



Reboot
the Future

How will you reboot the future?

FIVE. TYLER.

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?

FIVE. TYLER.

This short film tells the story of four young climate activists being interviewed by Tyler, a journalist reporting in 2025 from a climate summit. In the interviews, they each give advice to their younger selves.

Watch the film at:
youtu.be/nenkZI-bUZg

Discussion questions

- Which piece of advice resonated most with you? Why?
- What would you like the world to look like by 2025? What do you hope will have changed?
- Can you think of one small step you could start making today which could make a big difference over the next 5 years?
- If you could write a message to yourself in 5 years' time, what advice would you ask for? What would you thank your future self for doing?
- How can we use our platforms to share other people's voices, and amplify those who aren't always listened to?
- In November 2021, the United Nations Climate Change Conference (COP-26) is happening in Glasgow. What would we want to say to our global leaders about the future of our planet? How can we get our opinions heard by the leaders at COP-26?
- 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?

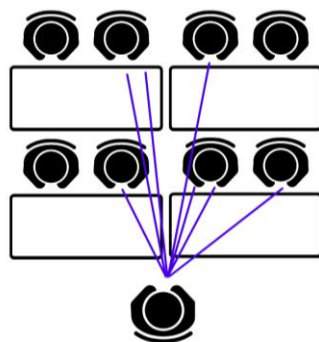


Sparking meaningful conversations

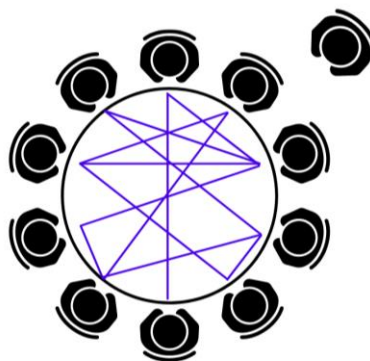
A guide to Harkness discussions

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

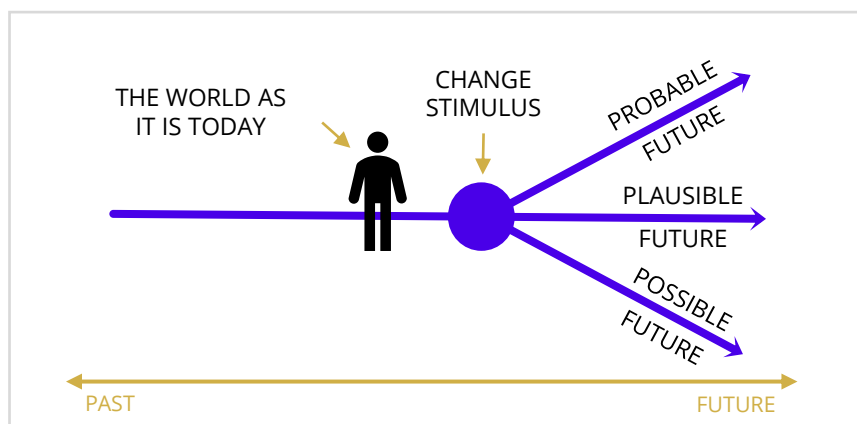
A route out of discussion into action, from our partners **CoDEC** - supporting and delivering global learning in schools and communities across England.

Alternative Futures

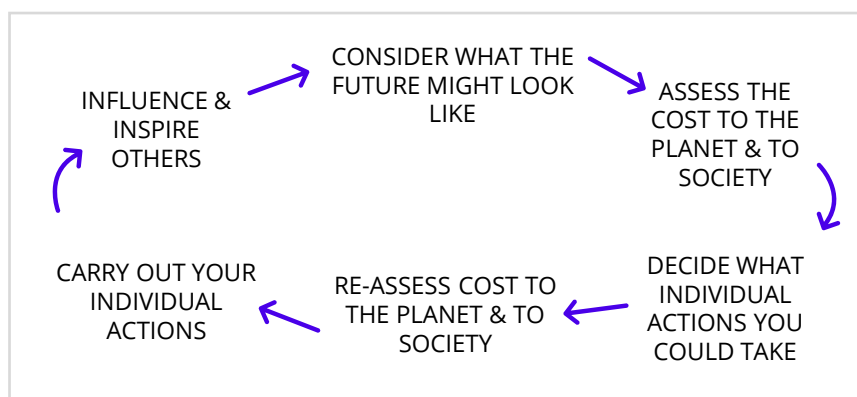
This film offers up opportunities for reflecting about the responsibilities an individual has to future generations, and so kickstarting the 'hearts and minds' of sustainability.

- This **Alternative Futures Diagram** allows students to explore how one stimulus, say this film, can affect the future.

Encourage them to draw the diagram and map out three possible futures – ranging from the probable future, if nothing changed, through to a plausible future where some positive change occurs, all the way to a possible future, if the best possible outcome happened.



- This **Alternative Futures Planning Cycle** offers up the opportunity to explore how our choices and actions can influence the future.



Alternative futures scaffolding diagrams by L.Cutler - [GLADE](#)

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.

- Tyler's role
- There is no character called Tyler in the book. Why do you think Beth Flintoff, the scriptwriter and adapter of the book, chose to include him as a character? What role does he play in the films that may not have been so necessary in the book?
- Lahari's poster
- Read the quote from Arundhati Roy that Lahari's family have on their wall which is featured in Chapter 1.
Take a moment to consider how this relates to what the interviewees are saying in the film.
What you would like to take through with you to the new future, and what you would like to leave behind. Why not create this vision of yourself in a piece of art.
- The burden of activism
- In the film, we see Tyler interviewing four other young climate activists, and in the book all of the characters are young. In chapter 3, Jesse talks about the "emotional burden that young climate campaigners have had to carry for more than a decade."
Why do you think young people are more willing/more likely to carry the emotional burden of climate activism?
- Good ancestors
- At the end of this film, the character Jamal says we should be "leaving the planet in the way that you'd like to find it." – which is similar to a quote from chapter 5 which says "Do for future generations what you would have had past generations do for you".
Have you heard this saying before? Do you wish your ancestors had lived by this rule? If you lived your life following this rule, what do you think you would have to do differently?
- Themes & messages
- Which key themes and events from the book are emphasised in the films?
Would you say the central messages of the book and the films are the same or different? What are they?

Related resources

British Red Cross

- **Reflecting for the Future**

Activities to help students to prepare for the future by having healthy bodies, minds and ways of coping with challenges.

<https://globaldimension.org.uk/resources/reflecting-for-the-future/>

ThoughtBox

- **Think & Thrive Curriculum**

Think & Thrive is a ready-to-teach PSHE curriculum which helps students to forge deeper connections with themselves, society and the natural world.

<https://globaldimension.org.uk/resources/think-and-thrive-curriculum/>

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/>

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/

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/

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