



Reboot  
the Future

How will you  
reboot the future?

ONE. LAHARI.

Co-authored by

Consortium of  
Development Education  
Centres

*bringing global education into the classroom*



Hosted on

Global Dimension

We know that many teachers are passionate about addressing the climate crisis with their students, but it can be challenging to find time to tackle the topic, and it can be difficult to know where to begin. In fact, Teach the Future's latest research shows that even though 90% of teachers are concerned about the climate crisis, 41% say climate change is rarely or never mentioned in their schools.<sup>1</sup>

These short films and guides are designed to help teachers begin to introduce conversations about climate action into the classroom in a way that is positive, empowering, and adaptable to suit the needs of individual teachers and students as they navigate the transition back to school.

These resources flexibly slot into tutor group sessions or any gaps in the timetable, allowing teachers to spark conversations with their students and find space in the day to stop and consider how our actions now can make a real difference in the future.

**These materials are also suitable outside of classroom contexts, including youthwork, uniformed groups, Duke of Edinburgh, Youth Parliament meetings, Student council/ Pupil council meetings and more.**

After a year of disconnection and with limited face to face contact, we have found conversations to be powerful instigators of change, and incredible tools in rebuilding our sense of connection with ourselves, each other and the planet.

We hope these resources will inspire you, and help you to ignite young people's sense of optimism, tap into their imagination and creativity, and empower them with positive and personal ways of engaging in climate action.

1. Teach the Future (2021) <https://www.teachthefuture.uk/teacher-research>

# Using these resources

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## How you could use this film

This short film can be used as an effective teaching tool in the following contexts:

- As the stimulus for a discussion using the Harkness model outlined on page 5 or using the prompt questions on page 4.
- To introduce a related scheme of work exploring climate change and its impacts.
- To finish a lesson in an uplifting and motivational way.
- Alongside Jonathon Porritt's book *Rise Up to Reboot the Future* as part of a class reader.
- As inspiration for your students to create their own artistic visions for their own future in 5 year's time.

## Sparking meaningful conversations

These resources, and this topic in general, lend themselves well to both a P4C approach, and/or the Harkness method of discussion, where students lead the conversation, and the teacher steps back from the role of "knowledge holder" and conductor.

For an introduction to the Harkness method see page 5, or find more information about the Harkness discussion method [here](#).

To find out more about Philosophy 4 Children, you can visit the P4C website at [www.p4c.com](http://www.p4c.com).

## Going beyond discussion

For each of these resources, we have worked with [CoDEC](#) to include activities for those who are looking to take these sessions beyond the discussion phase.

We have also included links to Jonathon Porritt's book, the inspirational text behind these films, *Rise Up to Reboot the Future*, and a list of related resources from a variety of organisations, which tie into the key themes of the film, so that you can build a scheme of work expanding on the topics and messages you find in these resources.

# How will you reboot the future?

ONE. LAHARI.

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This short film tells the story of Lahari, a prospective law student in Mumbai, who, as someone with asthma, uses her platform to influence the law on air pollution.

**Watch the film at:**  
[youtu.be/t7FXVcioQ](https://youtu.be/t7FXVcioQ)

## Discussion questions

- What platforms do we all have access to – on and offline? How could we use them to improve the world, even in a small way?
- Is it easier to speak out about things which personally affect us? Would Lahari have started campaigning if she wasn't personally affected by air pollution?
- What are the positive and negative impacts of social media?
- What is the connection between the health of our planet and human health – both mentally and physically?
- Who owns the air?
- Should we praise those who don't pollute, or punish those who do?
- Is clean air a Government responsibility, an industry responsibility, an individual's responsibility?
- "Air pollution is killing roughly seven times as many people as COVID-19 – every year!" This statistic appears in both the film and the book. How does it make you feel?
- How can we connect with other people who share the same passion as us? How can we use those connections to spread more compassion and hope for the future?
- Ecocide is the destruction of the natural environment by deliberate or negligent human action. It is not yet recognised by the UN as an internationally punishable crime. Do you think it should be?
- Are people's first-hand stories more powerful than statistics? Why? Why not? Is a fictionalised story like this one more or less powerful than a real-life story?
- How does the rule "treat others and the planet as you would wish to be treated" appear in this film?

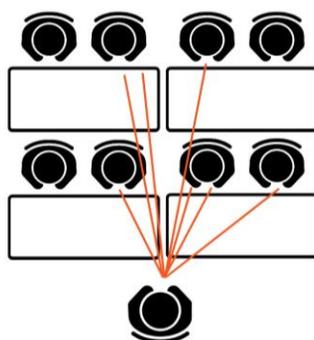
# Sparking meaningful conversations

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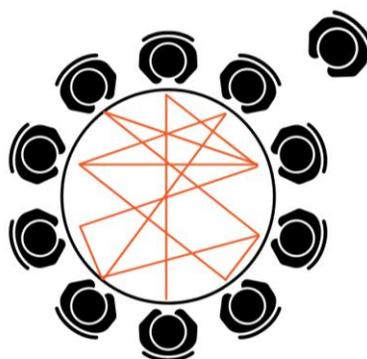
## A short guide to the Harkness model

After watching the film, follow the steps below:

1. Seat your students in a circle, where everyone can see and make eye contact with each other. You should remain outside of the circle.
2. Draw a circle on a piece of paper, noting down everyone's names or initials at their corresponding point around the circle.
3. Explain that, during the discussion, you will map the path of the conversation by drawing lines between the people who speak. As a team, the class should try to make sure that the map is evenly spread between everyone, by ensuring everyone joins in and everyone has an equal opportunity to speak.
4. Ask everyone to take a moment to think of one question or one statement that they would like to make about the film. You could read through a few of the prompt questions on the previous page as examples.
5. Ask for a volunteer to start with a question, and then step back and allow the conversation to play out. Try not to take the lead, but remind students that it is their job to fill any awkward silences and lead the conversation.



Teacher-led discussion model



Harkness discussion model

# Going beyond discussion

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A route out of discussion into action, from our partners **CoDEC** - supporting and delivering global learning in schools and communities across England.

## Carbon footprints

This activity from [Leedsdec](#) invites students to consider their own carbon footprint, and what they can do to reduce it.

- Watch [this explanation](#) of what a 'carbon footprint' is.
- Ask learners: "what would you need to include if you calculated the size of your carbon footprint?" Draw a mindmap of their suggestions.
- Invite students to search for a carbon footprint calculator online, or bring one up on the board for the class to complete together.
- After completing it, ask learners to consider what the best way for them to reduce their carbon footprint is:
  - Eating less
  - Using less
  - Buying smart
  - Mending my stuff
- Can they explain their answer drawing on examples?



# Connecting the film to the book

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*Rise Up to Reboot the Future* is an e-book by Jonathon Porritt, which inspired these films.

It is available to download [here](#) on Global Dimension.

## Getting to know Lahari

- Read Lahari's Personal Profile. In what ways do you think Lahari in the film and Lahari in the book are similar? In what ways, if any, are they dissimilar? Does knowing more about her history change your perception of the film at all?

## Silver linings of COVID-19

- In chapter 2, Lahari says:  
"COVID-19 shone a very bright light on a lot of the cruel and crazy things going on in the UK at that time"  
What do you think are some of the positive changes that have already come out of COVID-19?

## Location

- In the film, Lahari lives in Mumbai and only moves to London for university at the end of the film, whereas in the book she grew up in the UK, and only visits Mumbai on holidays to visit family. Why do you think Beth Flintoff, the scriptwriter and adapter, decided to change where Lahari was from?

## Climate action for COP-26

- Although the book and films are a work of fiction, you have the power to make it a reality. What can you do to get involved with COP-26? What could write to your MP about? Can you and your friends organise to join a climate strike?

## Air travel

- In the book, Lahari discusses how the cost of air travel increases hugely over the next 5 years, as governments begin to attempt to tackle pollution. Do you think paying more for air travel is a sacrifice worth making to address the climate crisis?

## #LetMe Breathe

- **AIR POLLUTION KILLING ROUGHLY SEVEN TIMES AS MANY PEOPLE AS COVID-19 – EVERY YEAR!**  
This statistic appears in both the film and the book. How does it make you feel? If you're in the UK, you can check the daily levels of air pollution in your area here: <https://uk-air.defra.gov.uk/>

# Related resources

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Common Sense Education

- **Digital Citizenship for Secondary Learners**

Lessons to help learners practise responsibility, respect and resilience as they engage as citizens of the digital world.

[www.globaldimension.org.uk/resources/digital-citizenship-for-secondary-learners/](http://www.globaldimension.org.uk/resources/digital-citizenship-for-secondary-learners/)

Young Citizens

- **What is a Digital Citizen?**

Resources to help students to examine online rights and responsibilities and how digital technologies can be used to bring about positive change.

[www.globaldimension.org.uk/resources/what-is-a-digital-citizen/](http://www.globaldimension.org.uk/resources/what-is-a-digital-citizen/)

Primary Science Teaching Trust

- **Air Pollution Research**

A set of resources to explore the topic of air pollution. Easily adapted for secondary school students.

[www.globaldimension.org.uk/resources/air-pollution-research-resources/](http://www.globaldimension.org.uk/resources/air-pollution-research-resources/)

Project Drawdown

- **Climate Solutions 101**

This course, presented in video units and in-depth conversations, combines resources with the expertise of several inspiring voices from around the world.

[www.globaldimension.org.uk/resources/climate-solutions-101/](http://www.globaldimension.org.uk/resources/climate-solutions-101/)

British Red Cross

- **Reflecting for the Future**

Activities to help learners to reflect on how they can prepare themselves for the future by having healthy bodies, minds and ways of coping with challenges.

[www.globaldimension.org.uk/resources/reflecting-for-the-future/](http://www.globaldimension.org.uk/resources/reflecting-for-the-future/)

St John Ambulance

- **Asthma Attacks**

Teach students how to respond to an asthma attack.

[www.sja.org.uk/get-advice/resource-archive/asthma-attack-lesson-plan/](http://www.sja.org.uk/get-advice/resource-archive/asthma-attack-lesson-plan/)

## About the campaign

Born out of a collaboration between Reboot the Future, Jonathon Porritt, and a team of creatives, the 'How Will You Reboot the Future?' campaign aims to ignite young people's sense of optimism, tap into their imagination and creativity, and inspire them with positive and personal ways of engaging in climate action.

This series of teaching resources is designed to sit alongside the five Rise Up short films and Jonathon Porritt's book 'Rise Up to Reboot the Future', as well as our 2021/22 classroom Wall Planner with monthly activities relating to the 10 Big Shifts underpinning Jonathon Porritt's book.

For more information about the campaign, visit [www.globaldimension.org.uk/rebootthefuture](http://www.globaldimension.org.uk/rebootthefuture)

## About Reboot the Future

[Reboot the Future](#) is a small foundation with the Golden Rule, *to treat others and the planet as you would wish to be treated*, at our core. We have a vision of a compassionate and sustainable world powered by connection with ourselves, each other, and the world around us.

Reboot the Future host the [Global Dimension](#) teaching platform, which brings together a calendar of global events and a vast library of resources exploring issues from climate breakdown, to migration and democracy, empowering educators to introduce Global Learning and the Sustainable Development Goals to their classrooms. It is also a space for teachers to connect and discuss the issues that matter the most.

## About the creative team

'Rise Up' is a first-time film from Director [Sophie Austin](#), Producer [Becky Burchell](#) and screenplay written by [Beth Flintoff](#), based on the original book by Jonathon Porritt. Sophie, Becky and Beth have previously worked together with Reboot the Future on a stage adaptation of Jonathon Porritt's book *The World We Made*, which opened at Warwick Arts Centre as part of the Change Festival in 2019.

## About CoDEC

[CoDEC](#) brings together independent, not-for-profit organisations that support and deliver global learning in schools and communities across England. These development education centres (DECs) help people of all ages learn about the world around them and further afield, building the key idea of interdependence.

We would love to hear about the thoughts, ideas and conversations that have taken place in your classroom as you watch these films and use these resources.

Tag us on Facebook, Instagram and Twitter at [@futurereboot](#) or use the hashtags [#rebootthefuture](#) and [#riseup](#) to share your experiences of watching and discussing these films.

Plus, join our [Teacher Facebook Group](#) at [www.facebook.com/globaldimension](http://www.facebook.com/globaldimension)

