



Reboot  
the Future

How will you  
reboot the future?

FOUR. JAY.

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



## 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?

FOUR. JAY.

This short film tells the story of Jay, a teenager whose various approaches to speaking up and acting on the climate crisis are each effective in their own way.

**Watch the film at:**  
[youtu.be/bL8corygmhU](https://youtu.be/bL8corygmhU)

## Discussion questions

- How did you interpret the message of the film?
- Is our future set in stone, or can we choose who we want to be and how we get there?
- If you could choose to be one of the future 'Jays', which one would you be and why?
- Your journey will be different to everyone else's, but no matter what your strengths, you can still make a difference. What are your strengths or interests? How could you use them to create a better future?
- Is there a divide between how older and younger generations view climate change? What can we do to bridge that divide?
- What does it feel like when you know you want to say something but it's difficult to say?
- Is there a 'right' or a 'wrong' way to get involved in the fight against climate change?
- Do young people get enough of a say in how the country is responding to the climate crisis? What needs to change?
- How does the rule "treat others and the planet as you would wish to be treated" appear in this film?



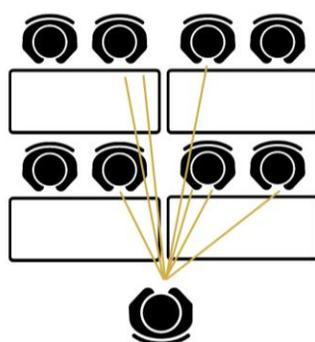
# Sparking meaningful conversations

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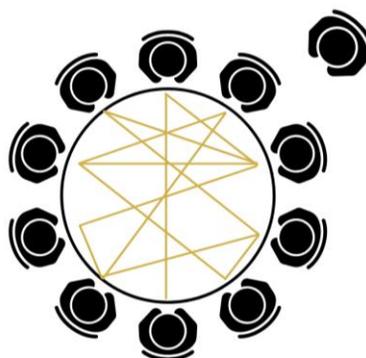
## A guide to Harkness discussions

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

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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.

## Author a speech

- This film has great opportunity as a stimulus for young people to author a short speech or podcast. The speech or podcast could be 3 minutes or 1 minute long: long enough to inspire action and maybe upload to social media.
- The aim of this activity is to draw attention to one of the [SDGs](#) themes. Encourage learners to identify a focused area they are passionate about such as a specific impact of climate change, a cause of climate change, something local they want to see improved or something that they want to bring people together about.



# 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 Jay

- Read Jay's Personal Profile. Which of the Jays in the film is Jay in the book most similar to? In what ways, if any, are they dissimilar to the Jays in the book? Does knowing more about them change your perception of the film at all?

#RiseUp activists

- In the book, 46 young climate activists die in 2023 whilst campaigning. Why do you think it sometimes takes something so shocking as death to get people to take action?  
Do you think this should have been included in the films? Why/why not?

Voting age

- In chapter 5, Lahari discusses the voting age being lowered to 16 years-old. Do you think 16 year-olds should be given the right to vote in the UK? If so, why not write a letter to your local MP to let them know.

Local communities

- How involved are you in your local community right now? In chapter 5, Lahari talks about the importance of local action, which is something that the Jays in the film are trying to get more involved in.  
Why not do some research about community groups where you live and consider joining one now. What currently puts you off?

Running for the council

- In chapter 7, Erin says that she stood as a candidate for the Green Party in her local council elections, and in the films, one of the Jays becomes a politician.  
Did you know in the UK the age of candidacy for anyone running to be an MP is only 18 years old, and the youngest person to be elected in modern times is Mhairi Black, aged 20 in 2015.  
Would you consider standing for election where you live? What, if anything, puts you off?

# Related resources

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- Greenpeace • **Let's talk about it: inspiring action**  
A set of guides to help inspire students to get involved with the climate movement and make a difference.  
<https://globaldimension.org.uk/resources/lets-talk-about-it-inspiring-action/>
- ThoughtBox • **Think & Thrive Curriculum**  
A learning journey helping students forge deeper connections with themselves, society and the natural world  
<https://globaldimension.org.uk/resources/think-and-thrive-curriculum/>
- 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/>
- TED-Ed • **Earth School**  
30 days of nature-focused videos and quizzes, combined with a series of engaging learning resources — all curated by environmental experts.  
<https://globaldimension.org.uk/resources/earth-school/>
- 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/)

## 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)