

Nurturing Future Leaders



Name

Class

Teaching sequence

Work through this resource material in the following sequence:

10 minutes

Tune In: Understanding eco-anxiety

20 minutes

Find Out: Concentric circles of change

25 minutes

Take Action: Pledge partners

5 minutes

Reflection: Call to action

Learning intentions

Students will:

- understand the importance of a growth mindset when addressing environmental challenges within planetary boundaries
- explore how individual and collective actions contribute to sustainable change personally and within their communities.

Success criteria

Students can:

- identify their own spheres of influence and describe actions they and others are taking to contribute to sustainability
- demonstrate their personal commitment to protecting the environment.

Tune In: Understanding eco-anxiety

Step 1

Show the following clip from *Future Council*, which highlights young leaders expressing feelings of eco-anxiety and discouragement. Encourage students to reflect on these emotions and consider how many young people today feel overwhelmed by the magnitude of environmental challenges.



[Future Council Clip 1](https://vimeo.com/1088613385/82c2ac4035) - (<https://vimeo.com/1088613385/82c2ac4035>)

Step 2

Provide students with a few minutes to quietly reflect on the video. During this time, they may like to jot down their thoughts or speak to a trusted friend. When they are ready, invite students to write a short reflection on the **[Student Worksheet](#)**.



In this video, Clover Hogan, founder of **[Force of Nature](#)**, speaks to the young leaders about their eco-anxiety. Check out Force of Nature and their free program, which aims to help young people feel empowered and develop the skills to transform mindsets for climate action.

Learning extension: Explain to students that there are different ways to view a situation, and assist them in understanding the perspectives of other people when discussing eco-anxiety. Guide students to create a script of **prompting questions** they can use when trying to understand different perspectives to build their level of understanding.

Find Out: Concentric circles of change

Step 1

Explain to students that eco-anxiety, the feeling of worry or helplessness about environmental issues, is a common response to the large-scale challenges our planet faces. One powerful way to manage these feelings is by focusing on individual and collective actions that can make a real difference. Help students understand that even though global problems may seem overwhelming, positive change often starts within our own spheres of influence, the people, groups, and communities we interact with regularly.

Step 2

Using the whiteboard, model how to draw a large circle with 3 concentric rings around it. Invite students to copy this onto their own paper. Explain that the rings represent different levels of their influence:

- The innermost ring is for people closest to them, like friends and family.
- The middle ring represents their local community, such as their school, neighbourhood, or local groups.
- The outer ring stands for the global community, including wider society and the world at large.

Encourage students to think about who fits into each ring and label the rings. They should also consider what positive actions they or others in these circles can take to help the environment.

Outline that each layer represents opportunities for students to inspire others, advocate for sustainable choices, and lead by example. By acting within these circles and encouraging collective efforts, students can contribute meaningfully to living within planetary boundaries, ensuring that the Earth's resources are used responsibly and preserved for future generations.

Step 3

As a class, watch the following clip, which highlights the young leaders in the *Future Council* documentary reflecting on the kind of personal impact they want to leave on the planet, ensuring future generations can enjoy a healthy and thriving environment after they have explored their spheres of influence.



Future Council Clip 2 - (<http://vimeo.com/1088614570/310ca9640e>)

Step 4

Now, it's your students' turn to write a short letter of personal commitment in a format of their choice (audio, handwritten or digital). The letter should detail how they plan to use their own sphere of influence to make positive, sustainable changes for the environment. They should include specific actions they will take, the values that motivate them, and the impact they hope to have to help ensure future generations inherit a healthy, thriving planet.

Learning support: You may like to share the following letter example with your students to assist them on formatting, tone and style of language.

Dear Future Me,

I am writing this letter to promise that I will do my part to help protect our planet. I know that even small actions can make a big difference when we all work together.

In my own life, I plan to reduce waste by using reusable bottles and bags instead of single-use plastics. I will also encourage my family and friends to recycle more and to be careful about how much water and electricity we use at home.

I believe it's important to respect nature and think about the future because the choices we make today affect the world that young people and generations to come will live in. My goal is to help create a cleaner, healthier environment where plants, animals, and people can thrive.

By using my influence at school and in my community, I want to inspire others to make sustainable choices. Together, I hope we can build a better future for everyone.

Sincerely,

Ms Jones



If you would like your students to experience writing their letters on seed paper, which they can later plant, similar to that used in *Future Council*, check out the small business [Paper Go Round](#), who sell recycled seed paper.

Take Action: Pledge partners

Step 1

Ask students to pair up and share their personal commitment letters aloud, paying attention to how their language expresses their values, identity, and motivations. Encourage them to listen actively and reflect on how their partner's language reveals their personal and social identity.

After sharing, each pair will work together, using respectful and clear language, to brainstorm a list of practical actions on the [Student Worksheet](#) they can take to fulfil their commitments and make a positive difference for the environment.

Step 2

Once students have brainstormed their list of practical actions, turn it into a challenge! Each student will pick one action they're excited about and write a clear, persuasive action plan on a piece of paper (small folded paper or index card).

The plan should include:

- their chosen action
- the steps to complete it
- a short explanation of how they will encourage others to join their effort using effective language, such as inviting, motivating, or persuading peers
- consideration of joining the Future Council or an assessment of what a Future Council would look like in their school.

Example action plan:

Chosen action: Start a weekly “Waste-Free Lunch Day” at school to reduce single-use plastics and packaging.

Steps to complete:

1. Talk to the school principal and get permission to promote the event.
2. Create simple posters explaining the idea and benefits of waste-free lunches.
3. Share the idea with classmates and invite them to participate every Friday.
4. Set up a waste station where students can sort their lunch waste and recycle it properly.
5. Monitor and celebrate progress with small rewards or shout-outs.

How I’ll encourage others:

I will invite my friends and classmates by explaining how easy and fun it is to bring waste-free lunches. I will motivate them by sharing facts about how waste harms the environment and how small actions add up to big change. I plan to create TikTok-style videos of how I make waste-free lunches in the morning to show all my peers that it is achievable. I will use positive language like “Let’s make our school cleaner and greener together!” to persuade others to join me. I believe this aligns with the Future Council as it is inspiring sustainable change. Once my peers are on board, I would like to come together to discuss how we can create a Future Council in our school community.

Step 3

To make the challenge interactive, students will pair up with another student to check in on each other’s progress over the next week. Encourage them to use encouraging and supportive language during their check-ins to strengthen their partnership.

Students can also create a simple challenge badge or token (like a wristband made from recycled materials or a sticker) to remind them of their mission and celebrate their commitment to making a difference. This helps students see themselves as leaders and collaborators, using language to shape positive social roles and relationships.

Reflection: Call to action

Step 1

Watch the following 'call to action' clip from the *Future Council* documentary.



<https://vimeo.com/1088615892/a293ebc8b8>

Future Council Clip 3 - (<https://vimeo.com/1088615892/a293ebc8b8>)

Step 2

Invite students to grab their devices to explore the **Future Council** website. They may even like to **sign up** to register their interest and hear about opportunities as they move towards officially launching the Future Council as a global youth-led movement later in 2025.

Learning extension: What would a Future Council look like in your school community? Students create a mind map detailing how their school community and environment would benefit.

These lessons have been created in partnership with

Future Council and Regen Studios

