

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences

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Teachers' Resource Pack: **Future Council**

Second Level | Created by Ian Cameron

Discovery Film Festival: Sun 25 October – Sun 2 November 2025

DCA

Dundee Contemporary Arts

DUNDEE
ONE CITY, MANY DISCOVERIES

CREATIVE
LAND
SCOT
ALBA | CHRUTHACHAIL

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dca.org.uk/discovery-film-festival

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Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

They are created by classroom teachers and education professionals.

Each resource aims to:

- support and extend working with film in the classroom
- help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy/moving image texts

Each resource is free and available to download from:

<https://www.dca.org.uk/discovery-film-festival-resources/>

Future Council

Dir: Damon Gameau

Australia 2024 / 1h22m



Future Council

Synopsis:

Future Council follows the journey of 8 young people, recruited by documentary filmmaker Damon Gameau, as they travel across Europe. All the youngsters have been picked by the filmmaker, from thousands of applicants, as a result of their individual achievements relating to highlighting the issues concerning environmental impact in their own area of the World. As they continue their route, all on a big yellow bus, they meet some key voices in the world of the climate crisis, including representatives from Nestlé, climate activists and politicians. The voices of the young people are front and foremost as they are given time to discuss the interactions throughout the journey.

Advisory note:

The words “shit” and “crap” are used once each. These words are used by two of the young people in whose culture/language these words would not carry as much weight/power as they do in Britain. This could be introduced to the pupils prior to the cinema visit.

Some of the young people get very upset when talking about the environment and become tearful. This happens during a conversation about eco-anxiety. This is explained by an expert and there is resolution to the upset. This could be triggering to particularly sensitive youngsters.

Teacher's notes:

Age and stage recommendations, including CfE objectives:

The film is suitable for ages 8+ (with a caution that the words “crap” and “shit” are used casually). This pack is aimed at First and Second Level learners. The following Cf E Experiences and Outcomes are covered in this pack:

Health and Wellbeing: **HWB 1-13a / HWB 2-13a**

Social Studies: **SOC 1-13a, SOC 2-13a**

Literacy and English: **LIT 1-29a, LIT 1-28a, LIT 2-29a, LIT 2-28a**

Teacher quote:

Future Council allows for some interesting talking points, including eco-anxiety, responsibility of big corporations and the power of activism/protest, at a level that is appropriate for younger learners. This aligns beautifully with concepts and big ideas from the UNHCR. It deals with some difficult ideas in a sensitive and gentle manner.



Before watching the film:

Activity 1: **Make an Eco Superhero (Literacy and English)**

Resources: Art Materials including Pens/pencils/paper, junk modelling materials.

In the film, the children create avatars of themselves in the form of Eco-Warriors/Superheroes. They consider the attributes they have and how these may influence the construction of their avatar.

Prior to the film, it may be useful for pupils to consider what they would look like if they were to become an environmental superhero. Initial planning for this should include:

- Powers – e.g. flying, super vision, the ability to turn plastic into compost etc. And how these would benefit them.
- Looks – Costume, physical attributes (wings etc)
- Accessories/Tools?
- Alter-ego – How would they disguise themselves from the world?
- Base – How would their lair look? What would they need?
- Vehicle – Would they need a vehicle? Special add-ons?
- Team/Solo?

Each pupil should then draw/make their superhero. They should pick colour schemes that reflect their intentions or superpowers.

The pupils could then join up with others from the class and create super teams. Lairs and vehicles could then be planned and designed.

Activity 2: **Recycling Project (Health and Wellbeing, Social Subjects)**

Pupils could work in small teams to plan an eco-project for the class/school.

Possible suggestions might include:

- Sponsored Clean-Up
- Recycled art
- Pulping old paper to create new paper products such as gift cards, seed starters etc.
- Using old CDs to make wall clocks, “scarecrows”, stained glass art etc.
- Book share

Each team can then pitch an idea to the class. The class can then vote on which idea they would wish to carry out. As a class, tasks could be allocated back to the teams e.g. advertising, data collection, resource sourcing, finance etc.



Activity 3: **What Would You Protect? (Social Subjects)**

Resources: Websites (See Endangered Animal List in **Useful websites / links** section), **Activity 3 Worksheet** in **Appendix 1**.

In one of the scenes where the young people are reflecting on their experiences, Hiva (a keen young photographer) states he would be very upset if we were to lose birds from the face of the planet. Loss is certainly a theme throughout the film with not only loss of animals talked about, but also loss of habitat and young voices being lost/ignored in discussions about the planet and the environment.

Pupils should use this as a starting point for their own discussions. Each pupil should be given time to think about 3 animals that they would be the most upset about if they no longer existed on the planet. They should then narrow this down to one, thinking of three reasons their chosen animal should be saved. They should share this with a shoulder partner or in small groups.

As a class, pupils should then research the most endangered animals in the world. These include:

- Vaquita
- Amur Leopard
- Javan Rhinoceros
- Sumatran Tiger
- Orangutan
- Gorilla
- African Forest Elephant
- Saola
- Hawksbill Turtle
- Yangtze Finless Porpoise
- Kakapo

Pupils should work in small groups of 3–4 and pick one of these animals to investigate and report on. This should include location, range, estimated numbers, food, and what factors are causing the decline in numbers. **Activity 3 Worksheet** (see **Appendix 1**) could be used to record information for this task.

Extension: Decide on two animals as a class that should be the highest priority. Pupils should then have a class debate to argue which should be protected.

Activity 4: **Participatory Documentary** (Film and Screen, Literacy and English)

Future Council is a Participatory Documentary, where the filmmaker is also the person in front of the camera, and is visible as he explores the narrative. The film is not about him but is driven forward by his presence as he arranges the activities and interviews the young people he has selected.

Pupils should think about where they have seen this style of documentary before. Examples might include *Deadly 60*, *Crocodile Hunter*, *Weird Creatures* with Nick Baker, early Attenborough or Louis Theroux, aped in Nigel Marven's *Walking with Dinosaurs/Prehistoric Park* series. These could be discussed in small groups or written down on paper/jotters.

Working in small teams, pupils should then plan a documentary, utilising this style, to tell a story about something in the school. This might be about school dinners, the playground, their own class, etc. Creating questions that they could ask participants would be an integral part of the planning process. Pupils should then film these and edit together the footage. Setting a goal of the finished film being no longer than 2 minutes will help structure the editing process. If filming is not a practical option, then the collated information could be displayed in a different way, such as a PowerPoint or animation. Interviewees could be documented using an audio recording. These could then be edited over still images or completed as a podcast/blog.





Activity 5: **Being an Activist (Social Studies)**

Pupils should investigate what it means to be an activist. In this activity they will think about healthy activism, employing research and making sure that their strategy is informed with the facts.

In the film, the big three plastic polluters are named: Coca-Cola, Pepsi and Nestlé. Nestlé are interviewed during the filmmaking process, but Coca-Cola and Pepsi declined to be in the film. Why do the pupils think this might be? Was there evidence in the film that supported this? Other companies who contribute considerably to global plastic waste are Altria, one of the largest tobacco companies, Danone, Unilever, Mars, Proctor & Gamble.

Pupils should split into small teams and take one of the big companies to investigate. They should find out:

- What the companies produce/own
- What parts of their products are producing plastic waste
- How much plastic waste is estimated a year from that company
- What the companies are saying about their role in plastic waste
- How much profit they made in the last financial year.
- Any other relevant information

As a group, they should create a display of the facts they have collected. Using these as a starting point, pupils can then draft a letter to request that the company reduce their plastic footprint.

They should consider a question they would like to include in their letter, asking the company to take action, e.g. “What are you considering as alternative to plastic?”, “How are you supporting recycling?”, “What are you doing to make sure plastic is recirculated?”



Activity 6: **Researching Local Sustainability** (Social Subjects, Literacy and English)

Resources: Pens/pencils, **Activity 6 Worksheet** (see **Appendix 2**)

Throughout the film, the audience is introduced to each of the young people involved and how they have impacted their local community, highlighting the importance of not only big actions, but the significance of grassroots climate positive work. In the closing sequences in the film, not only are the audience asked to join the global Future Councils work, but also to consider how they support the work in their local area.

Pupils should research what exists already in their local area. There is a map of projects (both current and historical) for the Dundee Area that can be found here <https://map.sustainabledundee.co.uk/>. Links for NE Fife and Perth and Kinross can be found in the **Useful websites/links** section at the end of the pack. These links could be used to research but are also useful resources if your school/establishment are considering applying for funding to support an eco-project in the local community.

Pupils should gather as much information as possible on one of their chosen projects.
This might include:

- Aims and values
- Brief overview of what the organisation does
- Key contacts
- Location

This information could then be presented back to the class in a format of their choosing (PowerPoint, spreadsheet, poster, oral presentation etc). When all presentations have been shared, pupils should then get back into their groups/teams. The pupils should be given the brief that they are a funding organisation with limited funds. They should try and prioritise the ones they feel are most significant and the ones they feel are not as significant i.e. which would they give funding to, and which would they have to miss out. This, again, should be reported back to the wider class with justification for their choices.

Factors that could be considered in their judgements could be, impact on the environment, impact on the community, how wide the impact would be, specific protected characteristics (age, disability, race, sexual orientation etc) that will be supported. These can be adjusted depending on appropriateness for age/stage/development.

Activity 7: **What are Monocultures?** **(Social Subjects, Health and Wellbeing)**

Using Google Earth online:

https://earth.google.com/web/@56.50151352,2.93326072,134.20127756a,31347.69645894d,35y,0h,0t,0r/data=CgRCAggBOgMKATBCAggASg0I_____ARAA?authuser=0

Pupils should look at the area of Dundee, Angus and Perth and Kinross that is shown in the link. This can be viewed on a whiteboard/projector, shared on individual tablets or screen grabbed and printed. Pupils should work in groups to note down observations about what they see. Challenge questions could include:

- What villages, towns and cities are listed?
- What are the rectangular shapes you are seeing?
- Why are there different colours on the rectangular shapes? What does this show?
- What geographical (landscape) features can you spot?
- Is there anything you are intrigued/surprised about?

Pupils should then watch one of the videos supplied in **Useful websites/links** section to familiarise themselves with what the difference between Monocultures and Polycultures. Ask the pupils why they think that monocultures might be a problem for insects like bees. Ask them to consider the different colours of the fields that they looked at earlier. Why would the brown and green areas be an issue? What happens if there is a disease with a particular type of crop?

Explain to pupils that, on average, Bees can travel 2.5km to reach food, but this can be tiring for them if they have to do it all the time. The brown areas (ploughed fields) and the green areas (often animal grazing areas) are like deserts for bees and other insects.

Ask the questions... Why are bees and other insects important? What special jobs do they do? How might farmers help the insects if they have fields that have only one crop or no crops? Pupils should brainstorm different ways that farmers could help insect populations. Solutions might include planting varied crops beside each other, planting “corridors” of wildflowers between crops, varying planting times to allow flowering at different times, allowing an area to re-wild etc. These do not need to be viable solutions, and pupil imaginations should be allowed to come up with even more creative ideas, e.g. genetically altering some crops to have flowers at every time of year or growing crops on the moon to allow areas on Earth to be wildflowers. Pupils can display these ideas in a wall display or other appropriate method.

Appendix 1 Activity 3 Worksheet: What Would You Protect?

Use the worksheet below to record your answers to **Activity 3**

My own three animals to save would be...			
The animal my group has chosen is...			
Location/Country	Food	Range	Estimated Numbers In
Food	Why is it endangered?	Others Interesting Facts/Picture	

Appendix 2 Activity 6 Worksheet: Researching Local Sustainability

When your group has chosen the local project to research, use the sheet below to gather information.

The local sustainable project we are investigating is..	
Aims and Values	
Overview of Project (What does it do?)	
Key Contacts	
Location	
The one project we would definitely give funding for is... Because...	
The one project we would not give funding for is... Because...	



Useful websites/links:

Endangered Animals Lists:

<https://www.wwf.org.uk/learn/wildlife/endangered-animals>

<https://www.ifaw.org/uk/journal/world-most-endangered-animals>

<https://www.onekindplanet.org/top-10/top-10-worlds-most-endangered-animals/>

<https://a-z-animals.com/animals/lists/10-most-endangered-species-on-earth/>

<https://www.smorescience.com/top-10-endangered-animals/>

Plastic Packaging Alternatives:

https://spp-flexiblepackaging.com/materials/compostable/?gad_source=1&gad_campaign-id=22429785308&gclid=Cj0KCQjwMHEBhCARIsABua5iTqYMaGy0S2nJlbna3AiNkwd1ergw6ekE_rnykc41-FGTJIU-Vu94YaAoEeEALw_wcB

<https://www.youtube.com/watch?v=ZqmZGPe-FG8>

<https://www.youtube.com/watch?v=aTcMPy6L88E>

Angus Sustainability Links:

<https://www.angusruralpartnership.org.uk/our-vision-and-aims/>

<https://www.appetiteforangus.com/3rd-sector-food-projects/>

<https://www.forfaropengarden.co.uk/>

<https://www.sustainablekirriemuir.co.uk/>

<https://hopeorganicgarden.org.uk/>

Perth and Kinross Sustainability Links:

<https://storymaps.arcgis.com/stories/89af3b3ef0e14d078028d9e2b70ef510>

NE Fife Sustainability Links:

<https://tayportgarden.org/>

<https://transitionsta.org/>

<https://fifecoastandcountrysidetrust.co.uk/>

Monoculture Links:

<https://www.youtube.com/watch?v=iawPAJdnzeU>

https://youtu.be/VH_wt8xBrm4?si=husZLSSDy_ZZ5tHZ



Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us any film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing amaya.marco@dca.org.uk

Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail amaya.marco@dca.org.uk