



Reboot
the Future

How will you reboot the future?

THREE. JAMAL.

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?

THREE. JAMAL.

This short film tells the story of Jamal, a school student in inner-city London with a love of growing and cooking his own food, and a dream of becoming a chef.

Watch the film at:
youtu.be/RebJdEsdOLI

Discussion questions

- Do you know who grew, produced and prepared the last meal you ate? How does it make you feel to think about all those people?
- Building a more positive future isn't always about giving something up. Can you think of any examples of positive actions you can take to make the world better?
- Picture yourself in 5 years' time. What do you hope you will be doing? What could you start doing now to make that a reality?
- Did you know in the UK, roughly a quarter of the food people buy ends up in the bin?¹ What are the benefits of reducing that waste? And how can we do it?
- If you always followed the rule 'to treat people and the planet as you would wish to be treated', would that change the way you approached food?
- How could we all connect more with the natural world? What would the benefits be?
- Are we responsible for taking care of the natural world for future generations? How can we do that?
- How does the rule "treat others and the planet as you would wish to be treated" appear in this film?

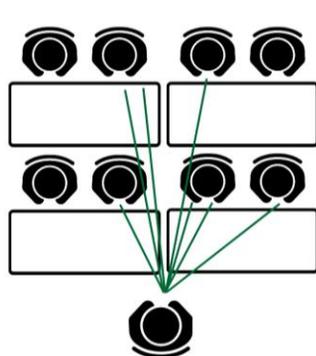


Sparking meaningful conversations

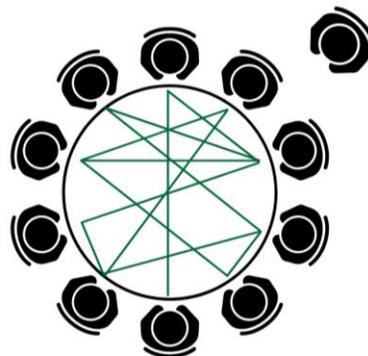
A guide to Harkness discussions

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.

Bringing people together through food

Food can be very emotive and can be a great opportunity for bringing people together. This film brings alive that emotional connection with seasonal, home-grown or foraged food. Moving to eating more food that is seasonal and grown within the UK, if not locally, is an action everyone can take and often at no additional cost, with most supermarkets offering UK products.

- An outcome from this film could be an invitation to bring and share – remaining Covid-safe – snacks or a shared meal that draws on food that has a known locality source, grown or foraged. Perhaps you could take a trip out to gather, buy, harvest or forage food to bring and share:
 - Late spring: forage for wild garlic for use in garlic mayonnaise or in garlic bread.
 - Late summer or autumn: blackberries can be foraged and made into all sorts of sharing items including smoothies and desserts.
- If bringing and sharing food isn't possible, learners could research local, seasonal food online and use that knowledge to write and illustrate a menu plan for an imaginary event.
- Another interactive route out, could be to use the SEEK app by inaturalist, https://www.inaturalist.org/pages/seek_app. This app enables identification of 1000s of different plant species and can be used to introduce people to classification. It's a great way to become more aware of the biodiversity of local plants (N.B. other apps are available.)



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 Jamal

- There is no character called Jamal in the book. However, in the book and accompanying resources, the designers have made the decision to use pictures of Jamal to represent Jesse. In what ways are Jesse and Jamal similar? In what ways are they different?

Connecting with nature

- In chapter 1, Erin describes her experience of lockdown in 2020:

“For a lot of people, there was also a sense of reconnecting with the natural world.”

Take some time now to reflect on your own experience of nature during lockdown – were you able to spend time in green spaces? How did you feel during times when you were unable to spend time outside?

After watching Jamal’s film, do you think there are ways that you could connect more with nature in your own home?

Peak meat

- In chapter 3, the character of Jesse talks about the USA reaching ‘peak meat’ – i.e. the per capita meat consumption plateauing and then beginning to decrease.

How do you see your meat consumption changing if at all over the next five years?

What societal or technological changes would have to take place for you to change your behaviour?

Food, society, climate

- In this film, Jamal says *“people die from eating badly... it’s a matter of life and death.”*

Healthy eating is an example of the interconnection between climate justice and social justice, and in chapter 4, we see a tweet from Safiya Robinson – a real life food activist. Her fictional tweet reads:

“Too many young lives [are] screwed up by eating the wrong stuff. Too many kids not able to learn because their brains and bodies are scrambled by ultra-processed crap.”

Do you agree? Whose responsibility is it to make sure that children and young people are eating well? What can we all do to create a society where this is possible?

Related resources

Practical Action

- **Food Provenance**

Explore the sources of food we consume in the UK as well as topics such as food miles and food labels.

<https://globaldimension.org.uk/resources/food-provenance/>

- **Food Sustainability & Security**

Learn about the impact of food on the environment and people with a set of activities including life-cycle analysis and carbon footprint tools.

<https://globaldimension.org.uk/resources/food-sustainability-and-security/>

Eden Project

- **What's Eating You?**

A series of lesson plans that get students exploring ecosystems and science communications.

<https://globaldimension.org.uk/resources/whats-eating-you/>

Learning through Landscapes

- **Kitchen Scrap Gardening**

Inspire students to start their own veggie patch by using their old kitchen scraps.

<https://globaldimension.org.uk/resources/kitchen-scrap-gardening/>

Fairtrade Foundation

- **Climate, Fairtrade and You**

A pack designed to support discussion on how the climate crisis affects farmers and workers overseas.

<https://globaldimension.org.uk/resources/climate-fairtrade-and-you-education-pack-for-secondary-schools/>

Think Global

- **Supermarket Waste and Plastic**

This Activity Kit allows learners to explore the concept of waste, both food and plastics, investigate why food is wasted and evaluate possible ways of reducing waste.

<https://globaldimension.org.uk/resources/supermarket-waste-plastic/>

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