



Reboot
the Future



How will you
reboot the future?


TWO. ERIN.

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.¹

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



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.

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?

TWO. ERIN.

This short film tells the story of Erin, a teenager who is passionately protesting about the climate crisis as she watches her grandfather's rural Norfolk home crumble into the sea.

Watch the film at:
youtu.be/w5_IYtzPFQk

Discussion questions

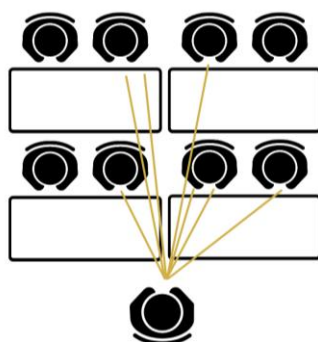
- This is filmed in a real village in the UK called Happisburgh (pronounced *Haze-buh-ruh*). How does it make you feel to know this is happening now, in the UK?
- A resident of Happisburgh describes the village as being 'on the frontline of climate change'.¹ If you lived in Happisburgh, do you think you would be more likely to get involved with climate activism?
- At one point Erin explains that sea levels are going to rise by at least a metre by the end of the century. How does that make you feel?
- How do you relate to your grandparents? What do you have in common with them?
- Do you think generations need to work together to achieve change? Why do you think some people find it hard to connect with different generations?
- Imagine you are a grandparent, looking back on the world in 50 years' time. What would you want it to look like for your grandchildren?
- What actions can we take now to build a world that will be better for our future grandchildren?
- Sometimes when we feel passionately about something, it can feel like we're the only ones. What can we do to find other people who also care about the same issues?
- How does the rule "treat others and the planet as you would wish to be treated" appear in this film?

Sparking meaningful conversations

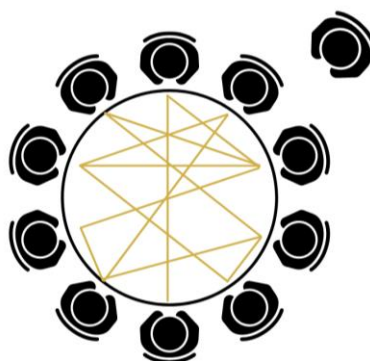
A guide to Harkness discussions

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

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

Paper marigolds in memory of habitat loss

- This '[Global Bite](#)' activity from [The GLADE Centre](#), shows students how to make paper marigolds to stimulate memories of outdoor places that are under threat or have been lost to climate change. Marigolds, or "flowers of the dead", are closely associated with Day of the Dead in Mexico, and so the practice of making them encourages learners to reflect on the animals, plants, natural places, scents, sounds and views that hold special memories for them.
- This activity can lead into an invitation to students to curate an exhibition of items - for example treasured memories, pictures, foods, special memory items, products, poems, sayings, quotes, music – as a reminder of the preciousness of these rapidly disappearing natural habitats due to climate threats. This exhibition can be shared with family members.

The 'win' is tapping into that emotional memory connection, just as Erin did and influencing multi-generations to engage.



Connecting the film to the book

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 Erin

- Read Erin's Personal Profile. In what ways do you think Erin in the film and Erin 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?

Growing up in 2020

- In Chapter 1, Erin says:
"It was like one thing after another. The pandemic. Mental health issues. Poor housing. Rising unemployment. #BLM. News about climate change that just got more and more depressing."

Do you think 2020 was a challenging time to be a young person growing up in the UK? Are there certain things about our modern life which make it easier to be growing up now? What makes it harder?

A climate bombshell

- "A MINIMUM OF A ONE METRE SEA LEVEL RISE BY THE END OF THE CENTURY. THAT WAS THE BEST WE COULD HOPE FOR. AND IT COULD BE A LOT WORSE."

In both the book and the film, Erin is enraged by the news from the IPCC's Sixth Assessment Report (AR6). How does this statement make you feel? Are you as angry as Erin about the fact that governments around the world are responding so slowly to this fact? What could you do about it?

The National Nature Service

- In Chapter 4, Erin describes a new government initiative, started in 2022, called The National Nature Service. Read her description of it – does it sound like something you would like to take part in? What are the benefits of it?

To my great great grandchild

- Read Drew Dellinger's poem '[Hieroglyphic Stairway](#)', quoted in chapter 7. If you eventually have great great grandchildren of your own, they will be alive in approximately 130 years' time. Write them a letter telling them what you are doing now, and hope to do in the future, to make the world a better place for them.

Related resources

British Council

- **Climate Action and Rising Sea Levels**

This activity increases awareness of the effects of climate change, including a rise in sea levels, through investigation, creation of experiments, and taking action.

<https://globaldimension.org.uk/resources/rising-sea-levels/>

Oxfam

- **Ideas for Taking Climate Action at Home**

Inspired by some of the communities Oxfam works with around the globe, they have put together five ideas for taking action at home.

<https://globaldimension.org.uk/resources/ideas-for-taking-climate-action-at-home/>

ThoughtBox

- **The Changing Climates curriculum**

These lessons from ThoughtBox introduce the cause & effect of climate change, exploring some of the science and relating it to local contexts.

<https://globaldimension.org.uk/resources/changing-climate-curriculum/>

University of Manchester

- **Climate Change in Urban Areas**

Contrast Erin's granddad's experience in Norfolk using this resource exploring the impact of climate change on urban areas, focusing on the real-life stories of families living in informal settlements in Bangladesh's capital, Dhaka.

<https://globaldimension.org.uk/resources/climate-change-in-urban-areas-bangladesh-case-study/>

Think Global

- **Water and the Oceans**

This activity kit provides a way to discuss the threats to the planet's oceans and issues relating to ocean sustainability.

<https://globaldimension.org.uk/resources/water-and-the-oceans/>

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

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

