailer for the film found on the film's official website (<http://allthetimeintheworld.ca>). Have students work in small groups to try to identify themes or ideas conveyed by the trailer. As a larger group, discuss with students how effective/affective the trailer is as a media piece.

After watching the trailer, have students complete a KWL chart. In the K column, have them write notes on what they already know about living in the bush, and/or the documentary. In the W column, they should questions the students would like answered. Have them complete the L column after watching the documentary.

Print several of the questions or quotations from the Extension Activities section of this guide onto individual sheets of paper. Have students work in small groups or with partners to discuss if they agree with the ideas.

Set a purpose for viewing by having a discussion about one or more of the questions or quotations from the Extension Activities section of this guide. Have them share the statement and what they think or believe about it with the class.

Have students define and discuss the following terms: (a) hibernation, (b) cabin fever, (c) sustainable living, (d) off-the-grid, (e) time, (f) liberating and (g) family.

Have students choose one of the terms listed above. They can use a word organizer by dividing a box into four. In each of the four boxes, have them write in one corner the following: Definition, Non-examples, Examples and Use in a Sentence. Ask the class their opinion about the word and if it they have faced any personal challenges about this term. Take it up as a class.

Have a class discussion about outdoor living. Ask students if they have ever camped or lived in the outdoors for a school or family trip. Ask students how they felt being in nature. Did they have access to technology or other comforts from home like a toilet or shower? Have them write an exit note about how they felt on the time in nature without the amenities from home.

Have a class discussion about family time. Ask students how many hours they spend with their family on a weekly basis. Ask the class how technology is taking away from quality family time. An article from *Psychology Today* from March 13, 2013, titled "Is Technology Creating a Family Divide?" can help with the discussion (<https://www.psychologytoday.com/> Type the title of the article into the search function of the website.)

Viewing Activities

Have students complete the PBS viewing guide on documentaries (<http://www.pbs.org/pov/docs/Copies%20of%20Viewing%20Guide.pdf>). Students can revisit their completed documents as a Post-Viewing Activity.

Have students jot down five ideas for discussion, or questions that the film raised in their minds.

Have students use a Venn diagram to compare their life with the life of Suzanne's family during the nine months in the bush.

Have students list all the outdoor activities the family participated in during their nine months in the bush. Have them highlight the activities they have accomplished from the list.

Describe how each of the family members changed from the beginning of the film to the end of their time in the bush.

Post-Viewing Activities

Show the students their quotations from the Pre-Viewing Activity and see if their opinions were changed, altered or enhanced by the film.

Assign some of the questions and quotations from the Extension Activities section of this guide for homework to be taken up the next day in class. Check for completion.

Have students complete an exit note (a single small sheet of paper with one phrase or idea written on it) that demonstrates one thing they have learned, felt or decided as a result of watching the film.

Discuss with students their initial reactions to the various scenes and situations addressed in the film.

Do a follow-up of the KWL chart Pre-Viewing Activity. Students will work with an elbow partner to review the questions posed in column two of the KWL chart and complete column three.

Have students choose one of the events from the film and write a diary entry as if they were part of the event.

Have a class discussion about sustainable living. "Sustainable living is a lifestyle that attempts to reduce an individual's or society's use of the Earth's natural resources and personal resources" (https://en.wikipedia.org/wiki/Sustainable_living). Ask the class if they believe sustainable living is a lifestyle they could embrace. Ask the class what limits people in choosing this lifestyle.

Discuss the importance of living more sustainably. Discuss the environmental consequences of a technology. Have students break off into groups, each focusing on one of the following topics: Human Health Impacts, Local Natural Environment Impacts, Social and Cultural Impacts, Global Impacts and Resource Sustainability. Students can use large chart paper to brainstorm the consequences to their topic. Have students read their topic from a publication titled *Anticipating the Environmental Effects of Technology—A Manual for Decision-Makers, Planners and Other Technology Stakeholders*, found on the United Nations Environment Programme's website, to help with their topic (<http://www.unep.or.jp/ietc/Publications/Integrative/EnTA/AEET/6.asp>).

Have a class discussion about the impacts of technology on our health. Ask students if they feel they are addicted to their cellphones and use them more than they should? Ask the students if they think their use is affecting their posture? Sleep? Social interactions with family and friends? A *Huffington Post* article from August 2, 2012, titled "Heavy Technology Use Linked to Fatigue, Stress and Depression in Young Adults," can help with the discussion (<http://www.huffingtonpost.com/> Type the title of the article into the search function of the website).

Have students "unplug" for the day or the weekend. Have them eliminate their use of cellphones, computers and lights. Have students write a reflection about how they felt during the unplug and if they participated in non-technology based activities they might not have done otherwise (e.g., talking, crafting, reading, playing games, etc.). Have students organize a monthly school-wide unplug.

Have students plan a nine-month trip into the wilderness within Canada. Have them choose their location, mode of transportation, list of essentials and food.

Have students complete a journal-writing exercise through one of the family members from the film and describe their experience over a one-year period. The assignment and rubric can be found on the Culminating Activity pages.

WEBSITES AND ONLINE RESOURCES

About the Film

<http://allthetimeintheworld.ca>

Facebook: <https://www.facebook.com/All-The-Time-In-The-World-1493545497578455/>

Twitter: <https://twitter.com/allthetime92>

Additional Resources

CBC News: An article from March 18, 2015, titled "Suzanne Crocker Chronicles Life Off-Grid in Yukon." discusses her experience making the documentary.

<http://www.cbc.ca/> Type Suzanne Crocker into the search function of the website and scroll down for article.

CBC Radio: A 21-minute clip from the program *The Current* broadcast July 1, 2015, titled "Family Escapes to Isolation in Yukon Wilderness to Reconnect," has the family discussing the challenges during the nine-month trip and some unanswered questions.

<http://www.cbc.ca/radio/> Type the title of the clip into the search function of the website.

David Suzuki Foundation: An article from March 14, 2013, titled "Healthy Kids Need Time in Nature," discusses the need to children to spend time outdoors to keep them healthy.

<http://www.davidsuzuki.org/> Type the title of the article into the search function of the website.

Family Time Machine: This website is aimed at providing ideas for non-technology-based activities families can do together at different times of the day.

<http://familytimemachine.com>

Journey North: The online teacher resource titled Tick-Tock: Biological Clock has students exploring the concept of time and their own internal abilities to keep time. Then they consider the importance of biological clocks to migratory species.

<http://www.learner.org/jnorth/> Type the title of the resource into the search function of the website.

Natural Parents Network: An article from September 20, 2013, titled "20 Ways to Turn Off Electronics and Tune In to Your Family," discusses one parent's attempt to balance work and family while trying to track and control technology use in their home.

<http://naturalparentsnetwork.com/> Type the title of the article into the search function of the website.

Psychology Today: An article from April 14, 2015, titled "Simple Ways to Be More Present in Our Everyday Lives," discusses the concept of mindfulness and how to live in the moment.

<https://www.psychologytoday.com/> Type the title of the article into the search function of the website.

The Tjee: An article from December 29, 2014, titled "Ten Things Learned Living Off-Grid in Canada," guides readers about an off-grid lifestyle.

<http://thetyee.ca/> Type the title of the article into the search function of the website.

What's Up Yukon: An article from April 2, 2015, titled "Meds to Media: Acclaimed Documentary Comes Home to Dawson," discusses how the director decided to become a filmmaker.

<http://whatsupyukon.com/> Type the title of the article into the search function of the website.

YouTube: In this 7:45-minute clip titled "Suzanne Crocker: *All the Time in the World* at Wild & Scenic," Suzanne Crocker is interviewed during the Wild and Scenic film festival and discusses her film.

<https://www.youtube.com/watch?v=w7uuFvOu6z0>

Various Links for Lesson Plan Ideas, Media Awareness, Critical Literacy and Documentary Films

Center for Media Literacy: A US website which provides resources for making, understanding and criticizing media.

<http://www.medialit.org>

Media Awareness: A Canadian non-profit media education and Internet literacy resource library.

<http://www.media-awareness.ca>

NFB: Valuable education resources for the classroom.

<http://www.nfb.ca>

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

Would you like to live in the bush for nine months? Could you live without electricity and communications? What would you miss most?

Do you have a list of experiences you would like to accomplish in your lifetime? List your top 10.

Why did the family choose the winter to take their trip to the bush?

Life without electricity can make some everyday tasks more difficult to accomplish in the bush. Describe four examples of activities done in the bush that we complete effortlessly with our use of technology and access to stores and services in the city.

How does living in the bush help bring back the true meaning of the holidays?

Why is it important for people to reconnect with nature?

Have you ever felt the need to disconnect from the treadmill of your life and reconnect with your family? Discuss two moments in your life where you and your family enjoyed a special trip or time together. How did you feel?

What limits our ability to relax and enjoy our time with friends and family? Explain using three examples.

What do you feel are the most important things in your life? What makes something important to you? Rank your top five.

Do you make the most of the moment? How can we ensure we enjoy the moment regularly?

Could you live somewhere unfamiliar to you? Do you feel that this nine-month journey could be a possibility for you and your family? Explain. What are the requirements/limitations to go on a trip like this?

How do you think the family adjusted to their life back at home?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"I always felt there was never enough time for the things that really counted."* Suzanne Crocker, mom
2. *"To get the freedom of time again, we had to free ourselves from the structure of time and see what would happen."* Suzanne Crocker, mom
3. *"Inside is our storage place, but outside is our actual home."* Kate, daughter
4. *"My favourite part of being in the bush was being so close to your family."* Kate, daughter
5. *"When you take out that structure of time, you're actually present in the moment. And I think kids totally know that. They can sense when you're listening and when you're faking it."* Suzanne Crocker, mom
6. *"I like that there's a lot of time to do stuff and there isn't any distraction really."* Sam, son
7. *"In some ways, it was really joyful, relaxing and carefree but you continually think that the real life is the life you left behind, if it is real life. Could you live out your life just doing this? Where you go through the seasons and you get your wood and feed yourself and your family, and maybe a simple life is all that really matters."*
Gerard Parsons, dad
8. *"In the bush, you kind of feel connected to everything around you. I guess that's because you spend more time outside."* Sam, son
9. *"I think kids really crave time with their parents, time as a family. And so it was really wonderful to be able to have that nine months where they had as much of that as they wanted."* Suzanne Crocker, mom
10. *"We know we don't have all the time in the world, but for those nine months, it sure felt like we did."*
Suzanne Crocker, mom

CULMINATING ACTIVITY: JOURNAL WRITING IN CHARACTER

You will need to write in character, choosing one person from the film: Suzanne, Gerard, Kate or Sam. You will need to write a total of six journal entries.

The first two entries should be about your character's life before going to the bush. Discuss their life at home/school/work. Describe their emotions about their interactions with their family and the time they spend together. Also discuss how they feel about the idea of spending nine months in the bush.

In the next two entries, write about their time in the bush. Pick two experiences from the film to use in your entries.

The final two entries should discuss the experience upon return to their city life. One entry can be about the journey back in the boat. The second entry could be getting home, going back to work/school and life in the city. Include feelings about the differences between the different lifestyles.

Write the series of diary or journal entries as if they were written over a period of a year.

All entries need to work together as a whole; they should sound like the writings from a single person and show consistency from one entry to the next.

ACTIVITY RUBRIC: JOURNAL WRITING IN CHARACTER

Knowledge and Understanding

Concepts	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Understands the concept, opinions and ideas of the character	Does not communicate or understand the concept, opinions and ideas of the character	Communicates with a limited degree of understanding of the concept, opinions and ideas of the character	Communicates with a moderate degree of understanding of the concept, opinions and ideas of the character	Communicates with a considerable degree of understanding of the concept, opinions and ideas of the character	/5

Thinking and Inquiry

Planning	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Use of planning skills (e.g., gathering information, organizing an inquiry, asking questions)	Does not use any planning skills	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	/5

Application

Writing	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Expression and organization of ideas and information (e.g., clear, logical organization) in written form	Does not communicate issues through the use of writing skills	Communicates issues through the use of writing skills with limited clarity and effectiveness	Communicates issues through the use of writing skills with moderate clarity and effectiveness	Communicates issues through the use of writing skills with considerable clarity and effectiveness	/5

Communication

Connections	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Making connections within and between various contexts (e.g., past, present and future; personal)	Connections were not apparent	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	/5

Comments:

Total: _____/20

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Languages	<ul style="list-style-type: none"> • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. • create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.
Grade 7 Science	<ul style="list-style-type: none"> • investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem. • demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment.
Grade 9–12 English	<ul style="list-style-type: none"> • generate, gather and organize ideas and information to write for an intended purpose and audience. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. • demonstrate an understanding of a variety of media texts.
Grade 9 & 10 Family Studies	<ul style="list-style-type: none"> • describe important changes that are associated with adolescent development, and explain their influence on the behaviour and needs of young people. • demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships • describe lifestyles in diverse families and the impact of a range of factors, including social and cultural factors, on these lifestyles. • demonstrate an understanding of practical skills and knowledge needed to safely and effectively perform day-to-day tasks that help meet their needs and those of the family. • demonstrate an understanding of their responsibilities related to their personal well-being and that of their family, and of how they can maintain their health and well-being. • describe the functions and responsibilities of families and the diverse ways in which families fulfil them.
Grade 9 Geography	<ul style="list-style-type: none"> • analyze characteristics of various physical processes, phenomena and events affecting Canada and their interrelationship with global physical systems. • analyze issues relating to the sustainability of human systems in Canada.
Grade 9 Science	<ul style="list-style-type: none"> • demonstrate an understanding of the dynamic nature of ecosystems, particularly in terms of ecological balance and the impact of human activity on the sustainability of terrestrial and aquatic ecosystems.
Grade 11 Family Studies	<ul style="list-style-type: none"> • demonstrate an understanding of the range of relationships people experience over a lifetime and of the differences between healthy and unhealthy relationships. • demonstrate an understanding of various dynamics and challenges that can affect relationships. • demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships. • demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development in children. • demonstrate an understanding of a variety of child-rearing practices and their effects on children.
Grade 11 Geography	<ul style="list-style-type: none"> • assess quality of life in the selected region, including factors that contribute to quality of life and policies/ programs that aim to improve it. • analyze the role of physical processes and human practices in maintaining a sustainable natural environment. • analyze the impacts of human activities on the earth's physical processes and the natural environment.

Grade 12 Family Studies	<ul style="list-style-type: none"> • demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles and social institutions on family and parent-child relationships. • demonstrate an understanding of demographic trends related to the family and to parent-child relationships and of the impact of social issues and challenges on family development. • demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development.
Grade 12 Geography	<ul style="list-style-type: none"> • assess ways in which stewardship practices can contribute to the sustainability of human settlements. • describe ways in which human societies modify their local environments in order to meet economic, social, political and other needs, and assess the effects of these modifications on sustainability. • assess the contributions of stewardship initiatives by groups and individuals to the sustainable use and management of natural resources, locally, nationally and globally.

The Overall Expectations listed above are from the *Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations, can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>