



DEAR FUTURE GENERATIONS: 4 minutes

Prince Ea, activist and inspirational spoken word artist, presents his letter of apology to future generations. A rousing call to us all to tackle climate change while we still can.

Curriculum for Excellence Level: suitable for second to fourth level learners

Opportunities for Interdisciplinary Learning:

HWB 2-13a/ 3-13a / 4-13a

Social Wellbeing

SOC 2-08a/ 3-08a/ 4-08a

2-12a/ 3-12a/ 4-12a, 4-12b, 4-12c

People, place and environment

RME 2-09d/ 3-09d/ 4-09d

Development of beliefs and values

Global Citizenship Teaching and Learning Themes:

 Climate Change

 Climate Justice

 Active Citizenship

Global Goal:



Click [here](#) to find out about the Global Goals for Sustainable Development.

UNCRC Articles:

Article 24 Every child has the right to be healthy...taking into consideration the dangers and risks of environmental pollution;

Article 29 Every child has the right to education which develops your personality, respect for other's rights and the environment

Click [here](#) to find out more about the UN Convention

LEARNING ACTIVITIES



BEFORE THE FILM:

Baseline assessment:

 What are the causes, effects and solutions of Climate Change? Individually, in groups or collectively as a class, use an issue tree (p7 of Oxfam's [Global Citizenship Guide for teachers](#)) to record initial thinking. Take photos.

♥ Ask pupils to place themselves anywhere along a physical line in the classroom with 'Strongly Agree' at one side, and 'Strongly Disagree' at the other, in response to the statement: *Everyone in the world should be able to live like we do in Scotland.* Why have they chosen their particular position?

🗣️ [What's the best way to look after the environment?](#) Groups of pupils discuss the options, then pupils individually choose the one they feel they personally take action on already.

AFTER THE FILM

General Activities

- Pupils Think, Pair, Share one thing you liked about the film, one thing you didn't like, and one question you'd like to ask Prince Ea if you could meet him – share with class.
- In groups, pupils carousel four stations in the classroom:

Causes: [diamond ranking exercise](#) with nine images demonstrating the causes of Climate Change, with the biggest carbon emitters at the top, and the least at the bottom. Robust photos on strong card are available to borrow for free from your local DEC within the Action Aid teaching packs [Power Down](#) and [Age of Stupid](#):

- a. deforestation
- b. burning of fossil fuels
- c. flying
- d. central heating
- e. lighting
- f. consumption of plastics
- g. traffic jams
- h. cattle
- i. use of electricity at home (could be a close up photo of a phone charging/TV on etc)

Pupils should then research at home/school which indeed are the biggest emitters, perhaps creating a pie chart showing the proportions.

Effects: mystery activity (from p15 of Oxfam's [Global Citizenship Guide for teachers](#)). Explore Bangladesh and Scottish connections further using age/stage appropriate activities from [High Tide](#), available to borrow for free from your local DEC. As a follow up, pupils could then create their own mysteries to show the connections between carbon-reducing actions here and positive consequences in countries far away.

Causes: An i-pad/PC based carbon footprint exercise like <http://footprint.wwf.org.uk/> - pupils should compare their footprint with the national average, and with the national averages of other countries – see p2 of Christian Aid’s [Window’s on the World](#) Climate Justice resource

Effects: An age/stage appropriate selection of photo and activities which explore flooding, sea level rise and drought in Bangladesh (referred to in the film), and other countries from [Stride Magazine](#), [Action Aid](#), and [Christian Aid Scotland](#).

- **Solutions – Government and Business** Explore together carbon emission targets nationally and globally – what is the Kyoto Protocol? Where are we just now with a [global agreement](#)? What is the role of the IPCC and the UNFCCC? In Scotland, [where are we now](#) with our legislation?
- **Solutions – Personal and Community** Pupils brainstorm all the ways they personally reduce their carbon footprint. Create a wordle to demonstrate all the ideas – the more frequent their suggestions the larger the word
- **Taking Action** Pupils decide how best to take action on the issue, using the cards from p19 of Oxfam’s [Global Citizenship Guide for teachers](#)). Pupils could then plan their own action, using ScotDEC’s [youth campaign planning tool](#).

FOLLOW UP ASSESSMENT

 Revisit the baseline issue tree(s). Pupils add their new learning on to the trees. Take photos of these and show the pupils the before and afters. On post-its pupils record ‘I used to think.... But now I think...’

 Ask pupils to again place themselves anywhere along a physical line in the classroom with ‘Strongly Agree’ at one side, and ‘Strongly Disagree’ at the other, in response to the statement: *Everyone in the world should be able to live like we do in Scotland.* Have their positions changed? Why? Lead discussion around the diversity of lives within Scotland, and around the world (spectrum between extreme wealth and extreme poverty) and the danger of generalising and perpetuating stereotypes about countries in the Global South. Then lead discussion on human rights and freedoms – Scotland isn’t (at the time of writing) at war, suffering extreme weather events etc... If pupils haven’t brought up western consumption habits, ask them to think about the carbon footprints of the average Scot compared to the average person living in Mali or other countries explored in the topic. If everyone around the world lived like we do (on average) in Scotland, we’d need another 2 planets! Give the pupils the opportunity to move again, and then record their final positions and justifications for their positions on post-its...you could also use ‘I used to think, but now I think...’

👤 Revisit the personal actions from the activity [What's the best way to look after the environment?](#) Ask pupils to record why they changed, or didn't change their minds.

TAKING THE LEARNING FURTHER

- Read 'Brother Eagle, Sister Sky' (available as a book to borrow from your local DEC, or as a 5 minute video clip on You Tube). Why did Chief Seattle deliver this speech? How does this connect with the message in the film? Learners could draw their ideal vision for life and the earth in 7 generations time, then write their own speeches for delivery at assembly or a gathering of parents/local community members.
- Explore the teaching materials for [Global Goal 13](#). Pupils could invite in local businesses to share their corporate social and environmental policies.
- Try out some more Climate Change activities from [Stride Magazine](#)



ENJOYED THIS?

Find hundreds more short films to watch on the Take One Action Global Change Film Directory!

www.takeoneaction.org.uk/film