The Wheeler Centre
Books Writing Ideas

VATE
VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

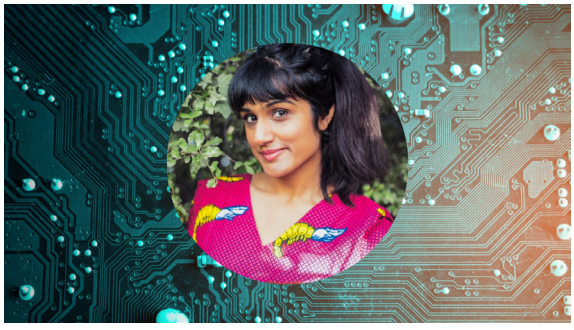
Lunch Orders

Term One 2024: What Does the Future Hold?

Imagining the Future
With Stephen Mushin

Future Food
With Guy Ritani

Future Planet
With Alice Gorman



Future Tech
With Vidya Rajan

The Wheeler Centre
Books Writing Ideas

VATE
VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

Contents

About Lunch Orders

While you're nourishing your body, let us feed your mind with this series of fascinating deep dives into a different topic each term. Each serving opens with a 10-minute soapbox where an expert delivers their response to the provocation. They are then joined by The Wheeler Centre's Youth Programming Manager, Bec Kavanagh, who facilitates a 20-minute Q&A. Lunch Orders will have you back into the schoolyard with time to spare, and a few extra facts to pack in your lunchbox too.

Lunch Orders is generously supported by George and Rosa Morstyn.

A Summary of Events

In Term One, the Lunch Orders provocation was: **'What does the future hold?'** Across four events, we were invited to hear from influential and creative lateral thinkers who are grappling with the future and what it might look like for human beings.

Stephen Mushin provided a discussion of science, storytelling and sustainability fuelled by the scientifically plausible futuristic inventions he created for his illustrated science and design publication, *Ultrawild*. Guy Ritani suggested that the adoption of a greater appreciation and understanding of our ecosystem may help to combat the food insecurity crisis faced by vulnerable Australians – beginning with his educational outfit, PermaQueer. Alice Gorman (aka Dr Space Junk) helped us to think about what will happen to us if planet Earth is no longer able to sustain us, and to consider our responsibilities to space and in space exploration. And Vidya Rajan encouraged us to think about the future of technology and what is possible if we use technology responsibly, ethically, and creatively.

A note for teachers
The suggested activities are designed to be a springboard for exploring the overarching themes in the Lunch Orders series. Activities may be used in isolation to support other areas of study in your context or can be used in a sequence while sharing the videos with students. The curriculum links pertain to the Year 7 Victorian and Australian English curriculum, however, all activities can be differentiated and can be used with students from any secondary year level.

Links to the Victorian Curriculum: English – Year 7 (Version 2.0)

Content descriptions

- Language for expressing and developing ideas: explore the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings (VC2E7LA08)
- Interacting with others: use interaction skills when discussing ideas and information, including evaluations of the features of texts (VC2E7LY01)
- Analysing, interpreting and evaluating: use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas (VC2E7LY07)
- Creating texts: create different types of texts, written and spoken, selecting aspects of subject matter and particular language and print, multimodal and/or digital elements to convey information and ideas to a specific audience (VC2E7LY08)

General capabilities

- Critical and Creative Thinking
- Ethical Capability
- Intercultural Capability
- Personal and Social Capability

Cross-curriculum priorities

- Aboriginal and Torres Strait Islander Histories and Cultures

Links to the Australian Curriculum: English – Level 7 (Version 9.0)

Content descriptions

- Language for expressing and developing ideas: investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings (AC9E7LA08)
- Engaging with and responding to literature: form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response (AC9E7LE02)
- Interacting with others: use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts (AC9ELY02)
- Analysing, interpreting and evaluating: use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas (AC9E7LY05)
- Creating texts: plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical (AC9E7LY06)

General capabilities

- Critical and Creative Thinking
- Ethical Understanding
- Intercultural Understanding
- Literacy
- Personal and Social capability

Cross-curriculum priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

About the author

Emma Jenkins is the Education Officer at the Victorian Association for the Teaching of English (VATE). She was previously a Year 7-12 English teacher in Tasmania and Victoria, as well as the President of the Tasmanian Association for the Teaching of English (TATE). Emma has produced units of work for Reading Australia, The Garret podcast series, and ABC Education. She is the co-author of the AATE publication, Micro Stories: Small fiction with big impact! (2019), and the host of the VATE podcasts VATE Village and YA Book Stack.

Imagining the Future

With Stephen Mushin

To access the recording of this Lunch Order, **click here**.

Pre-learning activities

- Have students find the definitions for some of the following terms that Stephen uses throughout his Lunch Order: *emissions, zero-waste, the Pleistocene, biosphere, ecologist, citizen scientist, ecosystems, exponential change, aquaponics, by-products, plausible, megafauna*. Students should keep a list of other unfamiliar words to come back to later.
- Discuss sustainability. Where have students heard this word before and in what context?
- Some people live 'off grid'. Explore what this means in the 21st century. There are some interesting videos on the Exploring Alternatives YouTube channel that showcase off-grid lifestyles and innovative ways of life. Select one or two of these to show to students.
- What do you think 're-wilding' means? Stephen will share an excerpt from his book which explains 'rewilding' and his own term 'ultra wilding' at 7:16 mins of the video.
- Stephen's work intersects with several human impacts on the environment including climate change, pollution (air, noise, light, and sound), bushfires, introduction of invasive species, deforestation, over grazing, and extinction of particular animal species. Students may benefit from being reminded of these big, overarching concerns as they start to engage with Stephen's work. A jigsaw activity would be a useful tool for learning here.

Discussion questions and learning tasks

- What are some bonkers ideas and inventions you have had?
- Use Google images to look at images of the cities Sydney, London, Paris, New York, Tokyo, Beijing, and Wellington – all transformed by 'ultra wilding' in Steven's book. What do you notice about the cities? Why do they make excellent candidates for Stephen's rewilding ideas?

- What are microchips, sensors and batteries used for in devices you have in your home? Stephen mentions these at 10:30 mins of the video and explains how they can help make 'berserk sounding things' possible.
- Look up some of the latest inventions in new technology. This article consists of 22 ideas that could change the way we live, work, and socialise in the future. Ask students to brainstorm the pros and cons of each invention or discuss some of the pitfalls of each one. How likely would they be to use these, do they think?
- Stephen mentions the rewilding of wolves in Yellowstone National Park. Watch the video on this National Geographic website that explains the success of the program on the ecosystem. Create a list of the positive impacts of the reintroduction of grey wolves to the park.
- At 32:50mins, Bec asks Stephen what his dream is for readers who finish *Ultrawild*. He mentions some of the ways that people are getting involved with rewilding; what are they?

Classroom activities

Activity 1

Stephen talks about finding inspiration for his thinking about *Ultrawild* in the Toolangi State Forest in Victoria. In the language of the Traditional Custodians of the area, the Taungurung (Daung Wurrung) people, 'Toolangi' means 'stringybark tree'. Aboriginal and Torres Strait Islander peoples have a unique relationship to land (Country) that includes a deep understanding of terrain, species of plants, ecosystems, and the ways to improve the wellbeing of Country. Some of the ideas that Stephen has in his book take inspiration from First Nations land management strategies. Learn more about First Nations land management with Landcare Australia and The University of Melbourne's Indigenous Knowledge Institute.

Visit the Toolangi State Forest on Google Earth. Explore the images uploaded by other users and the what the area looks like on the ground using street view. Have students compile a list of adjectives that best capture the area. Using the resources created by Red Room Poetry as part of the Poem Forest competition, have students create their own nature poems about what they've learned about Toolangi or another important natural area they are familiar with. There are some good pre-writing activities and prompts on pages 18-21 to help students to get started.

Activity 2

Break students into small groups and ask them to think about a location at your school that could benefit from 'rewilding'. Have them illustrate what the area looks like now and label all of the components. Ask students to work together to conduct their own thought experiment - to come up with some ways that the area could be made more sustainable or environmentally friendly. Some areas may be the school library, the Science labs, the playground, football ovals, students' bathrooms, or even the front entrance of the school. Ideas do not need to include megafauna or as much scientific research as Stephen has in his work!

Have students create an illustration of what this space would look like with their changes and have them present their changes and why they suggested them to the class. Ask students to imagine they are pitching their rewilding idea to their school Principal with the view to having one of the ideas developed. Their language should be persuasive, precise and build credibility and belief in their idea. It may be useful to revisit the techniques of persuasive speaking.

Activity 3

Stephen uses the analogy of 'taking a line for a walk' in response to Bec's question about the logic that underpins his inventions (15:15 mins – 18:16 mins). One way that people can experiment with strange inventions and ideas is through science fiction writing. Ask students what they know about the genre of science fiction. Elicit responses about the use of imagination, futuristic settings, space travel, parallel universes, aliens, and life on other planets. The primary thing that students should know is that science fiction allows for the exploration of the potential consequences of scientific, social and technological inventions and innovations. This is a short video (6 mins) that explains the evolution of the science fiction genre. Students may not know that science fiction writers have predicted a number of inventions. This video from National Geographic gives an overview of some of the more famous ways that science fiction and science reality are intertwined.

Have students practise their science fiction writing by responding to a comment that Bec makes about rewilding being the 'reordering of the positions of humans in the pecking order'. Students should respond to this in a short story of no more than 500 words. Brainstorm ideas about what is meant by the statement first, and potential situations that might to contribute to animals reigning over humans. You could pose science fiction style situations to students in small groups to get them thinking before embarking on their writing challenge. There is a short list on this website or you may even have your own ideas.

Stephen's provocation

At the end of this Lunch Order, Stephen leaves the audience with this provocation:

> *Have a think about the trees that would have once existed where you live. Do a drawing/have a think about what it would take to bring those trees back to your neighbourhood. What might it look like (in 100 years once they have grown) once we bring them back?*

Provide students with some time to reflect on Stephen's provocation and imagine what their space would look like with these big trees growing.

Future Food

With Guy Ritani

To access the recording of this Lunch Order, **click here**.

Pre-learning activities

- Guy's Lunch Order explains some models of permaculture, which is a practice of managing the land that favours holistic solutions to ensuring the land, resources, people and the environment flourish. The word 'permaculture' is an example of a portmanteau, combining 'permanent' and 'agriculture'. What other examples of portmanteaus can students come up with? You may even like to play this portmanteau bingo game with students.
- Explore the etymology of the two words that make up permaculture. 'Agriculture' comes from two Latin words – 'agr' meaning field, and 'cultura' meaning growing/cultivation. 'Permanent' also comes from two Latin words – 'per' meaning through and 'manere' meaning remaining, where 'permanent' came to mean remaining to the end. Ask students to speculate what they would understand 'permaculture' to mean.
- Guy is the Creative Director of the educational outfit, PermaQueer. According to Minus18, 'queer' is an umbrella term that is used to encompass a wide range of identities within the LGBTQIA+ community. In this instance, Guy and their partner are employing some of the key tenets of queer theory, including building and sustaining safe spaces and promoting social change that benefits all people. Introducing this terminology to students may be helpful and relevant. At 28:04 mins, Guy explains their definition of the term 'queer' and how they apply it to their work.

Discussion questions and learning tasks

- When you think about future foods, what kind of food do you think of? Do you ever think about how we might grow or farm foods in the future?
- Guy mentions a Māori framework of organic agriculture that translates to 'food fit for our gods'. This video explores the Hua Parakore Framework that Guy refers to and elaborates on this Māori worldview.

- Pair students and assign each pair one of the following terms to research: *food security, climate justice, bio-regional, sovereignty, ecology, culturally appropriate, regenerative, ecosystem, food system, urban farming.*
- At 7:40 mins of the interview, Guy talks about the relationship between climate change and fossil fuels. Revisit fossil fuels with students and have them research how fossil fuels and farming are connected.
- Guy mentions that people can use food as medicine. Here are four quotes about using food as medicine. Explore these with students and garner their opinions about whether food can have healing properties. You could conduct this activity as a gallery walk or graffiti walk.
    - ‘He that takes medicine and neglects diet wastes the skills of the physician.’ (Ancient Chinese proverb)
    - ‘Let food be thy medicine and medicine be thy food.’ (Hippocrates, 460BC – 370BC)
    - ‘No disease that can be treated by diet should be treated with any other means.’ (Maimonides, 1135 – 1204)
    - ‘Each patient carries his own doctor inside him.’(Albert Schweitzer, 1875 – 1965)

- At 17:37 mins, Guy explains some of the ways that individuals and families can start to get involved with permaculture including creating a garden. What are some of the ways that Guy suggests starting with permaculture practices and what are the initiatives they share? Can students think of any ideas of their own?
- In the United States, agrihoods are booming and there are developers looking for a site in Australia to replicate the concept. What do students think about the idea of combining food production and housing?

Classroom activities

Activity 1

Guy refers to First Nations farming practices as a type of regenerative agriculture which is ‘greater in terms of how we relate to the landscape than just getting food from it’. They explain that Indigenous practices are concerned with medicine, story, being on Country, and being 'part of the environment that nourishes us’.

This article about First Nations system thinking explains the interconnectedness of the environment for Aboriginal and Torres Strait Islander people. In this video, Aunty Vivienne outlines some of the ways in which plants were used for medicine by the Noongar people. The Common Ground Vimeo channel has some interesting videos worth sharing with your students. Sharing these kinds of stories and ways of knowing with students helps them to understand how food can be grown and cultivated and highlights more positive and reciprocal ways to engage with the world around us.

Activity 2

At 12:12 mins of the video, Guy talks about the cultural overlay that colours the way in which they relate to the land. Using Guy's explanation of the cultural overlay they bring to PermaQueer, have students create a character profile about themselves responding to the following prompts:

- Who am I?
- What are my values?
- What are the values of my family?
- What do my friends value?
- How do I relate to the landscape – what do I like about it?
- What do I know about the place where I live?
- How do my values and my relationship to the landscape align?

Place students into small groups to share their character profiles with each other. After the discussion, have students write a paragraph reflection that responds to the prompt: How can I better understand the landscape where I live?

Activity 3

Throughout this Lunch Order, both Bec and Guy mention food affordability. Food affordability is a term that encompasses ensuring that there are sufficient quantities of food available for everyone to eat, and that everyone is able to afford to buy healthy and nutritious food to live.
View the *Behind the News* episode Price Gouging, or listen to the ABC News Daily Podcast episode Inside Australia's price gouging problem for more information.

At 16:30 mins, Bec mentions food affordability and the processes that can be involved in setting up a garden to harvest from in your backyard or community. Have students imagine that their school has been given some funding to set up a garden that they can harvest from, or that they have been asked by their parents/carers to makeover their backyard to establish a garden. Draw and annotate a map that explains what is growing in the garden and why, and how each item in the garden can be used to reduce the reliance on supermarket shopping and to help with the supply of healthy food at their home.

Guy's provocation

At the end of this Lunch Order, Guy leaves the audience with this provocation:

> *How can I get closer to my local food system?*

Provide students with some time to reflect on Guy's provocation and write down the ways in which they can get closer to local food sources, and even engage with urban gardening and permaculture in a small way at home or at school.

Future Planet

With Dr Alice Gorman

To access the recording of this Lunch Order, **click here**.

Pre-learning activities

- Have students come up with a list of adjectives that describe space. You could even show them various images of space including those provided by the Hubble Space Telescope.
- What does an archaeologist study? Can you think of any examples of work that archaeologists have done – perhaps you have learned about these in History or Geography?
- Alice describes herself as a ‘space archaeologist’. What do you think ‘space archaeology’ is?
- What do you know about the Apollo 11 moon landing or other vehicles that have been sent into space?
- Do you think that humans should be allowed to visit space for tourism purposes? Would you like to visit? What would be some of the things you would hope to see?

Discussion questions and learning tasks

- What comes to mind when you think of ‘space junk’?
- Look up the Woomera rocket launch range in South Australia. If you lived near a rocket launch site, what would be some of the concerns that you and your neighbours may have?
- At 12:34 mins of the video, Bec asks Alice, 'What exactly is up in space?!' Write down some of the things Alice mentions to find out more about including space probes, the Voyager spacecraft, space weather, cosmic dust, and high-energy particles.

- At 21:30 mins of the video, Bec and Alice explore some of the questions that we should be asking about space, especially about our ethical responsibilities. Discuss the below with students or engage in a standing statement activity:
    - Do we need to be in space?
    - What can we learn from space?
    - Are there things that are better done in space?
    - What happens when private corporations take over space functions (like StarLink)? Why is this a bad thing?
    - Is it fair that some parts of space/space services are only available to certain people/countries/companies?

- Japan has launched the world's first wooden satellite to combat space pollution – it is environmentally friendly. Read about it here in preparation for some of the following activities.

Classroom activities

Activity 1

At about 5 mins of the video, Alice discusses space junk and what kind of things space archaeologists can learn from looking at the material that has been sent into space. She says that space junk provides insight into how humans are engaging with space. One of the pieces of space junk that she mentions is the Australis OSCAR 5 satellite and she points out that this object is part of Australia's space heritage and other countries who are exploring space should be respectful of that.

At 9:10 mins, Alice gives her own definition of 'space junk'; 'human made materials in space that do not now, or in the foreseeable future, have a purpose'. She refers to Indonesia's first satellite, Palapa A1, and the initiative of recycling space junk to create rocket fuel and minimise the human footprint in space.

Ask students to bring in a collection of junk from their home, or if you feel comfortable, bring in some of your own junk items. Ask students to think about alternative ways that each of the junk items could be used and then create a micro-story that features their junk item.

Activity 2

Alice uses the word 'lunar' when she discusses the moon. 'Lunar' is an adjective that is used to describe things that are related to the moon – such as the moon's surface or the moon's phases, like lunar eclipses. 'Lunar' comes from the Greek word 'luna' which means 'moon'. The Roman goddess of the moon is called Luna and she symbolises femininity.

- Have students look up other Roman or Greek gods/goddesses and investigate what they symbolise.
- Look up the etymology of each of their names.
- Find popular myths that accompany each of the gods/goddesses they have found. The Greek stories about Helen of Troy and the Trojan horse, and Roman myths about Hercules and Romulus and Remus are popular examples. There are plenty of YouTube videos you can use to explore the stories of some of the gods/goddesses.
- Explore the differences between myths and legends with students. Can they think of any legends that exist in Australian society?
- If you are teaching in a religious school, you could also explore the differences between myth, legend, and parable.

Activity 3

There are many films that have been made about space and human's exploration of space. If time allows, select one of these films to watch with students. While watching, ask students to keep Alice's comments in their mind – from the prevalence of space junk to the dangers of exploring space and the risks in space exploration, through to some of the environmental issues and heritage management issues that countries are facing. If you do not have the time to watch a whole film, select a sample of movie trailers and analyse these. If your students are familiar, you could even discuss film techniques that are employed to hook the audience into watching the film. Films like *Hidden Figures*, *Apollo 13*, *The Martian*, and *First Man* may be suitable for your context.

Alice's provocation

At the end of this Lunch Order, Alice leaves the audience with the following provocations:

- *How do you imagine our (Australia's) future in space?*
- *What is your ideal vision of where we (Australia) should be aiming?*
- *What can we (citizens and governments) do right now to make that vision a reality?*

Provide students with some time to reflect on Alice's provocation and brainstorm their ideal version of how we should use space and interact with space. Break students into small groups to share their visions with each other.

Future Tech

With Vidya Rajan

To access the recording of this Lunch Order, **click here**.

Pre-learning activities

- Do you go to the theatre? What was the last play or musical that you saw?
- What kind of things make you laugh? Vidya's work is sometimes funny and silly. Are there any comedians, influencers, or other social media accounts you follow that you find funny?
- Can you imagine life without the internet?
- What does it mean to be chronically online and why might this be bad for your health?
- Can you tell the difference between real images and those that have been created by AI? Discuss strategies for identifying AI generated images with students. The recent media frenzy around Kate Middleton's (Princess of Wales) alleged doctoring of images and accusations of a deepfake video announcing her cancer diagnosis offers plenty of fodder for discussion.

Discussion questions and learning tasks

- Explain devised performance to students. Pull out the differences between this kind of theatre and more traditional types that students may be more familiar with.
- What do you know about artificial intelligence and how it is used? List any AI features/programs that you use every day (such as Grammarly, Siri, or Google Maps).
- Students may have a digital avatar of themselves to use during gaming or with other apps. Rock band KISS is using digital avatars to continue touring their live performances. What are some of the positives of an experience like this?
- Vidya and Bec discuss what happens to people's social media profiles after they pass away. This is called grief technology. Read this article with students and discuss some of the experiences people are having with grief technology.
- There are many concerns about the biases that exist in AI technology. Explore the notion of bias with students and why this might be problematic.

Classroom activities

Activity 1

At 5 mins of the video, Vidya explains that she is really interested in what growing up on the internet has 'done to [her]' as a young person. She wonders what the internet might do to our 'selfhood [and] sense of freedom'. A discussion about the unhealthy impacts of being online might be interesting for your students. Information from the eSafety Commissioner is a helpful starting point.

Create a Venn diagram that explores some of the positives and negatives about the internet and being online. Vidya gives some examples in the video including being subjected to targeted ads, more forums to consult for advice, and not being able to be anonymous as we must input more information about ourselves into the apps we use. Break students into groups of 3-4 to share their responses.

Ask students to write a reflection about how they feel when they interact online. If they're switching between apps a lot and engaging with friends using technology, does it make them feel more connected or isolated? What about when they see social media influencers – do they make them feel positive or negative? Are there certain people they like to engage with online because of their community?

Activity 2

Inspired by Vidya's In Search of Lost Scroll, have students write a short scripted conversation between themselves both as a human as they are now, and an online bot version of themselves. At 15 mins of the video, Vidya talks about how she feels about her online bot and how it responds to her. ACMI has some great resources about script writing on their website.

Activity 3

Vidya and Bec discuss some of the positive and fun ways that we can use artificial intelligence (25:30 mins) and positive ways technology has influenced Vidya's art practice. S ome of the ideas that Vidya raises fit nicely into the genre of speculative fiction. Speculative fiction also includes subgenres like science fiction and fantasy and is primarily concerned with stories that deal with the 'what if…?' Have students work together in small groups to imagine, discuss, and share their ideas and predictions about the below prompts. Encourage students to think optimistically and pessimistically!

- What will school be like in the future?
- What kinds of transportation methods will we use in the future?
- Will we be able to travel long distances on new vehicles?
- Where will people live in the future?
- What will a family home look like?
- What do you think people will do for fun – what kinds of hobbies or sports will people play?

- How will illnesses be treated in the future?
- How will earth be divided politically?
- How will we communicate in the future?
- What will the air and water quality be like in the future?
- How will human beings be different in the future?
- How will we treat each other?
- Do you think we will live in a happier society in the future?
- What do you see as being the future benefits and dangers of technology?

Vidya's provocation

At the end of this Lunch Order, Vidya leaves the audience with the following provocation:

> *Think about where you feel most yourself in an online space and why that is. And if you want to make a piece of art, how would you convey that feeling to someone?*

Provide students with some time to reflect on Vidya's provocation and brainstorm their response. Give students some time to journal and create their vision to this provocation.

Suggested reading and resource list for Lunch Orders: What does the future hold?

Steven Mushin: Imagining the future

- Stephen's book is called *Ultrawild*. You can view the log of his inventions and calculations on the his website.
- Stephen mentions the work of author and entrepreneur Tony Seba as influential in his thinking about ways to disrupt and transform city spaces.
- Bec mentions Andrew Griffiths and Terry Denton's Treehouse series as a comparable and humorous style of writing to Stephen's *Ultrawild*.
- To find citizen science projects near you, visit the Australian Citizen Science Association.

Guy Ritani: Future Food

- Find out more about the Future Healthy Food Hubs program that PermaQueer is involved in.
- Check out CERES for opportunities to learn about sustainable practices like regenerative gardening.
- The TEDXPermaQueer page has a series of short videos about Indigenous innovation in this space, cultural integrity, and getting involved. Some of these videos and concepts may to too challenging for your students, but they're interesting resources nonetheless.
- Mabu Mabu is an Indigenous restaurant and catering service based in Federation Square, Melbourne. View their menu for a glimpse at how native ingredients can be cooked in the kitchen.

Dr Alice Gorman: Future Planet

- *Dr Space Junk vs the Universe: Archaeology and the Future*
- Moon Facts from NASA
- The Outer Space Treaty (1967)
- To get involved with space and the future of how space is used:
  - Be informed
  - Follow space accounts on social media and subscribe to newsletters about space
  - Join astrological societies in your state/territory
  - Stay up to date with, or apply to join, the Space Generation Advisory Council
  - The American Institute of Aeronautics and Astronautics has a young professionals group
  - Keep an eye out for lectures, seminars, and workshops in your state/territory
- *Off-Earth: Ethical Questions and Quandaries for Living in Outer Space* by Erika Nesvold
- *Original Sin: Power, Technology and War in Outer Space* by Bleddyn E. Bowen
- Katie Mack's *The End of Everything (Astrophysically Speaking)*

Vidya Rajan: Future Tech

- Vidya's website
- There is a lot to unpack in Vidya's Lunch Order if you have the time including:
  - ChatGPT and OpenAI
  - The creation and use of generative AI
  - Machine learning
- Read more about digital colonisation
- Restrictions on TikTok in the United States