

THE PROPHECY

Ang Propesiya

CRITICAL VOICES · JUNIOR & SENIOR SCHOOL · AGES 11–18

Climate justice

Intergenerational knowledge

Sea level rise

Coastal ecosystems

Fisheries impacts

DIRECTOR	Milo Alto Paz
PRODUCER	Cynthia Cruz-Paz
RUNTIME	16 minutes
FORMAT	Narrative Fiction
LANGUAGE	Filipino (English subtitles)
LOCATION	Batangas Province, Luzon, Philippines
FILM & TRAILER	youtu.be/UaLCMdl60qM
POSTER & STILLs	mega.nz/folder/DjlDGRd



THE STORY

When the fish disappear from the sea, young Nonoy turns to his grandfather, Lolo Andres, for answers. The old man recalls an ancient prophecy: oceans rising in fire, reefs crumbling to dust, and a flood consuming the world. As nature unravels around them, Nonoy asks whether hope remains. Lolo Andres answers with honesty — only if humanity can let go of the greed that caused the destruction. Yet, even as the world edges towards collapse, Nonoy refuses to surrender his belief that change is possible.

DIRECTOR'S STATEMENT

The urgency of the climate crisis struck me again during a science session at the Climate Story Lab. I was transported back to 2009, when Typhoon Ondoy flooded our home — climate change stopped being an abstract concept and became painfully real. Despite mounting evidence, it is still too often treated as a distant threat rather than a present reality.

I believe storytelling can break through apathy in ways that facts alone cannot. Through the story of a young boy confronting an ancient warning of environmental collapse, the film draws on timeless flood myths to reflect the consequences of human excess. I hope audiences will feel both the gravity of what is at stake and the urgency to act. The Prophecy is not merely a warning — it reflects our present moment and a plea to choose a different path forward.

— Milo Alto Paz, Director

WHY IT MATTERS

The Prophecy is intended as a catalyst for environmental awareness and climate action, particularly within communities already living on the frontlines of ecological collapse. By grounding the global climate crisis in the lived experience of a coastal Filipino community, the film highlights how environmental destruction is not a distant future but an ongoing reality that disproportionately affects the Global South.

SCREENINGS

The film has been shown in national and international film festivals, in schools, and at several community events in key cities across the Philippines.

LEARNING OUTCOMES

The Prophecy is designed for junior and senior school students aged 11–18, as well as the general public. It approaches climate change through the lens of myth and intergenerational storytelling, connecting ancient warnings to present-day consequences of overconsumption, fossil fuel dependence, and unchecked extraction.

The film can be integrated into junior and senior school subjects including geography, environmental science, social studies, development studies, and climate education.

After watching the film, students and the public will be able to:

- Understand how environmental destruction is an ongoing reality — one that disproportionately affects the Global South.
- Recognise that human activity and unchecked consumption drive the climate crisis, but that hope exists, beginning with a shift in values.
- Reflect on how each generation has a moral responsibility to protect our planet, underscoring the urgency of collective action today.

SDG ALIGNMENT

The film connects to five United Nations Sustainable Development Goals:



LESSON PLANS & ACTIVITIES

Full lesson plans, discussion questions & classroom activities — <https://tinyurl.com/3cwr2cy4>

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This document provides facilitated discussion questions, debate and role-play activities to accompany a screening of *The Prophecy*. Choose the format that best fits your audience and setting.

GUIDED DISCUSSION QUESTIONS

Use these questions to guide conversation after the film. They draw out the film's key themes: extreme weather, agriculture and fisheries degradation, the human–nature relationship, and climate adaptation.

- 1 What values or attitudes do you think are at the root of climate change?
- 2 How does climate change affect the lives of ordinary people, such as the fisherman and his grandson in the film?
- 3 What impact does excessive human consumption have on the climate crisis?
- 4 How can individuals and communities help build a more sustainable future?
- 5 How can we address climate anxiety by focusing on hopeful and practical solutions?
- 6 Despite the film's vision of a possible climate catastrophe, do you still feel hopeful? Do you think the film encourages people to listen, reflect, and imagine a better path forward?
- 7 What role can folklore, myths, and local stories play in encouraging environmental protection?
- 8 Can climate change be understood as both a moral and cultural challenge? How does the film encourage us to reflect on humanity's relationship with nature?
- 9 What can younger generations learn from older generations about caring for the environment? Can this dialogue help change attitudes towards climate change?
- 10 What practical actions are you already taking, or could you take, to help address climate change?



THE PROPHECY

■ ACTIVITIES

The following activities are suited to student lectures, seminars, and student-led discussions. The film connects to geography, environmental science, social studies, climate education, and development studies.

Ages 11–13

Debate

"Nonoy in the film represents the future generation bound to suffer the destructive effects of climate change if no immediate action is taken towards climate justice. Do you agree? What actions, programmes or activities could you implement to educate people on climate change?"

Use this prompt to stimulate structured debate or written responses.

Reduce, Recycle and Reuse

Divide students into groups to identify practical initiatives to reduce their individual carbon footprint — such as eating less meat, composting, reducing plastic waste, and conserving water and electricity.

Ages 14–18

Debate Topics

- *"Do you believe that the present or outgoing generations have a moral responsibility to protect our planet before passing it to the next generation?"*
- *"The film's tone conveys fear and anxiety about climate change. How can this anxiety be transformed into a positive, collective response to the climate threat?"*

Lobbying Local Government

Ask students to imagine a future where access to fish or agricultural crops has been reduced because of climate change. What actions could they take to encourage governments to respond? If they were to write to elected officials, what issues would they raise and what changes would they ask for? Would they take part in climate marches, rallies, or community meetings to make their voices heard?

Problem-Solving Role-Play: "In the Future"

Divide students into groups. Ask each group to choose one student to play the role of a grandmother or grandfather living 40 years in the future. What would they want to tell their grandchildren about climate change? Perhaps they live in a world where environmental destruction was reduced and people's livelihoods were protected. What actions might people have taken over the past 40 years to create this future?

■ RESOURCES

CLIMATE JUSTICE

What is Climate Justice? — A clear university resource explaining climate justice and unequal climate impacts.
<https://centerclimatejustice.universityofcalifornia.edu/what-is-climate-justice/>

Climate Change is a Matter of Justice — Here's Why — A short UNDP explainer on justice, vulnerability, and responsibility.
<https://climatepromise.undp.org/news-and-stories/climate-change-matter-justice-heres-why>

An Introduction to Climate Justice — A short video introducing the core ideas of climate justice for classroom use.
<https://www.youtube.com/watch?v=NEnpPC8plkE>

COASTAL CHANGE

Sea-Level Rise, Extreme Water Levels, and Coastal Erosion — A video explaining how rising seas and erosion affect coasts.
<https://www.usgs.gov/media/videos/pubtalk-112019-sea-level-rise-extreme-water-levels-coastal-erosion>

Understanding Sea Level Rise: an Expert Explains — A concise explainer on sea level rise and coastal resilience.
<https://www.youtube.com/watch?v=rdzsh8AETnM>

The Decline of Marine Biodiversity — A written resource on how marine ecosystems are weakened by climate change.
<https://ocean-climate.org/en/awareness/the-decline-of-marine-biodiversity/>

BIODIVERSITY LOSS

Coral Reef Fisheries and Habitat Degradation — A video resource on reef decline, fish habitats, and livelihoods.
<https://www.youtube.com/watch?v=U8TQoCykaKU>

Australia's Great Barrier Reef Suffers Record Coral Decline in 2024 — A news video showing the impacts of marine heat stress and coral loss.
https://www.youtube.com/watch?v=Hc_LO0hu1cU

YOUTH ACTION

Youth in Action | United Nations — A UN page with youth climate action ideas and examples.
<https://www.un.org/en/climatechange/youth-in-action>

Youth4Climate | UNDP Climate Promise — A global initiative supporting youth-led climate solutions.
<https://climatepromise.undp.org/what-we-do/flagship-initiatives/youth4climate>

Youth Activists: A Decade of Action for Climate Change — A video about youth activism and climate engagement.
<https://www.youtube.com/watch?v=pqBg06t-aPc>

