

2040 - Tuning In to the Documentary (Secondary)



Name

Class

Teacher Preparation

Learning intentions:

Students will...

- ...understand that different people have different ideas and concerns about the future.

Success criteria:

Students can...

- ...work collaboratively.
- ...engage in class and group discussions.
- ...develop a range of inquiry questions.
- ...express their thoughts, feelings and concerns through class discussion and independent activities.



Make the learning intentions and success criteria visible to students throughout this lesson.

Teacher content information: A 2018 study by The University of Melbourne on the thoughts and concerns of young people from Generations X and Y found the number one concern across both groups was lack of action around climate change. In particular, "Generation X worries what climate change will mean for their own children, while Generation Y is concerned about the impact on future generations" ([source](#)). The report indicates that young people have a serious mistrust in the government's ability or willingness to tackle climate change.

Tackling climate change requires large-scale, systemic changes across all aspects of society. Simply aiming to reduce our CO₂ emissions is not enough: we need to rapidly decarbonise our planet. While this might sound challenging, the good news is we already have the knowledge and tools to do it.

2040 is an innovative feature documentary that looks to the future, while focusing on what is happening now. Award-winning director Damon Gameau (director of [That Sugar Film](#)) embarks on a journey to explore what the future could look like by the year 2040 if we simply embraced the best solutions already available to us to improve our planet and shifted them into the mainstream.

The film will demonstrate to your students that we already have the solutions to climate change; we just need to take action to bring them rapidly into the mainstream. The 2040 documentary and curriculum package will support your students in turning this knowledge into positive action for a better future.

Find out how to see the film [here](#). These lessons have been designed with a media library to support teachers. The film is available on video-on-demand and DVD.

The film is the entry point to a global impact campaign that seeks to mobilise audiences to learn about, contribute to, advocate for and invest in regenerative solutions that improve the wellbeing of the planet, all people and all living systems. To join the Regeneration and share your vision for 2040, see the [website](#).

Watch the 2040 trailer:



[2040 - Official Trailer](#) Password: 2040_EDU

Cool.org, GoodThing Productions and Regen Pictures would like to acknowledge the generous contributions of [Good Pitch Australia](#), [Shark Island Institute](#), [Documentary Australia Foundation](#), [The Caledonia Foundation](#) and our philanthropic partners in the development of these teaching resources.

Developing classroom guidelines: In this lesson, students are asked to consider and share personal experiences and feelings, therefore it's a good idea to set some ground rules for sharing. Consider the following:

- Own your ideas by using “I think” rather than “you should”.
- Respect each other by remembering that each person has their own beliefs and values and their own world views, experiences and opinions.
- Each person has a right to contribute their ideas, so listen politely.
- Be brave in sharing your ideas, experiences and opinions.
- Consider the privacy of your classmates and appreciate that everyone has the right to uphold their privacy; this might mean they don't want to share their ideas or experiences on an issue.
- Share feedback in a way that is considerate and positive.

Tips for providing feedback

- * Be kind – It can be hard sharing your ideas with other people so make sure you remain kind and supportive.
- * Be specific – Be clear about what you think and why. Rather than saying “I like your story”, say something like “I like the way you set the scene by describing the characters in such detail”.
- * Be helpful – Try not to just say what is strong or weak, but also make suggestions about how things could be improved.

The IPCC

The [Intergovernmental Panel on Climate Change \(IPCC\)](#) is the United Nations body for assessing the science related to climate change. It was created to:

- provide policymakers (governments) with regular scientific updates about climate change;
- highlight the impact climate change will have on the planet in the future; and,
- offer some ideas about how to tackle the challenges of climate change's potential effects on the planet.

In 2021-22, the IPCC released their [sixth assessment report](#). This is the most up-to-date physical understanding of the climate system and climate change.

The report makes a number of important points:

- It is unequivocal that human influence has warmed the atmosphere, ocean and land.
- Global surface temperature will continue to increase until at least mid-century under all emissions scenarios considered. Global warming of 1.5°C and 2°C will be exceeded during the 21st century unless deep reductions in CO₂ and other greenhouse gas emissions occur in the coming decades (B1). The report describes five possible climate futures, where #1 is not great and #5 is extremely bad. If we want to keep global warming at less than two degrees, which the IPCC says is the best-case scenario, we need to reduce our CO₂ and greenhouse gas emissions significantly and start right away.

'Net zero' or 'carbon neutral' are terms that refer to achieving an overall balance between greenhouse gas emissions produced and greenhouse gas emissions taken out of the atmosphere. Getting to net zero means we can still produce some emissions, so long as we're doing something else to reduce the greenhouse gases already in the atmosphere at the same time, kind of like balancing a set of scales ([more info](#)).

Psychological safety. The IPCC Report sets a hard challenge. While this real-world issue is essential for students to understand, there is no doubt it can make them feel sad or anxious about the future is becoming darker and scarier by the day.

So, reassure students that we can have a hopeful and optimistic outlook on this report, rather than one of doom and gloom. Explain that optimism involves looking objectively at a situation and making a conscious decision to focus on the good ([more info](#)), and that hope is the belief that you **can** make an impact ([more info](#)). Explain to students that you are going to look ahead, identify what needs to be improved, and then work on the skills and confidence so that they can go out and do it.

If you're interested in learning more about how to approach challenging topics around climate change and sustainability in your classroom through a Hope and Optimism lens, consider [our PD course](#).

These lessons have been created in partnership with

2040, Good Thing Productions

